



Horizon School Division No. 67

Vauxhall Junior & Senior High School

*Combined 2018-19 to 2020-21 Education Plan and
2017-2018 Annual Education Results Report*



*An inclusive learning community that engages
and empowers all learners for success.*

Vauxhall Junior & Senior High School
P.O. BOX 618
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<http://vhs.horizon.ab.ca/>

Foundation Statements

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Our Priorities

Horizon School Division Core Goal and Key Action Items

- **All learners leaving school are competent contributing global citizens.**
 - **Strong instruction that develops competencies**
 - **Literacy**
 - **Numeracy**
 - **Assessment**
 - **Response to intervention to meet the needs of all students**
 - Collaborative Response Model
 -

Alberta Education Key Action Items (Desired Outcomes)

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis and Inuit student success
- Alberta's education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

What makes us “Vauxhall Junior & Senior High” School

Principal's Message

Vauxhall High School “Education – a life-long pursuit”

Vauxhall High School is a rural, regional school serving the communities of Vauxhall, Enchant and Hays and provides programming for approximately 195 students in grades 7-12. We additionally accommodate the Horizon Mennonite Alternative Program, which includes approximately 60 students, for a few classes each day. In our building the HMAP students take CTS courses like home economics, fashion studies and shop. They also take P.E. and about 20 of their high school students participate in our religious studies class. This year again, we also have some HMAP students in a few of our high school core courses. At Vauxhall High School (VHS) the emphasis is on learning; the expectation is that everyone in the building learns every day. We believe that learning is an inherently natural activity and that all students are capable of learning. We actively support students' with their academic endeavors' and strive to ensure success for all.

The core academic program is supplemented by the following complimentary courses: Foods, Fashion Studies, Construction, Mechanics, Woodworking, Art, Information Processing, Financial Management, Legal Studies, Music, Drama and Sports Performance (CTS). The extra-curricular programming involves an athletic program (cross-country, volleyball, golf, basketball, baseball and badminton), drama, yearbook, Safe and Caring Student Council and a Student Leadership Council. All students are encouraged to participate in extra-curricular options. Vauxhall High School is an active and caring school. By far, the strength of VHS is the people within the building.

This is the thirteenth year of our baseball program, the Vauxhall Academy of Baseball. This program stabilized our enrolment, for a time, and has given all of our high school students' access to a sports performance program (CTS modules) which includes a Sports Psychologist, Strength and Conditioning Coach, and an Athletic Therapist. The practice squad has increased to 6 players and the VAB is home to 22 players from across Canada. The VAB is actively fundraising in hopes of building an indoor community center that could be used for year round baseball training as well as many other community activities such as walking for seniors, indoor soccer, indoor golf and so forth.

Like so many rural schools we are facing a declining enrolment and the accompanying loss of staffing and programming. Working tirelessly the staff, with the help of our community, parent council, and school board, continues to look for ways to stabilize our enrolment. This cooperative and collegial environment has created other spin offs such as partnerships, pride, opportunities and inroads created within our community. We must continue to look for ways to increase or stabilize our enrolment! Or our school's

enrolment and programming will continue to decline. This school year we did have an increase of about 4 or 5 students. However, most left smaller communities in their junior high years and would have eventually come to VHS in grade 10.

This is the fifth year of our involvement in high school redesign. We are always working to continue to create relationships through our advisory program. We have made some significant changes such as moving our advisory room check-in for ten minute from each day to Monday and Tuesdays.

As within Horizon School Division, Vauxhall High School believes that:

Education makes a difference.

Every person is unique.

Every person can learn.

Learning is a life-long process.

Education is a partnership among home, community, and school.

The parent is the primary educator.

Every person has inherent value

What is Special about VHS!!!



School Spirit – Annual Blue Cup Football Game



First Day Assembly => Lowell and Julie Taylor – Never give up!





2018/2019 Vauxhall Academy of Baseball – GO JETS!

Jersey DAY



Cross Country – COLD!



Harry Baker – Slam Poetry



Building School Climate



Terry FOX – working together to support a cause!



Team Work – Strong extra-curricular programs – the drought has ended – 8 years!



Student Council at “WE DAY”



Strong Academics and hardworking students – Academic Awards Night



Accomplishing the nearly impossible – Goal Achievement! Team work – Pennies for K's – 100,000km cycled!





