

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	2152.000	Custodial	5.375000	Salaries	\$8,630,527	93.15%
Weighted	2524.734	Exempt	9.400000	Supplies, Equip., Services	\$634,945	06.85%
Regular	2,154	Support	10.850000			
		Teacher	<u>56.000000</u>			
Year Opened		Total	81.625000	Total	\$9,265,472	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 27th year. 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. As of this year we are also 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.

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. Quarter, Semester, 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 SMART goals that were established for 2022-2023, 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).

In support of building outstanding learning opportunities for all students, by June 2023:

1. School lived evidence will show increased honoring of the Division core values of Integrity, Accountability, Collaboration, and Equity (eg, educational equity = all students have access to our best collective wisdom) and our faculty focus on providing HELP (Honoring Hope, Ensuring Learning, Providing support Promoting informed wellness)
2. The percentage of students who begin a course and also complete a course will meet or exceed pre-Covid results as measured using the same standard.
3. Overall school diploma exam results average will increase. Additional targets include 2% increase in acceptable and 3% increase in excellence vs prior year results.
4. 95% of students would agree/ strongly agree with the statement "I get the help I need for my learning" on Alberta Education and Division surveys. Current year = 93%.

Results Achieved:

- 1 = All faculty process of reviewing and committing to Division core values and implications as well as co-creating our mission (we HELP), vision, student values, goals, and logo was completed. We continue to make positive progress in enhancing educational equity.
- 2 = Pre-Covid successful course completion results (just over 70%). Last year learning results (just over 60%). We continue to collect and examine our data, our processes, and our resources as we seek solutions to increase successful course completion. Our data indicates that complexities and challenges for students continue to increase which often negatively impacts attendance, ability to access extra time and support, learning, and success.
- 3 = Overall school diploma results (average of all courses) for 2021-22 to 2022-23 time period increased for both acceptable standard (+8.8%) and standard of excellence (+2.9%). Perceptions of education quality improved and exceeded 90%.
- 4 = 95% agree or strongly agree with "I have opportunity to be successful in my learning", 86% agree or strongly agree with "I feel supported, 86% to try my best even when learning is hard", 89% agree or strongly agree with "I know how to get help with my learning"

In support of advancing action towards anti-racism and reconciliation, by June 2023:

1. Time and support will be provided for faculty to learn about, include, and share progress to date relative to how to weave Indigenous culture, heritage, and ways of knowing into our ongoing professional practice. The goal is that our lived evidence would reflect that this is not a thing we do but rather simply who we are.
2. A variety of learning and supports will continue/ be put in place with the goal of ensuring that 93% of staff and students will indicate on the Assurance and Division surveys that they agree/ strongly agree that we have a welcoming, caring, respectful, and safe working and learning environment. Current year = 90.8%.
3. Citizenship scores as reported on assurance survey will continue to meet or exceed 93%. Current year = 95.1%.

Results Achieved:

- 1 = Time and support provided to allow for learning as well as individual and collective reflection. Positive adjustments to professional practices are occurring as people learn more and become ever more knowledgeable and comfortable. Faculty desire continued learning and intentional emphasis on building not bashing.
- 2 = Current supports were polished and supports at Tier 1 (initial teaching and reteaching), Tier 2 (curricular delays), and Tier 3 (foundational delays) levels were included. Interestingly while measures related to welcoming, caring, and respectful remained stable and at high levels; only 73% of students and 62% of faculty indicate they agree or strongly agree with "feeling safe at school". Additional conversations with students and faculty indicate that while students and faculty feel safe when inside the school, traveling to and from school (eg, LRT) and the neighborhood around the school is perceived as increasingly unsafe. Likewise the seeming inability for middle ground to exist on any issue; the ability for things to escalate quickly; the increased individual diversity related to what makes people perceive things as "safe", and the reality of increased volatility and conflicts in society, and in schools is creating growing feelings of things not being safe for students and faculty.
- 3 = While citizenship continues to be emphasized and remains at what is deemed a "very high" level of 83.7% this area declined significantly (10%+). Perception checks in this area revealed that vastly differing definitions, beliefs, and expectations existed with both students and faculty. This has resulted in coming students and faculty co-creating student values and common definitions as well as working this year to share and reinforce this information in an ongoing way.

In support of promoting a comprehensive approach to student and staff well-being and mental health, by June 2023:

1. Our lived evidence will support students having increased choice and flexibility with respect to programming and support options.
2. Perceptions of level of support available at CHC as measured by "access to supports and services" measure will continue to meet or exceed 95%.
3. 85% of staff and students will agree/ strongly agree that "they can get help from someone at school if they are having problems not related to learning". Current year = 83%

Results Achieved:

1 = Students limited to 3 courses per day to allow for access to additional time and support during the school day as well as accommodate ever increasing demand for access to school programming. Adjustments to intake process (desired goal, current reality, plan to move between), course assignment process (to ensure enhanced completion), provision of free tutoring within the school day, and direct access to InReach (individually paced learning with teacher support) have all been included. Conversation and action continues to increase diversity of Career Pathways, Campus EPSB, and Dual Credit opportunities available for students.

2, 3 = Perceptions of "access to supports and services" remained at a very high level. Extensive and enhanced educational, wellness, and life supports continue to be available in a multitude of areas (eg, career counseling, wellness, social worker support, work experience, campus EPSB, curricular support, settlement support, financial support, etc.)

