



# Harry Collinge High School

*Respect Responsibility Compassion*



Annual Education Results Report  
2019 - 2020  
School Continuous Improvement Plan  
2020 – 2023



## **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

## **CORE VALUES**

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

## **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.

## Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans 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***.



## School Profile

Hinton's first graduating class consisted of 18 students who graduated from Hardisty School in the spring of 1958. It was during 1959 that Hardisty School was renamed Harry Collinge High School in memory of the resident manager of North Western Pulp and Power.

The physical building has changed significantly over the past 60 years, but Harry Collinge High School remains the school of choice for Hinton students in grades 8-12. As of September 30, 2020 the school serves a population of approximately 460 students studying in a dual track (English and French Immersion) environment. Approximately 20% of our student population who identify as First Nations or Métis. Supporting their education are 24 teachers including 2 guidance counsellors and a number of speciality teachers (French immersion, music, shop, art, drama, foods, PE), 5 educational assistants and a family school liaison counsellor.

HCHS offers a wide range of extra-curricular activities including clubs and sports such as Students' Union, a GSA, football, volleyball, basketball, wrestling, badminton, rugby and track & field.

## 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. 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 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 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.

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". Unfortunately, due to COVID, we have put our Flex block on hold for the current school year; however, given the data from last year before the school closures, our decision to move Flex was a successful move. We noted improved attendance and when we again have the opportunity to offer it safely, we will 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 2020 with the May release of the 2020 Accountability Pillar data. We first considered these data as a staff providing some preliminary ideas as to priorities for the 2020-2021 school year. At our May school council meeting we reviewed the 2019-2020 SCIP and then considered the May 2020 data in order to solicit input and potential priorities for the 2020-2021 school year.

This cycle continued into the current school year with the 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.

COVID has provided no shortage of reasons to be concerned about schooling this year. In spite of this, we are more excited than ever for the 2020-2021 school year and are eager to continue to improve in the areas of literacy and now, also, higher order thinking and problem solving.

## 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. **Student Growth & Achievement**
  - Provincial Achievement Test results.
  - Diploma Exam results.
  - High School Completion results.
2. **Teaching & Leading**
  - Survey measure of Education Quality.
3. **Learning Supports**
  - Survey measures of Safe & Caring, Student Inclusion and Access to Supports & Services.
  - Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
  - Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
4. **Governance**
  - Survey measure of Parent Involvement.
  - School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.

- Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies.
- Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.

5. **Local & Societal Context**

- Information about the school authority, students, staff and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

## **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, writing, and mathematics to inform instruction to ensure the success of all students.

## Accountability Pillar results

\* No diploma exams or provincial achievement tests in June 2020

\*\* Greyed out rows based on the June 2018 PAT and DE testing data.

### Combined May 2020 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	84.1	83.7	80.8	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	84.4	80.4	80.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	77.7	82.6	81.0	90.3	90.2	90.1	Very Low	Maintained	Concern
	Drop Out Rate	0.9	3.0	2.8	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	74.7	82.0	72.2	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	57.8	56.3	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	8.2	7.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	66.3	76.0	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	5.6	9.4	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	31.6	39.6	38.2	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	56.3	64.2	60.6	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	36.3	54.6	47.8	60.1	59.0	58.5	Very Low	Declined	Concern
	Work Preparation	67.3	70.6	70.9	84.1	83.0	82.7	Low	Maintained	Issue
	Citizenship	70.3	67.1	65.9	83.3	82.9	83.2	Low	Maintained	Issue
Parental Involvement	Parental Involvement	74.1	75.7	75.0	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	80.5	78.4	75.9	81.5	81.0	80.9	Very High	Maintained	Excellent



### **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

- a. Very Low (red)
- b. Low (orange)
- c. Intermediate (yellow)
- d. High (green)
- e. Very High (blue)

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

- a. Declined Significantly (red)
- b. Declined (orange)
- c. Maintained (yellow)
- d. Improved (green)
- e. Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- a. Excellent (blue)
- b. Good (green)
- c. Acceptable (yellow)
- d. Issue (orange)
- e. Concern (red)

## School Data Story

### **Student Success: Creating Safe Caring Schools**

We were very pleased with the safe and caring results as reported in the May Accountability Pillar survey results. We continue to trend upward in this category - both over the previous year, but more importantly as compared to the three-year trend. In other non-academic areas, including education quality, citizenship, life-long learning and safe and caring, Harry Collinge High School generally maintained the overall result. In general, both student and teacher responses indicated similar results, but the small number of parents who responded indicated a significantly lower level of satisfaction than in the previous year.