Lessons are learned -



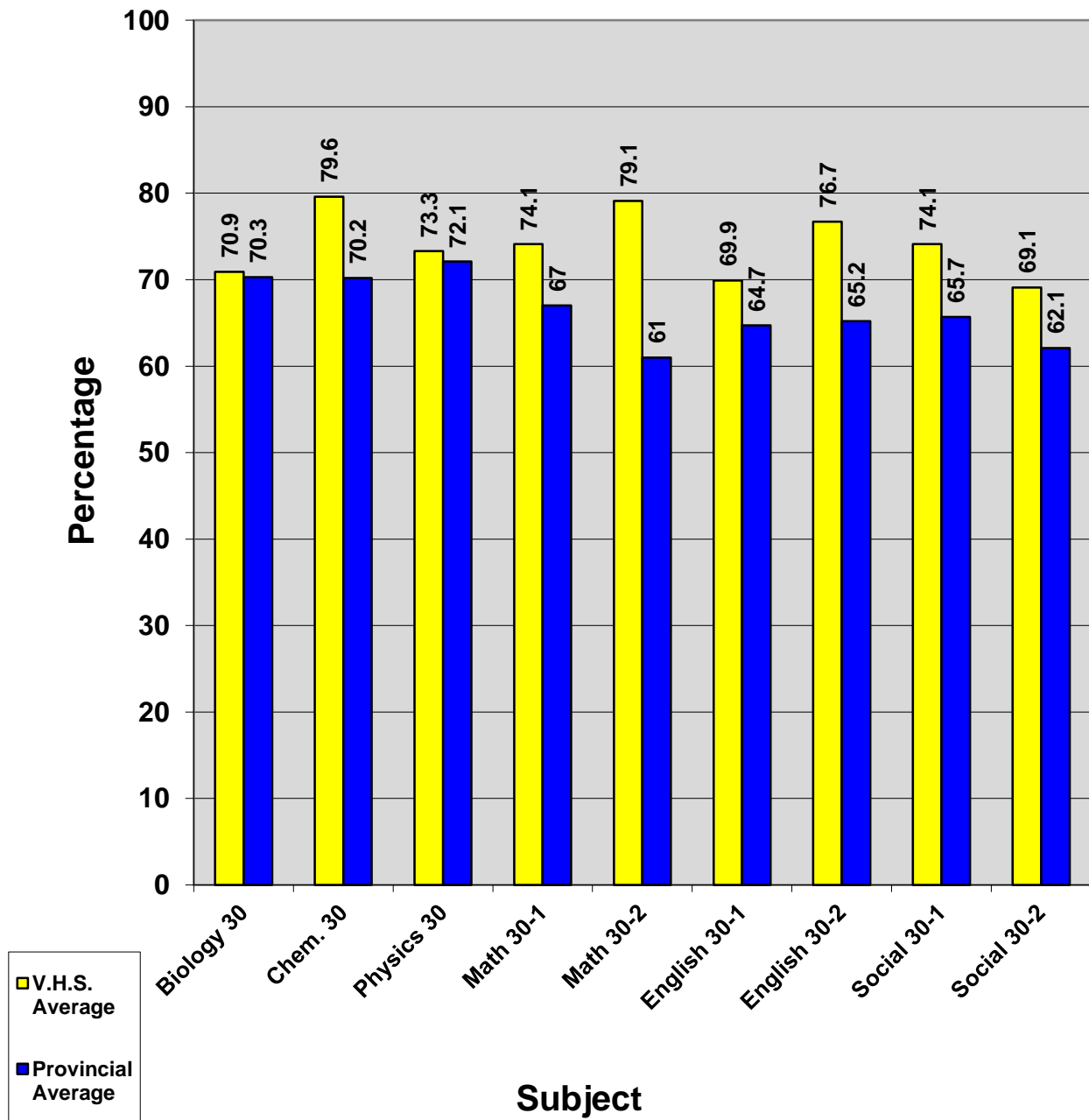
Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Vauxhall Jr Sr 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	94.8	90.7	94.1	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.5	80.5	85.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	96.0	93.8	93.0	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.0	3.9	1.9	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	91.9	100.0	93.4	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.5	82.3	82.3	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	15.4	33.3	23.8	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	98.4	90.1	92.6	83.7	83.0	83.0	Very High	Improved	Excellent
	Diploma: Excellence	38.9	14.6	21.4	24.2	22.2	21.7	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	64.0	66.7	67.0	55.7	54.9	54.7	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	82.1	84.0	82.4	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	67.0	55.6	58.5	58.7	57.9	59.0	High	Maintained	Good
	Work Preparation	94.4	96.2	93.0	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	89.5	82.9	87.5	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.2	87.8	86.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	93.7	95.6	91.4	80.3	81.4	80.7	Very High	Maintained	Excellent

