



Enrolment		Staff FTE		Budget		
Normalized	2122.500	Custodial	5.875000	Salaries	\$9,080,729	92.96%
Weighted	2555.361	Exempt	9.250000	Supplies, Equip., Services	\$687,744	07.04%
Regular	2,125	Support	11.479000			
		Teacher	59.812540			
Year Opened		Total 86.416540		Total \$9,768,473		100.00%

School Philosophy

In support of our role as a Division intervention and next steps site, our mission is to help students by Honoring Hope, Ensuring Learning, as well as Providing support and Promoting Informed Wellness. Our vision and aspiration is 100% Success! One student at a time. In recognizing the varied and unique needs of 4th and 5th year high school students we continue to provide flexible, innovative programming and supports for students in their quest to realize success in their career, life, and educational goals. We also continue to encourage and support students in modeling the BISON values of Bravery, Integrity, Support, Ownership, and Navigation so as to enhance their short and long term success. We assist students in identifying careers associated with passions and interests, being intentional in building plans to reach desired goals, and helping students obtain skills and credentials to transition to post secondary studies and/or the world of work. Centre High Campus also provides a variety of educational and personal supports to ensure that students are successful in their course(s) and that they are making positive progress toward their next steps and bright futures. We desire to continually improve for the good of our students so our faculty continue to regularly share and collaborate, learn together, polish current practices that are working well, and incorporate research based teaching and effective schools best practices aligned with Division priorities.

Community Profile

We are located in OH-DAY-MIN an Anishinaabe word that means “strawberry” or “heart berry” referring to the center of Edmonton. Located on the historical site of Alberta College we are entering our 29th year (established in 1996). Our location provides convenient access for students from the Greater Edmonton and surrounding area. We share our facilities with the Conservatory of Music and are neighbors to the well established business community of Edmonton. This creates a mature, business-like setting for our students to learn, grow and thrive. This also enhances our ability to form partnerships within the business community in order to provide hands-on training to our students. Focusing on the unique needs of students 17 to 20 years of age (approximately 65% are EPSB students, with the remainder coming from ECSB and outlying communities) creates a positive atmosphere, supportive of their career and educational goals. We are also now blessed to be the proud owners of our building thanks to the collaboration and efforts of many in our Division, at MacEwan University, and at the Government of Alberta. We look forward to being able to accommodate the growing demand for access when the Conservatory moves to their new home and we can convert and use the additional 1.5 floors for classrooms and learning related activities.

Programs and Organization

Centre High Campus students have access to grade 10-12 core courses and diploma courses as well as diploma exam writing opportunities at the conclusion of each quarter. EAL levels 1-4 are provided to support students on their journey to bilingualism/ multilingualism and extended practical learning opportunities are provided through our Career Pathways, Campus EPSB, and Dual Credit offerings. Semester, Quarter, and Individually paced courses with additional support are available. Students can take courses in three of four blocks each day so as to intentionally provide time for students to study and access support within the school day while still being free to work or attend to family roles in the evening. Free tutoring is available during the school day for students who need help with a small number of concepts. Our InReach team provides additional time and support within the school day for students who need to catch up on missed learning, need help with multiple curricular concepts, or for whom traditional modalities of learning (eg semester class format) has not allowed for success and forward progress. Our Career Pathways programming (eg, Emergency Response, Working With Children, Audio Engineering, etc.) allows students to experience a career interest and can potentially lead to post secondary programs and/or the world of work. Our partnerships provide additional supports (eg, settlement practitioners) as well as ladder opportunities (eg, technical learning related to trades such as electrician, pipe fitter, metal worker, etc.) to support student career plans.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Access 24/7, Alberta Health Services/Emergency Medical Services, Alberta Works, BGS Career Ventures, Bent Arrow Traditional Healing Society, Canadian Mental Health Association, Careers Next Generation RAP, Concordia University, EISA, Edmonton Chamber of Commerce, Edmonton Fire Rescue, Edmonton Mennonite Centre for Newcomers, Edmonton Police Service, Employabilites, Kings University, MacEwan University, MacEwan University, Norquest College, Rotary Clubs, The Bissell Centre, The Edmonton Food Bank, University of Alberta, University of Calgary, University of Lethbridge, YMCA, iHuman

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, we will get more Centre High Campus students across the line in terms of successful course completion. Additionally, we will help students gain/ develop knowledge, skills, and habits that will be important for their ongoing life and future success (eg, BISON values).

