



Horizon School Division No. 67

Vauxhall Junior & Senior High School

*Combined 2020-2021 to 2021-22 Education Plan and
2019-2020 Annual Education Results Report*



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

Vauxhall Junior & Senior High School

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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 190 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, due to the Covid-19 Pandemic, we have 10 students that have chosen to enroll in Horizon's “At-Home Learning Program.” 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. If students get sick or miss school due to Covid related concerns it is our goal to provide quality online instruction to them.

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, although in a state of stasis and non-competition, thus far, involves an athletic program (cross-country, volleyball, golf, basketball, baseball and badminton), drama, yearbook, Safe and Caring Student Council, a Student Leadership Council and a G.S.A. 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 year we have chosen to give up our multi-graded advisory program to abide by the cohorting mandate given by AHS. We have instead decided to break advisory into groups of students by subjects that can be mentored by teachers that they see every day.

This is the Fifteenth 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. We felt very fortunate that we were able to restart the program after all student athletes were sent home in March.

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 seventh year of our involvement in high school redesign. We are always working to continue to create relationships through our Covid modified advisory program.

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

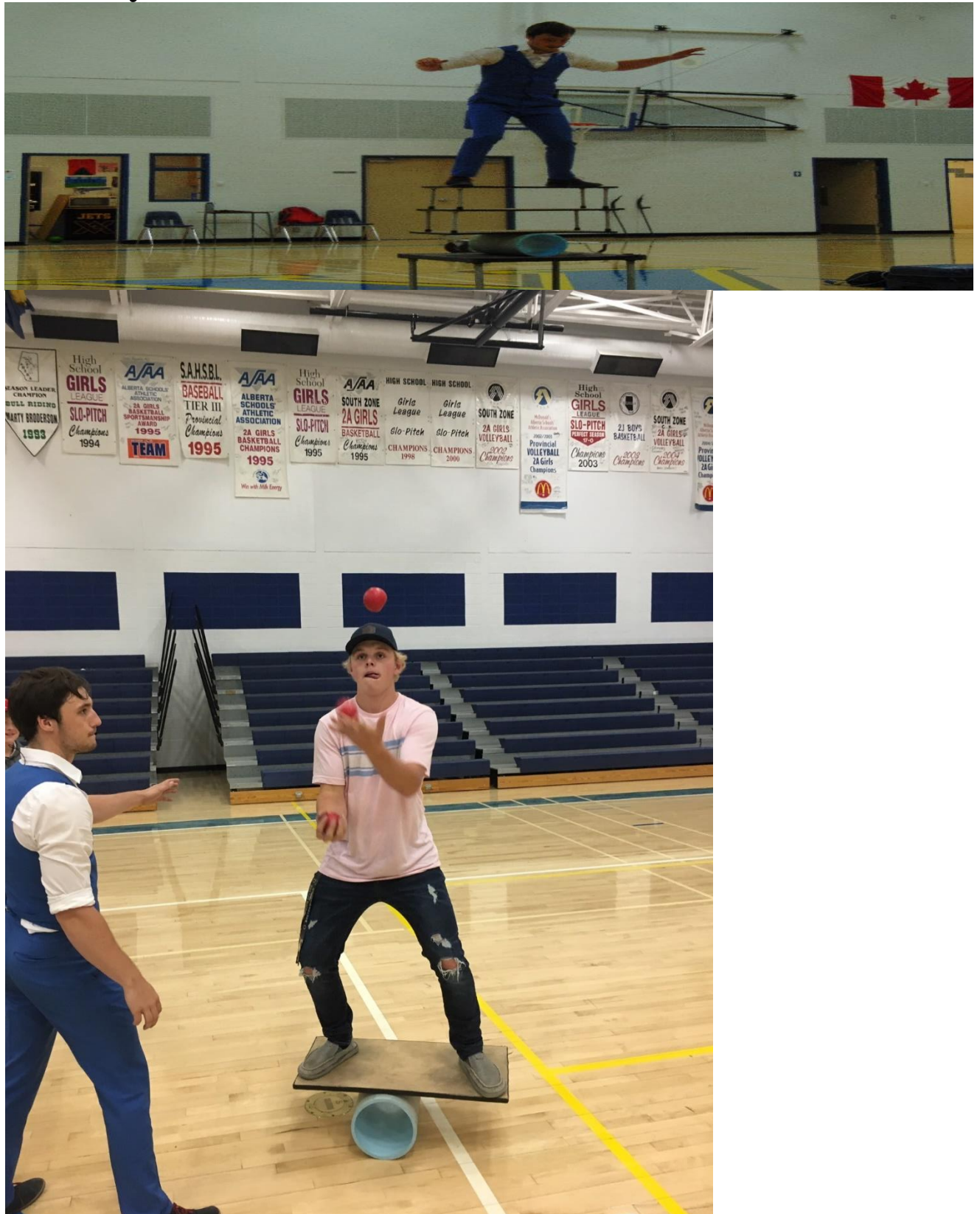
What is Special about VHS!!!