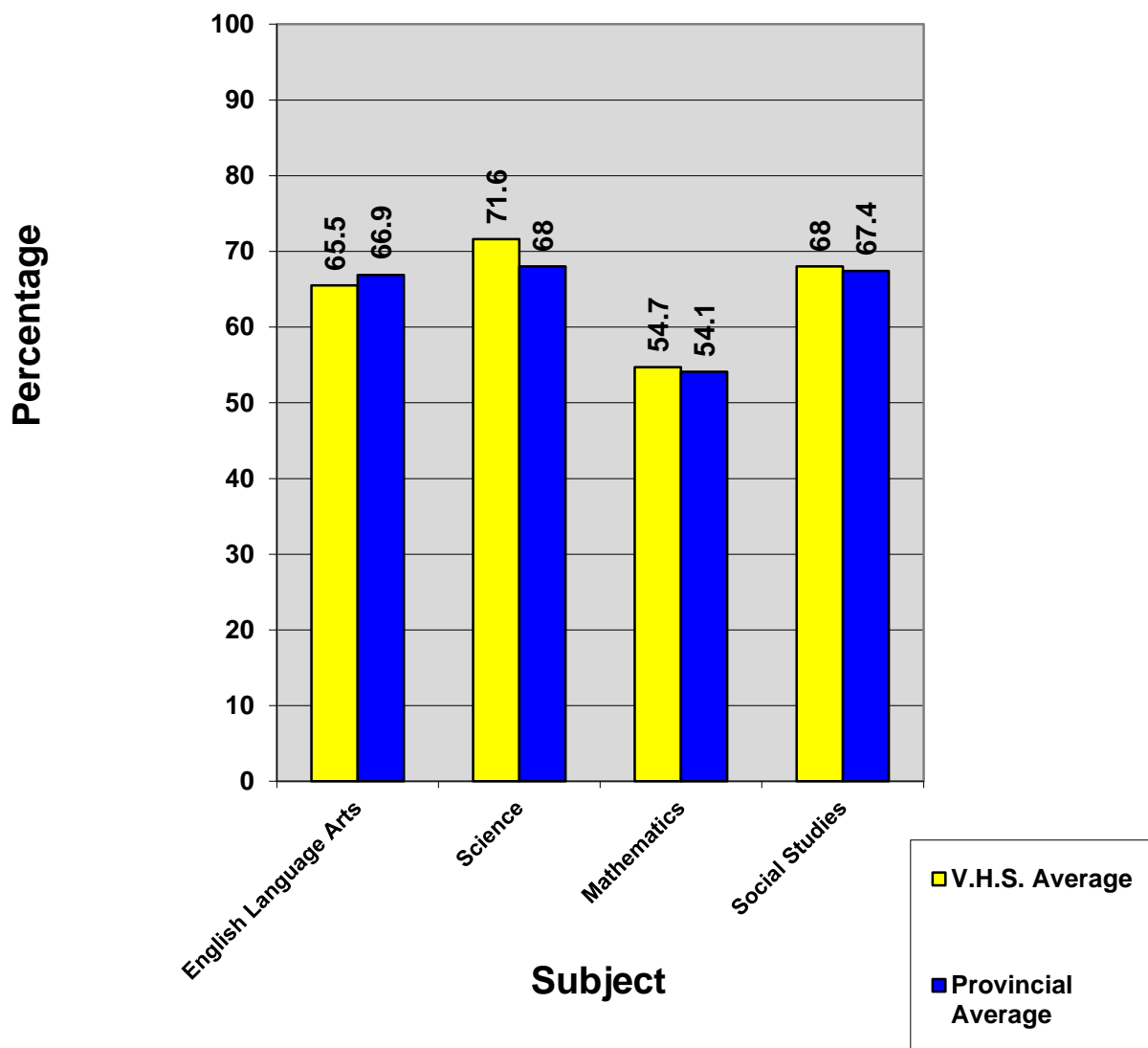
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

June Diploma Exam Comparison 2017-2018 V.H.S. vs Provincial Results



Achievement Tests Comparison 2017-2018 V.H.S. vs Provincial Results



TARGETED AREAS FOR IMPROVEMENT IN 2018-2019

Performance Area	Current Result	Target (2018-19)
PAT Acceptable	73.5%	80%

Performance Area	Current Result	Target (2018-19)
PAT Excellence	15.4%	20%

Both performance areas fall within Student Learning Achievement (Grades K-9). Our result in regards to number of students achieving the acceptable standard on their provincial achievement exams dropped from 82.3% in 2016/17 to 73.5% in 2017/18.