Related Results Achieved (Data source = Dossier Dashboard and School data):

- Student course completion percentages continue to show a slight year over year downward trend ranging from a complete year historical high in 2016-17 (75.15%) to 61.96% in 2023-24. In looking into this trend further as well as talking with those who have lived the school for a longer time it has been noted that:
 - Earlier data numbers do not include many students who are now being included. This has resulted from a shift in strategy with earlier data reflecting the strategy of actively encouraging students to drop and retake courses multiple times. In more recent times, school data reflects the idea of keeping students in class and doing all that we can to help students initially get across the line if at all possible so as to be able to continue their forward progress and move to the next step on their educational, career, and life journey.
- Student demographics have changed dramatically with initial data reflecting the largest percentage of students who had already successfully completed high school courses/ high school and were simply looking to upgrade. In more recent years, it has been noted that student reading levels are not as strong (ie, 65% of students not reading at grade level), many more current students have gaps or delays in learning (eg, Covid delays), and many more students are in the process of developing their superpower of bi, tri, or even quad lingualism with English language acquisition being a desired, needed, and ongoing learning area.
- The student communicated need and desire for support in wellness and life related factors continues to increase exponentially. While evermore school and community agency supports are being sought and provided, these realities continue to pose significant barriers to student learning.
- The celebration is that due to the ongoing learning and commitment of faculty, the trend is not as large as it could have been without the presence of the many different forms and layers of learning, language, and life support that are now available at CHC. For example, 210 students who would normally have not been successful were able to successfully complete their course by accessing InReach support and 3141 students accessed tutoring support over the course of the year.
- Diploma results improved for both acceptable and standard of excellence levels
- Student learning engagement results for CHC increased again (to 90.4%) for the second year in a row and the current year result was also higher than previous 3 year average and significantly higher than provincial results.
- Education quality results for CHC increased again (to 90.2), exceeded prior year, exceeded 3 year average, and provincial results.
- Five year high school completion results increased from last year (26.4%) to this year (29.7%). While five year high school completion rate remains well below the provincial average (88.1%), as we serve 4th and 5th year high school students this statistic is in reality a celebration as it means that many students who were not able to meet this measure during their time in traditional school were able to do so at CHC. Additionally, increasing numbers of students continue to find that they can access their next steps in education, career, and life without completing high school so accomplishing the steps necessary for them to move forward on their individual path remains a primary focus.
- Welcoming, Caring, Respectful and Safe Learning Environments results increased from previous year 80.7% from 76.1%. CHC results continue to slightly trail provincial results (84%) but while provincial results declined slightly from last year to this year, CHC results showed an increase.
- Access to supports and services results declined slightly (to 91.7% from 94.1%) while remaining higher than provincial results (79.9%). Provincial results declined slightly in this category and CHC results mirrored this trend. In talking with students and faculty about their perceptions in this area, it was noted by both groups that the number and diversity of learning and life needs continues to increase. Additionally, while help provided was seen as positive, gaining access to school or external agency assistance is taking longer.
- Parental involvement results increased from 52% to 60.5% and were significantly higher than 3 year average results. This is a surprising result given that a significant portion of CHC students are adults and thus have the choice as if they wish to share school information with their parents. This is also reflected in that school results are significantly lower than provincial results (79.5%).

By June 2024, our school lived evidence will demonstrate positive progress in our journey from "Me" to "We" (in our community, in our communication, in our educational processes, etc.)

Related Results Achieved (Data source = Dossier Dashboard and School data):

- Student and faculty voice indicate that they see CHC as a place where all are welcome and supported and that CHC is a very positive place to both learn and live.
- Overall citizenship results for CHC increased dramatically (83.7% last year to 90.3% this year), increased again for the second year in a row, current year result was also higher than previous 3 year average, CHC results are significantly higher than provincial result (79.4%).

Results and Implications

- Bison value of the day, definition of the value, and a practical application are now included each day in announcements. Conversations with students in all areas framed in light of Bison values.
- School and faculty processes increasingly reflect that all students are able to access the best of what we have to offer through inclusion of common pacing, calendars, resources, processes, learning strategies, assessments, etc.

If faculty are to serve, help, care for, and provide positive charge to students then their own wellness and batteries must remain charged up. In support of faculty wellness, all faculty will be invited to include a wellness goal as part of their professional growth plan (PGP) due at the end of October.

Results Achieved:

All faculty were invited to include a personal wellness goal as part of their professional growth plan (ie, PGP). Just over 70% of faculty included a wellness goal in their PGP while others shared that they had a goal but preferred not to share or did not want to create a goal in this area. Informal active research study was conducted over the course of the year in that faculty days away for personal illness were tracked over the course of the year and compared to results from the prior year. General findings (data derived from informal conversations and timesheet approval process) was that the people who formally set and actually pursued their wellness goal(s) were away less days over the course of the year and reported feeling more well over time. No difference occurred for those who set a goal but did not actively pursue it. Results unknown for those who did not share a goal. It was also noted that life events occur and that sometimes life events create disruptions to routines or focus that prevent pursuing a wellness goal for a period of time (eg, becoming sick or injured so not able to exercise). Key communication related to faculty wellness goals was to do something that would actually have a positive benefit on one's wellness. Goals included, but were not limited to things such as engaging in physical exercise, adjusting diet, getting to bed by a certain time, creating work boundaries, engaging in reading of some other personally enjoyable activity on a regular basis, etc. Faculty were also provided formal in faculty meeting time for personal reflection on their progress related to their PGP goals just before Christmas/ Winter break as well as at the end of the year (ie, June). Other reported results from faculty were that formally setting a goal increased their commitment to the goal, building time for wellness into one's personal routine was important, and that publicly sharing the goal with others allowed for others to encourage the person in their efforts.