School Spirit Pictures are from 2019 — we are hoping to find an alternate activity in the spring.
Annual Blue Cup



First Day Back – You can accomplish great things!



Giving Back! School Terry Fox Run



Music! Rock On!



Cardboard Boat Races



Titanic Award





School Spirit





Remembrance Day





VOLLEYBALL - Double Zone Champions – First time!



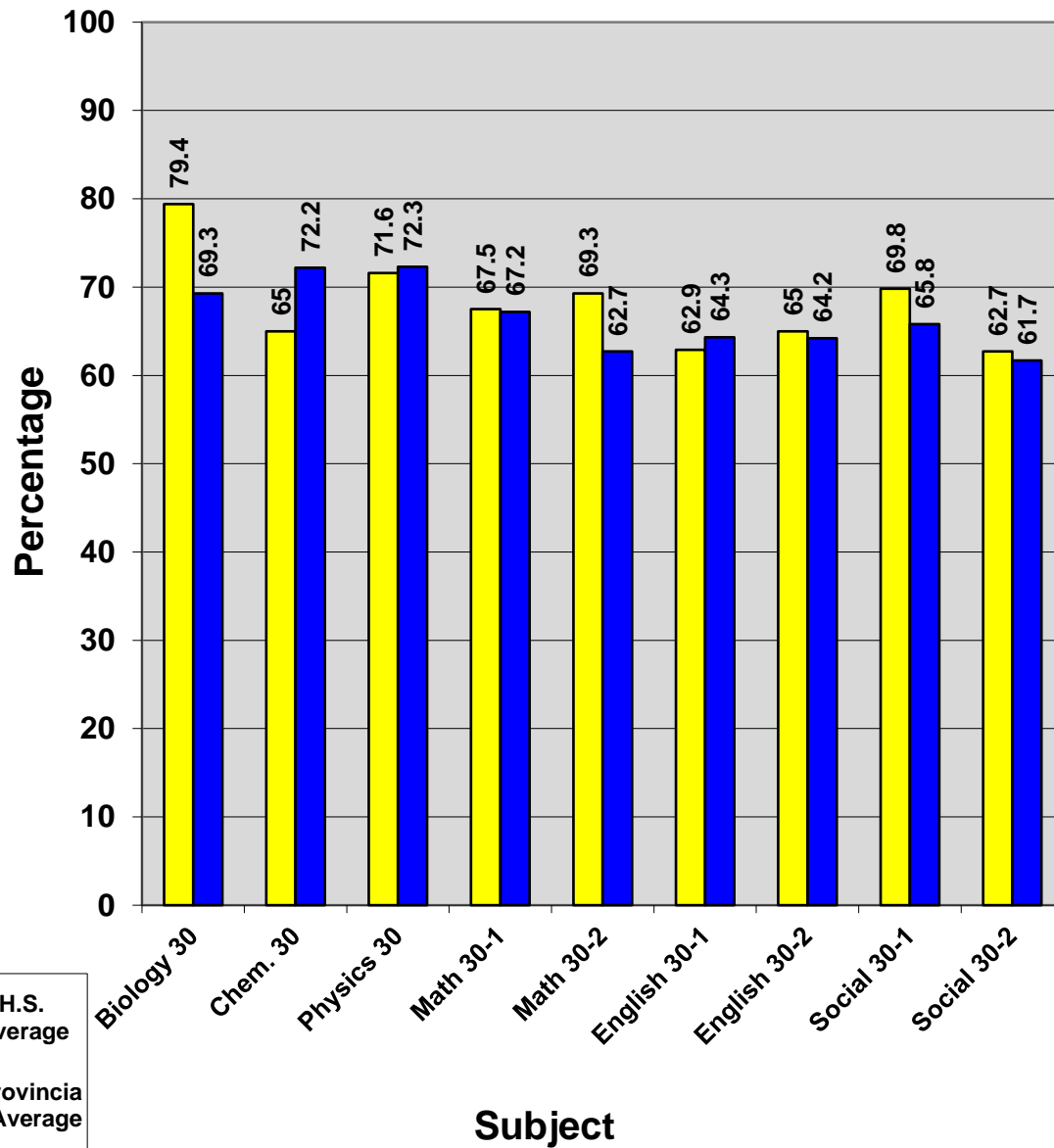


Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 6611 Vauxhall Junior Senior High School

