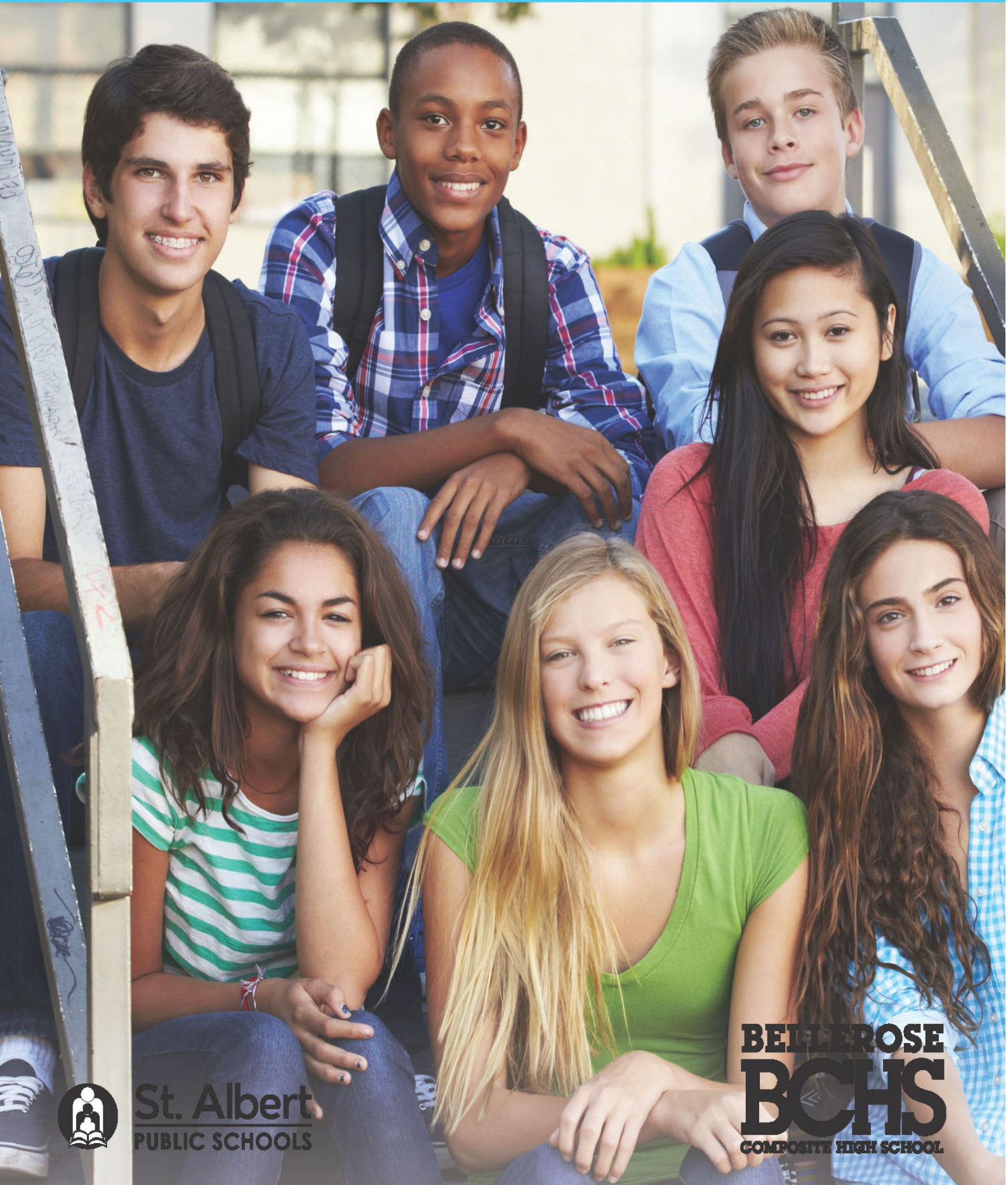


EDUCATION PLAN 2018

Bellerose Composite High School



St. Albert
PUBLIC SCHOOLS

BELLEROSE
BCHS
COMPOSITE HIGH SCHOOL



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St. Albert Public Schools' Mission, Mandate and Beliefs