We continue to engage with our parents through School Council and will further engage parents with regular communication (weekly Parent Newsletters, Facebook, etc.) with specific information relating to the Pillar survey ensuring that our stakeholders are well aware of what we offer for their students.

These results are further confirmed by the information provided by the 2019-2020 COMPASS study, in which we have participated for 7 years. In the 2019-2020 survey, 20 % of students reported that they had been bullied - a reduction of 9% since the first year of the study (2013-24).

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. In light of the restrictions due to COVID, this has proven to be challenging in the current year, although we have successfully launched a virtual GSA and continue to look for opportunities for our students to contribute to their community.

### **Student Success: Academic Success**

We again (re)established our school improvement goals with a view to improve student learning as reported in the accountability pillar - most notably, the Provincial Achievement Tests (PATs) and Diploma exams. We recognize that there remains room for growth in both of these areas. We recognize, of course, that Provincial Achievement Tests have been cancelled for students in GYPSD for the 2020-21 school year and it remains to be seen if students will write diploma exams. We were pleased to note improvement virtually across the board in our PAT results from June 2019 and look to continue this academic improvement. We attributed the improvement to a number of factors, not the least of which was our focus on literacy first in 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 and this year add a focus on numeracy as we work to further improve student achievement in all subjects.

### **Student Success: Indigenous Education**

The 2019 Accountability Pillar results showed generally 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. Unfortunately, due to the school closures we do not have current provincial testing information for any of our students.

We continue to work with Hinton's and the Division's Indigenous stakeholders and leaders. We are pleased with the on-going relationship with the Hinton Friendship Centre and we are grateful for the opportunity to engage with the Hinton Friendship Centre and the Circle of Learning Project led by their newly appointed Education Navigator. We now have a lead teacher responsible for Indigenous education and she has already proven to be a valuable asset and ally in developing and applying foundational knowledge in our classrooms and throughout the school.

### **Teaching and Leadership Excellence**

The principal and assistant principals completed the Leadership Quality Standard leadership certification in the spring of 2019 and as of November 2020, all three have completed their Masters of Education. 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 find innovative and unique ways to continue the work we initiated last year with instructional rounds further focussing our work to ensure 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 have implemented a targeted stakeholder outreach regarding the Accountability Pillar survey. In particular, all parents receive weekly information about the programs we offer specifically as relates to the Accountability Pillar survey questions and we will be looking to improve parent participation rates in the survey.

### **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. As was initiated last year, we will look for innovative and creative ways to focus on developing citizenship and ensuring students care for one another. The establishment of a virtual GSA will certainly play a role in this, as will the return of Prom to HCHS under the leadership of assistant principal, Ryan Maguhn and an amazing group of HCHS staff who will be the staff liaisons leading the student leadership group.

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

On our 2020 Data Day, in spite of the fact that we had virtually no provincial exam data from 2020, it was clear from previous data combined with that of the current year’s screens in both reading and math that we must continue to develop the literacy skills in our students if we are to expect increased learning.

Reading comprehension continues to be our area of focus and this year we add to that the fundamental mental mathematics skills which proved to be a significant weakness for our students in recent provincial exams as well on ongoing classroom assessments.