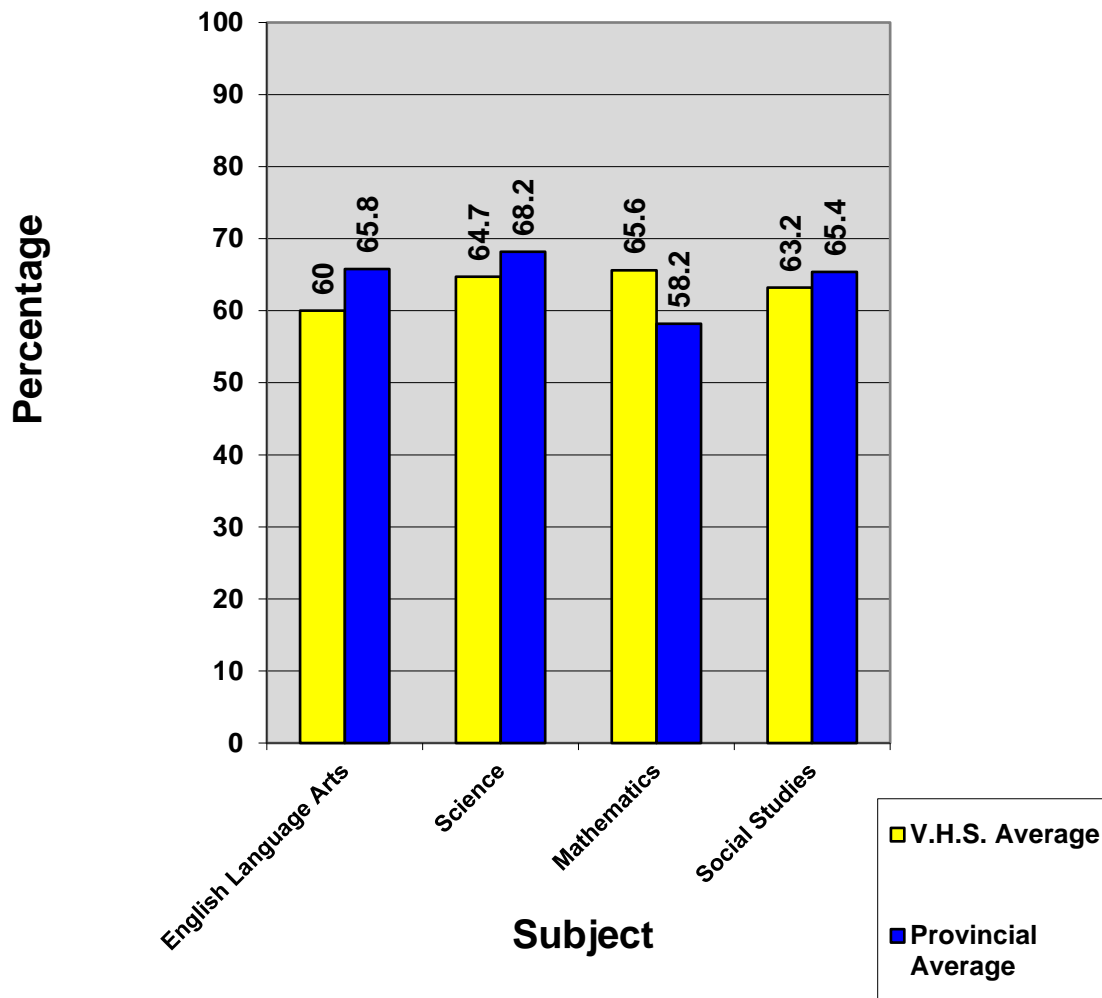
Measure Category	Measure	Vauxhall Jr Sr High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.1	94.8	93.7	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.6	87.5	84.7	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.0	96.0	93.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	1.7	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	95.6	91.9	93.6	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.0	73.5	80.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.0	15.4	20.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	89.2	98.4	93.4	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	19.6	38.9	26.3	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	72.8	64.0	66.5	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	88.9	82.1	82.3	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.9	67.0	61.6	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	96.4	94.4	93.7	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	88.8	89.5	87.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.1	93.2	88.2	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.2	93.7	94.1	81.0	80.3	81.0	Very High	Declined	Good