<p>Mission</p> <p>Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.</p>	<p>Mandate</p> <p>The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.</p> <p>The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.</p>
<p>Beliefs</p> <p>In our commitment to public education, <i>we believe that...</i></p> <ul style="list-style-type: none"> ● Our students' learning is central to everything we do. ● It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance. ● By setting high expectations students are challenged to achieve to their full potential. Schools must be safe and caring environments where students, staff and parents feel connected, valued and respected. ● Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all. ● The classroom is central to student learning. ● Members of our school community have a shared responsibility and obligation to provide learners with an optimum learning environment. 	

Bellerose Composite High School Vision

Bellerose Composite High School (BCHS) provides an environment with a strong sense of school and community spirit with a mandate to meet the needs of a diverse community of students. Bellerose Composite High School is committed to providing a positive, inviting, and successful learning environment for all stakeholders. We are committed to excellence by:

- Providing a safe, supportive and responsive environment for learning;
- Encouraging the development of responsible learners with creative and critical thinking skills;
- Recognizing the unique qualities, strengths, talents, and contributions of all members of our school community;
- Focusing on, and celebrating, the growth and development of students and staff; and,
- Focusing on keeping the school updated with modern technology best suited to the needs of all stakeholders.

At Bellerose Composite High School, we encourage our students to be individuals who:

- Have pride in their school and in themselves as contributing members of society;
- Have a high level of self-esteem and are capable of influencing their own destinies;
- Are creative, critical thinkers, and problem-solvers with effective communication skills and an awareness of emerging technologies;
- Are involved in lifelong learning and development; and,
- Are responsible citizens respecting individual differences, and accountable for their actions, learning, and success.

Bellerose Composite High School will maintain a positive school image, and we will measure progress and success by:

Students

- Who successfully complete their Alberta High School Diploma requirements;
- Who feel respected, honoured, and acknowledged as partners in learning;
- Who have opportunities to be leaders and positive citizens; and,
- Who are positive, confident, and contributing members of society.

Parents and Community

- Who have confidence in, and support, our staff, programs, initiatives, and operations;
- Who feel respected as active partners in our school environment; and
- Who celebrate the achievements of BCHS students and staff.

Staff

- Who feel respected and valued as professionals and educational leaders;
- Who are committed to their professional learning and personal growth;
- Who are committed to providing positive learning opportunities for students; and,
- Who remain committed to providing the range of programs, activities, and opportunities that create an “environment of inclusion and sense of belonging” for all students.

Bellerose Composite High School Profile

Staffing	2017-2018 as of September 30, 2017	2018-2019 as of September 30, 2018
Certificated Staff		
Administration	4.0000 FTE	4.0000FTE
Department Heads		
• Languages	0.1428 FTE	0.1428FTE
• Social Studies/Fine Arts	0.1428 FTE	0.1428FTE
• Mathematics	0.1428 FTE	0.1428FTE
• CTS	0.1428 FTE	0.1428FTE
• Physical Education/Student Activities	0.1428 FTE	0.1428FTE
• Science	0.1428 FTE	0.1428FTE
• Athletics	0.1428 FTE	0.0000FTE
• IB Coordinator	0.1428 FTE	0.1428FTE
• Inclusive Education Coordinator	0.1428 FTE	0.1428FTE
Counselling	2.0000FTE	2.0000FTE
Special Education Program Staffing	5.1429FTE	5.4283FTE
International Baccalaureate	3.9286FTE	4.4286FTE
Regular Teaching	38.1424FTE	41.7134FTE
Total	54.50FTE	58.7134FTE
Clerical Staff		
Clerical Staff	7.4286FTE	7.7857FTE
Para-Professional/Educational Assistants:		
• assigned to program needs	7.7148FTE	10.1426FTE
• assigned to individual students	2.5716FTE	3.8568FTE
Para-Professional/Library Technicians	1.7143FTE	1.7143FTE
Para-Professional/Licensed Mechanic	0.8571FTE	0.8571FTE
Para-Professional/Certified Cosmetology Assistant	0.8571FTE	0.8571FTE
Total	22.86FTE	25.21FTE
Food Services Staff		
Food Services Staff	3.0714FTE	3.0714FTE
Technical Analyst 1	1.0000FTE	1.0000FTE
Technical Analyst 2	1.0000FTE	0.0000FTE
School Resource Officer (not at school cost)	0.3333FTE	0.3333FTE
Total	5.40FTE	4.40FTE