What were the biggest challenges encountered in 2023-2024?

- Continued increase in the number of students who are, and who desire to, access CHC is creating significant space and programming pressures. We anticipate this trend will continue and continue to work with the Division to find solutions.
- Number of students who require life and/or learning support continues to increase. While we have added significant supports in both areas, support available is seemingly always less than support needed.
- Provincial funding and process changes (eg, Foundational Learning Assistance funding) as well as greater demands on internal and external supports, services, agencies, and school partners continue to increase wait time for students to access supports.
- Gaining access to post secondary schools and programs continues to become more difficult. Many post secondary schools publicly share "competitive averages" which students translate to mean average required to get entry. However, reality is that this is the point at which an application is considered with the actual average required for admission being significantly higher.
- Tracking of the diverse next step realities being accessed by students is currently challenging (eg, non traditional next steps, FOIP requirements of post secondary schools, etc). We are looking at adjustments to the registration process so that we can gather data directly from students moving forward.
- Measuring and including impact of interventions in course completion data. Student stories are collected and are very positive but number reality still
- While students and faculty report feeling very safe in our building, they also report feeling unsafe in traveling to and from school (eg, surrounding neighborhood, on LRT)

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- Continuing to be relentless in seeking out, learning about, and applying effective research based best practices for learning, collaboration, intervention, and school improvement, etc. so as to help more students be successful and move toward their desired next steps
- Continuing to enhance Career Pathways, Campus, EPSB, and Dual Credit programming so as to provide more students with access to possibility and viable next steps
- Continuing to move from "Me" to "We" and honoring collective wisdom as we respond to various and ongoing societal and school related complexities
- Initiating and completing building enhancements that will allow for more learning and programming space

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 0017 Centre High

Assurance Domain	Measure	Centre High			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.8	90.0	89.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.3	83.7	89.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	80.4	80.7	82.4	*	n/a	n/a
	5-year High School Completion	29.7	26.4	34.1	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	70.7	67.6	67.6	81.5	80.3	80.3	Very Low	Improved	Issue
	Diploma: Excellence	15.8	13.5	13.5	22.6	21.2	21.2	Intermediate	Improved	Good
Teaching & Leading	Education Quality	90.2	90.1	89.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.7	76.1	83.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	91.7	94.1	94.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	60.5	52.0	54.9	79.5	79.1	78.9	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

- Get more students across the line in terms of course completion (target = 65%) and movement to next steps (target = ability to determine and track).
- Help students gain/ develop knowledge, skills, and habits that will be important for their ongoing life and future success (eg, BISON values, Literacy skills, Effective learning skills, Curricular skills, etc.).
- Be intentional about checking the impact of our actions and celebrating progress/ making adjustments as needed.

What data will you use to track continuous improvement?

Student course completion data, Dossier dashboard data, School data, Survey data, Career related course offering data, Time provided for review of learning evidence and sharing/ learning/ alignment of school processes.

Division Priority 2

Continue the journey from “Me” to “We” (in our community, in our communication, in our educational processes, etc.).

What data will you use to track continuous improvement?

Dossier dashboard data, School data, Survey data, Student voice, Faculty voice

Division Priority 3

Proceed with building renovations and enhancements so as to allow for additonal student access and wellness

What data will you use to track continuous improvement?

Progression of conversation, budgeting, planning, scheduling, and completion of needed steps.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	9,265,973		9,768,473	
Internal Revenue		0		0
REVENUE TOTAL	9,265,973		9,768,473	
Classroom	44.500000	4,809,251	49.562540	5,356,377
Leadership	10.000000	1,290,881	8.250000	1,092,619
Teaching - Other	2.000000	221,146	2.000000	221,146
Teacher Supply	.000000	175,000	.000000	200,000
TOTAL TEACHER	56.500000	6,496,278	59.812538	6,870,142
(% of Budget)		70.11%		70.33%
Exempt	10.500000	1,095,769	9.250000	980,093
Exempt (Hourly/OT)	.000000	35,000	.000000	35,000
Support	11.229000	717,538	11.479000	741,176
Support (Supply/OT)	.000000	3,000	.000000	3,000
Custodial	5.375000	401,545	5.875000	431,318
Custodial (Supply/OT)	.000000	20,000	.000000	20,000
TOTAL NON-TEACHER	27.104000	2,272,852	26.604000	2,210,587
(% of Budget)		24.53%		22.63%
TOTAL STAFF	83.604000	8,769,130	86.416538	9,080,729
(% of Budget)		94.64%		92.96%
SUPPLIES, EQUIPMENT AND SERVICES		362,343		522,974
INTERNAL SERVICES		132,000		162,270
OTHER INTEREST AND CHARGES		2,500		2,500
TOTAL SES		496,843		687,744
(% of Budget)		5.36%		7.04%
TOTAL AMOUNT BUDGETED		9,265,973		9,768,473