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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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, 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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 2018-2019 V.H.S. vs Provincial Results



Achievement Tests Comparison 2018-2019 V.H.S. vs Provincial Results



TARGETED AREAS FOR IMPROVEMENT IN 2018-2019

Performance Area	Current Result	Target (2018-19)
Continuous Improvement	85.2%	90%

This performance area is a School Improvement Measure that falls within Continuous Improvement. It looks at the percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Our result in dropped from 93.7% to 85.2%. When looking at the Accountability Pillar Data the results indicate that we need to provide a better understanding to grade 7 parents and grade 10 parents of new students in regards to school improvement. Almost all of the grade 7 parents chose “don’t know” as we are a 7 – 12 school and the 7’s and new 10’s did not attend Vauxhall Junior Senior High the previous year.

Year -2019 Parental Surveys – 14 Improved or stayed the same - 21 43 declined - 7 Don't Know - 29 64%

2019	N	83	14	57	12
	%	85.2	64.3	91.3	100.0
		Overall	Parents	Students	Teachers

Strategies:

Better promote the completion of Accountability Pillar surveys through the use of SchoolMessenger. Reminders and explaining the importance of feedback to guide school goals has always been done via the school newsletter. A more direct approach using Messenger and e-mails would provide more data from parents to guide school improvement.

Provide a better understanding to grade 7 parents, grade 10 parents and parents of new students to the school, in regards to school improvement. Too many parents answer “don’t know” when asked about our school because their child wasn’t attending Vauxhall Junior and Senior High School and they believe that the question is designed for parents who had their children attend this school last year. This clarification will be provided to School Council and the applicable parents by email.

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

School Council in October, parents in January through messenger and email.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong instruction that develops competencies

A. Increase Student Engagement and Student Ownership of Work

With it being the seventh year of being involved in high school redesign we understand the role of reflection, data collection and course correction. As a staff we have chosen to make “Student engagement and ownership of student work” one of our major school goals.

The staff sees the need for ALL students to take ownership and have pride in their work. With the opportunity to re-do assignments and re-assess, students are making choices to turn in incomplete or rushed assignments. They also know that they will have an opportunity to re-assess and so some students are taking advantage of the system that we have created in our school in regards to reassessment and missing assignments (refer to policy below:)

- Stiffer parameters around late and redone assignments.
- Bringing our averages up by focusing on lower students
- It's not about completion, it's about personal excellence
- Use of various techniques to ensure student individual completion of school work.
- Covid has created less engagement for most students in regards to rigor and self-efficacy. As a staff we are finding ways to connect

Vauxhall Junior and Senior High School

Guidelines for Reassessment

1. Teacher conferences
2. Students complete project work related to deficiencies on the evaluation
 - a. Demonstrate an understanding of curricular outcomes
 - b. All missing assignments relating to the outcomes must be complete (cumulative - depending on the class or content)
3. Demonstrate better understanding of concepts before rewriting test or assignment
4. Re-write test or assignment
5. Students must complete the rewrite within the given time frame at the teacher's discretion
6. Unexcused absences on the testing day negates the opportunity for reassessment
7. Students must remain caught up on all current course work in order to be reassessed
8. This assessment practice should apply to all students, classes, and grade levels

Guidelines for Missing Assignments

1. Deadline to hand in work
2. Interventions for missing or late work
 - a. Grace period (at teacher's discretion - 1-2 days)
 - b. Mandatory attendance during FLEX, spares, and lunch for assignment completion at teacher's discretion
 - c. Contact with parents (teacher)
 - d. Administration Intervention: academic suspension for assignment completion

“Coherence” - Michael Fullen and Joanne Quinn

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

Attend regional high school redesign collaborative to meet with colleagues, attend assessment sessions and look for examples from other schools. (Fall and Spring Collaborative Sessions).

Use of school PD to examine best practice and look to design what works best for VHS in regards to changing our guidelines for re-assessment and missing assignments. Use of staff meetings for on-going discussion and reconvene assessment committee.

Strategies

*Utilize our Career Counselor to help survey students to find vocational and academic interests for life beyond high school.

*Staff will tweek and develop in-house academic and vocational opportunities for students.

*Form a stronger connection and reliance on Career Transitions as they are adapting and providing opportunities to students within the Covid pandemic.