What were the biggest challenges encountered in 2022-2023?

- Covid hangover continued for students and faculty. Trust and focus are returning slowly (eg, students enrolling who have not been in a school for multiple years).
- Diversity and complexity of student needs continues to increase and have a negative impact on students ability to learn and attend. One example is that data collection last year revealed that approximately 65% of Centre High students are not able to read fluently at grade level. Intentional positive steps on the journey to have all teachers understand above reality, see themselves as literacy teachers, and have skills and strategies to support learners have occurred but our journey continues. We continue to grow in our understanding of the implications of being a Division intervention and next steps site and continue to look for ways to polish and enhance what we do in all areas so as to help more students take steps toward their bright futures.
- Demand for educational, wellness, and life supports also continues to increase and creates response challenges for both our school and our many partner organizations. Recent government decisions (eg, freezing all foundational learning assistance payments) until further notice has forced many students to leave school and seek employment/ increased employment to ensure they can survive.
- Ability to access data related to next steps taken by students. We continue to search for ways to gather this data (eg, how many students applied and were admitted to a given post secondary) in a way that works for other entities and as well as provides the desired data for us.
- Space limitations within school and within catchment. Centre High and other City Campus schools are a growth industry and we do not have space to accommodate the many and growing number of students who desire to attend as well as the flexibility to share students in the way that was previously possible.
- Recreating or creating new next steps partnerships and opportunities is sometimes challenging given the different pace at which our Division and private industry desire and are able to move forward.
- Student attendance and how to provide developmentally appropriate additional Tier 3 support continues to be a complex and challenging need and reality.
- 2022-23 was our first year in our Alberta College building with both students and faculty in person and on site. This created some significant operational learning and complexities. We are pleased the Division has moved forward with purchasing our building and anticipate additional operational and budget learning will continue for both Division and school staff in many areas.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

1. Despite complexities and challenges, we need to get more students across the line in terms of successful course completion. While not all students need, or will earn, a high school diploma they do need to successfully complete courses in order to move forward in their journey.
2. As part of our commitment to preparing students for next steps, we need to enhance our efforts to help students gain/ develop knowledge, skills, and habits that will be important for their ongoing life and future success (eg, BISON values)
3. We need to continue the journey from "Me" to "We" (in our community, in our communication, in our educational processes, etc.).
4. We need to promote and encourage intentional personal actions designed to maintain or enhance wellness.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	90.0	88.8	88.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	83.7	95.1	96.7	80.3	81.4	82.3	Very High	Declined Significantly	Acceptable
	3-year High School Completion	*	*	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	26.4	43.9	30.2	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	67.6	59.8	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	13.5	10.7	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	90.1	89.1	92.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.1	90.8	90.8	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	94.1	94.8	94.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	52.0	57.8	60.2	79.1	78.8	80.3	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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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

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).

What data will you use to track continuous improvement?

We will track the number of students who enroll in courses, the number who successfully complete courses, and the percentage of students who begin and successfully pass courses. We will polish and enhance educational supports as well as continue to provide and polish the career and wellness supports at our school. Our lived evidence will reflect enhanced sharing related to Bison values.

Division Priority 1

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.)

What data will you use to track continuous improvement?

School survey data will show positive trends. Faith based days and BISON values and applications to a being a "we" community will be included in daily announcements, each faculty meeting will include a "Priority Ponderings" learning component, catchment PD days learning will focus on priority 2 topics, alignment in terms of assessment and rubrics used by departments will occur.

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.

What data will you use to track continuous improvement?

PGP's will be collected, goals encouraged, and periodic PGP reflection time provided at faculty meetings. Ideally this will enhance individual wellness, help faculty be more aware and intentional about wellness, and wellness benefits will be apparent (eg, sickness will decline).

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		9,600,837		9,265,472
Internal Revenue		0		0
REVENUE TOTAL		9,600,837		9,265,472
Classroom	46.750000	5,033,716	46.850000	5,044,482
Leadership	8.250000	1,087,550	8.150000	1,076,789
Teaching - Other	1.000000	112,673	1.000000	112,673
Teacher Supply	.000000	200,000	.000000	190,000
TOTAL TEACHER	56.000000	6,433,939	56.000000	6,423,944
(% of Budget)		67.01%		69.33%
Exempt	11.800000	1,223,125	9.400000	993,078
Exempt (Hourly/OT)	.000000	85,000	.000000	90,000
Support	11.800000	737,070	10.850000	701,265
Support (Supply/OT)	.000000	2,000	.000000	20,000
Custodial	4.375000	311,744	5.375000	382,244
Custodial (Supply/OT)	.000000	20,000	.000000	20,000
TOTAL NON-TEACHER	27.975000	2,378,939	25.625000	2,206,587
(% of Budget)		24.78%		23.82%
TOTAL STAFF	83.975000	8,812,878	81.625000	8,630,531
(% of Budget)		91.79%		93.15%
SUPPLIES, EQUIPMENT AND SERVICES		542,650		428,500
INTERNAL SERVICES		244,414		203,945
OTHER INTEREST AND CHARGES		895		2,500
TOTAL SES		787,959		634,945
(% of Budget)		8.21%		6.85%
TOTAL AMOUNT BUDGETED		9,600,837		9,265,476
Carry Forward Included		0		0
Carry Forward to Future		0		0