Our result in regards to number of students achieving the standard of excellence on their provincial achievement exams dropped from 33.3% in 2016/17 to 15.4% in 2017/18.

We have some very high learning needs found within our junior high classes as well as a large and growing grade 9 class that can at times prove challenging to teachers as there are learning and behavior concerns. The teachers for PAT courses have remained the same over the past 3 years.

Strategies:

Continue to provide support for teachers in regards to preparation for achievement exam courses. As a staff we will analyze results and look for ways to improve in regards to the promotion of acceptable and excellence in Student Learning Outcomes in all courses. This will be done at our Friday after school meetings as we analyze the accountability pillar results.

Individually, through growth plan meetings there will be an analysis of Achievement exam results and Multi-year reports. We will look for, and discuss, areas of strength and areas for growth. Together, teaching and learning strategies will be discussed that can be used to help students reach their academic potential.

Use of our inclusive education team to determine best strategies and instruction for individual student learning needs. Creation of ISP's and IPP's amongst teachers guided by our inclusive education team. Use of, and collaborative team meetings, using the CRM to determine how to best, as a teaching staff, approach the individual learning needs of students.

Scheduled the grade 9 Math PAT part A on a separate date from part B. Having both parts on the same day last spring was very tough on students. Some seemed to give up before part B as their frustration levels were very high.

Continue to support literacy and numeracy at the school and division level. This year we will again benchmark all students using Fountas and Pinnell. We will also continue a 6-week literacy program for junior high students using the F and P resources.

We will utilize the expertise of the division's behavior coach to help minimize the distractions that are occurring within the grade 9 class.

Plan for action (how the strategies will be implemented (e.g. timeline, budget, etc))

The strategies will be employed throughout the year at school PD, Friday after school meetings and at various teacher and individual growth meetings.

Collaborative team meeting and use of the CRM to work as a team in supporting individual student learning throughout the school year. School based PD with Robbie on December 7, 2018.

The admin team will work with teachers in regards to behavioral concerns within grade 9 classes. Laura Elliott will be used to provide support for behavioral concerns at the junior high level

PD will be supported and encouraged, through the limited school budget, for teachers willing to seek development in their subject specific areas as well as in regards to management.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong instruction that develops competencies

High School Redesign – creation of Experiential Learning Week at VHS

- Foundational Principals we are working on: Personalization and Home and Community Involvement
- In collaboration with HSD and the other high schools in horizon, create an experiential learning opportunity for high school students that will provide personalized opportunities for students to experience careers and schooling outside of what is currently available. This opportunity will provide exposure to areas of interest that may guide them in regards to areas of academic and/or occupational focus after high school.
- Experiential Learning Week is a huge undertaking that will help create and develop leadership opportunities for the teachers of VHS. It will involve community organizations, parents, local businesses and industry to create an opportunity that will benefit the student of VHS.

Strategies

- *Survey students before next admin meeting to find vocational and academic interests
- *Staff will develop in-house academic and vocational opportunities for students
- *Work with Lethbridge College to place individuals in their various programs for ELW week.
- *Work with HSD as we plan and implement ELW for VHS students
- *Work with other high schools in Horizon that are also creating the ELW experience for their students.
- *Seek information from Livingstone range (Matthew Halton) as they started the ELW program.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- As principals interested in ELW we had site visits to Matthew Halton and Lethbridge College. Both programs were explained in detail and we decided to move forward with Horizon ELW for the week of May 6 -10, 2018. We have met as a committee before the October 11th admin meeting. We have also developed a team drive that makes it easy for us to share information. I am very nervous about the budget

Key Action 2 – Response to intervention to meet the needs of all students

<p>Provincial Desired Outcome for FNMI – supporting First Nations, Metis, and Inuit students’ success.</p> <p>Create a greater connection with FNMI and LGM students and parents within the school community at VHS. Develop a school climate and form relationships with all of our FNMI and LGM parents that allows them to see how vested we are in regards to their children and their children’s education. Do they feel a connection? Do they know the concern of staff for their children’s success and well-being? What can we do better? How do we build trust? Do they feel welcome in our school?</p>

Strategies

*Use redesign principles of:

- To create a stronger connection with school community.

*Model for staff ways to connect with all students.

*FASPA – November 14 (Tea with Benita and LGM parents)

*Operation Christmas family – December

*FNMI movie and Gift Exchange (December)

*Encouragement of FNMI and LGM students in extracurricular activities and athletics.

Create and find times for connection with FNMI and LGM parents throughout the school year at school related functions and community events.

Page 20