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

- As more principals and schools are becoming interested in ELW we are meeting before admin. Meetings to discuss how we can work together on supporting each other and provide a Horizon ELW experience.
- Work with our Career Counselor to survey students and match them to E.L.W. programs whether in house or at the colleges or university.
- Utilize staff meetings and Friday After School Meetings to create and plan VHS ELW program.
- Set aside \$2,000 from decentralized budget and \$3000 from school fundraiser to help support ELW.
- Apply for Horizon funding for program as well as seeking out local sponsorship.

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

C. Provincial Desired Outcome for FNMI – supporting First Nations, Metis, and Inuit students' success.

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. Provide staff with opportunities to provide FNMI authenticity while aligning with the TQS.

Strategies

1. Authentic integration of FMNI into our curriculum. (Genuine ideas/experiences)

Meet and connect with FNMI and LGM students regularly.

*Use redesign principles of:

- Personalization Flexible Learning Environments
- Meaningful Relationships Home and Community Involvement
- Welcoming, Caring, Respectful and Safe Learning Environments

To create a stronger connection with school community.

*encourage extra-curricular involvement for all groups within school (connection).

*Use advisory program to connect students and staff as well as students.

*Model for staff ways to connect with all students.

*Use of CRM and Inclusive ed. supports such as collaborative team meetings and the Pyramid of intervention to support struggling FNMI and LGM students.

*Operation Christmas family – December

*Encouragement and support LGM students in academic programming offered by VHS.

Plan for action

*October 23 Preview FNMI video presented by Dr. Donald.

*November 12 – Opening Keynote for PD Day – Dr. Donald

*English department brought in a First Nations story teller to go over the oral history and First Nations story telling.

*Continue to provide PD funding for staff out of decentralized PD allocation that support FNMI and LGM understanding.

*Utilize local FNMI resources to share knowledge and perspectives with staff and students

School Goal:

Leadership Competency 1: Fostering Effective Relationships

Goal/Guiding Question and relationship to Three Year Plan:

(A leader builds positive working relationships with members of the school community and local community.)

* With so many events and activities canceled with Covid it is essential for the mental health of students that we try to re-establish many of our school activities with the modifications required by the division and AHS. Our new normal needs to include some types of social interactions.

*There has also been a noticeable disconnect with students applying and working through problems. Example – I don't get it, give up, have teacher re-explain, not looking at lesson again even though it is online. There is an absence of resiliency.

* Missing connections and relationship forming that happened in advisory. Also, noticeable mental health concerns and students that have struggled due to isolation, technology and separation from their peers.

No Blue Cup with grade 12 students.

No guest speaker/motivator at the first assembly – no assemblies

No baseball game for spirit week where VES and VHS watch the Jets host the PBA

The amount of sub days causing disconnect from students.

Action Strategies:

* Increased connections with students before and after school. Great each student by name and welcome them to and from school.

*Increased teacher mentorship – especially in regards to new teachers and work load.

*Parent teacher interviews – online sign up for Zoom, phone call or in-person.

*Presentations by Garth and Myself to grade 10, 11 and 12 to introduce all of the scholarships and Virtual Open houses. Garth has connected this information to his Weebly site and to Instagram.

*More use of School Messenger to help keep parents in the loop. Constant stream of information from re-entry plans and sending my child to school checklists.

*Send to students as well this year!

*Terry Fox Run in P.E. classes

*Fundraiser – going to hold an online fundraiser with embedded program from band class.

*Virtual band concert at end of semester.

*Started senior high volleyball and Junior High at the start of October. Have a cross country running club. Want to get green light for after school clubs such as Drama, Art, games.

*Brought back VAB players

* Teachers creating Online lessons linked to videos of classroom instruction, tutorials, demonstrations and assignments.

* Hot lunches have continued

*Nutrition Program (Lunch and Breakfast program – providing food and support to all students).

*Counseling program – create more visibility.

Timeline:

*August 31 to June 28 – ongoing

*Coincide with yearly activities ranging from greeting students at entrances, scholarship evening, school fundraiser, concerts and other school activities.

Resources:

Central Office team

Staff at VHS

School Council

Community Members

Achievement Indicators/Measures of Goal Achievement:

Feedback from stakeholders: students, staff, parents, business, and the school community. (Anecdotal as well as AERR, Assurance Model, and school surveys).

Staff use, creation and virtual delivery of curriculum.

The overall implementation of events and activities that have been adapted and modified to still create social belonging during the pandemic.