## SCHOOL IMPROVEMENT GOALS

### STUDENT GROWTH & ACHIEVEMENT

SMARTER GOAL #1	STRATEGIES
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>● Students are active readers with deeper comprehension through the practice of annotation.</li> </ul>	<ul style="list-style-type: none"> <li>● Annotation across departments</li> <li>● Leveled (scaffolding) throughout the grades; simpler in the early grades and more detailed in senior high</li> <li>● Common method of teaching annotation - as led/facilitated by Literacy lead teacher.</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>● Improved reading comprehension as measured by:               <ul style="list-style-type: none"> <li>○ classroom assessment</li> <li>○ screens</li> <li>○ provincial exams (as available)</li> </ul> </li> <li>● Students are able to consistently model these strategies</li> <li>● Students elect to use strategy in testing situations when asked.</li> <li>● Gr 8- students putting information into their own words</li> </ul>	

<b>SMARTER GOAL #2</b>	<b>STRATEGIES</b>
<b>Numeracy</b> <ul style="list-style-type: none"> <li>Students increase/develop their fundamental mental math skills.</li> </ul>	<ul style="list-style-type: none"> <li>Math teachers incorporate daily instruction and practice in mental math</li> <li>Math teachers identify opportunities for all teachers to incorporate mental math into their instruction/practice.                             <ul style="list-style-type: none"> <li>i.e. estimating percentage</li> </ul> </li> </ul>
<b>Evidence of Success</b> <ul style="list-style-type: none"> <li>Improved student learning as measured by:                             <ul style="list-style-type: none"> <li>classroom assessment</li> <li>screens</li> <li>provincial exams (as available)</li> </ul> </li> </ul>	

## TEACHING AND LEADERSHIP

<b>SMARTER GOAL #1</b>	<b>STRATEGIES</b>
<b>Education Quality</b> <ul style="list-style-type: none"> <li>Increase student achievement through a focus on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Concept-based learning strategies and plans</li> <li>Common professional time to develop high level common assessments and activities</li> <li>Generative dialogue focused on higher order thinking skills</li> </ul>
<b>Evidence of Success</b> <ul style="list-style-type: none"> <li>Improved student success on PAT and DE</li> <li>In particular increased rates of students achieving at the excellence level</li> <li>Narrower discrepancy between school-awarded and exam mark</li> </ul>	

<b>SMARTER GOAL #2</b>	<b>STRATEGIES</b>
<b>Professional Learning, Supervision and Evaluation</b> <ul style="list-style-type: none"> <li>School leaders demonstrate exemplary leadership.</li> <li>Teachers demonstrate exemplary instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly meetings to collaborate.</li> <li>Opportunities for all school leaders to develop skills (PD days, staff meetings, etc.)                             <ul style="list-style-type: none"> <li>Generative dialogue in daily classroom visits.</li> <li>Instructional rounds include teachers as observers.</li> <li>Staff meetings as PD</li> </ul> </li> </ul>
<b>Evidence of Success</b> <ul style="list-style-type: none"> <li>Exemplary school leadership as evidenced by Accountability Pillar results including student achievement and Safe and Caring data.</li> <li>Exemplary teaching as evidenced by student achievement.</li> <li>HCHS teachers leading in zone and division PD.</li> </ul>	

## LEARNING SUPPORTS

SMARTER GOAL #1	STRATEGIES
<p><b>Safe and Caring Schools</b></p> <ul style="list-style-type: none"> <li>● Teaching kids to care for others through volunteerism.</li> </ul>	<ul style="list-style-type: none"> <li>● Community hours required (10/yr).</li> <li>● Student work displayed in Learning Commons</li> <li>● Community service projects (snow shoveling to more involved projects).</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>● Improved Accountability Pillar results.</li> <li>● Increase in social media hits</li> <li>● Increase in graduation rate</li> </ul>	

SMARTER GOAL #2	STRATEGIES
<p><b>Student Inclusion and Access to Supports and Services</b></p> <ul style="list-style-type: none"> <li>● Indigenous students see themselves and their culture fairly represented in lessons.</li> <li>● Align plans and supports to needs</li> </ul>	<ul style="list-style-type: none"> <li>● Lead teacher - Indigenous Education facilitates on-going development and application of foundational knowledge.               <ul style="list-style-type: none"> <li>○ Remembrance Day Service</li> <li>○ Aboriginal Veterans' Day</li> </ul> </li> <li>● Identify students for whom ISP's are required and necessary.</li> <li>● Develop support plans for students not requiring ISP (previously on ISP, or not).</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>● All students regularly recognize the Indigenous perspective in a lesson/activity.</li> <li>● Minimum of 3 lessons per teacher in which foundational knowledge is clearly evidenced.</li> <li>● Reduced number of students on ISP - increased number on support plans.</li> </ul>	