*Not included in total

Enrolment Total Program Areas	1070		1119	
	2017-2018 as of September 30, 2017		2018-2019 as of September 30, 2018	
	# of Students	% of School Population	# of Students	% of School Population
Alberta Diploma Program 14-24, 10-20-30 level courses in all disciplines	1007	94.1	1040	92.9
Gaining Occupations & Life Skills Program (GOALS) • students with developmental delays	30	2.8	41	3.7
Knowledge and Employability (K&E, 2006- 2007) • three year program with K&E Certificate	33	3.1	38	3.4
International Baccalaureate Program (IB) • Grade 10 Pre-International Baccalaureate/Honours, Grade 11 and 12 Diploma and Certificate	120	11.2	115	10.3
Career And Technology Studies (CTS) • Communications Technology, Construction Technology, Cosmetology, Design Studies, Fashion Studies, Food Studies, Health Pathways, Information Technologies, Leadership, Mechanics	1880	175.7	2056	183.7
Fine Arts Programs • Art, Drama, Choral Music, Choral Theory, Guitar, Instrumental Music, Instrumental Jazz, and Vocal Jazz	456	42.6	398	35.6
Performing Arts & Musical Theatre Program (including Set Construction)	108	10.1	92	8.2
International Student Program	0	0	2	0.2
International Student (Visiting)	0	0	1	
Registered Apprenticeship Program (RAP)	5	0.5	2	0.2
Work Experience Program	40	3.7	50	4.5
Alternate Study • Summer School, ADLC, Blended (Outreach)	SS=407	38.4	SS=420 ADLC=23 Blended = 17	37.5 2.1 1.5

Courses are semestered with the following un-semestered exceptions:

- INTERNATIONAL BACCALAUREATE PROGRAMME
- K & E PROGRAMING
- LEADERSHIP
- PERFORMING ARTS & MUSICAL THEATRE

Issues and Trends

Focus on Student Success

- Utilize the Student Centre and Student Services Extension as a personalized learning space for students to: make connections and build positive relationships with counselling staff, access resources and support related to mental health and/or post-secondary counselling, work towards high school completion through credit recovery and individualized programming, and access free school supplies and nutritious snacks. In addition, students use this space to make up exams and assignments they may have missed.
- Continue to examine how High School Redesign is being promoted and utilized to catalyse student success.
- Continue the implementation of a Response To Intervention (RTI) framework to engage staff in creating a more systematic and collaborative school-wide approach to ensure high levels of learning for all students.
- Continue to explore various structural changes to our daily schedule informed by our work with High School Redesign and Response To Intervention.
- Continue to utilize a full-time Inclusive Education Coordinator position, whose duties include: professionally developing staff (Differentiated Instruction, Universal Design for Learning (UDL), Dossier, Assistive Technology in the classroom), working one-on-one with students with special needs, coordinating Educational Assistants, assisting with program accommodations, organizing Diploma Exam accommodations.
- Continue to provide opportunities for staff to increase their understanding of Indigenous knowledge systems as a means to support deeper connections to learning outcomes for all students.
- Maintain the focus of being a student-centred school while balancing academics, athletics, the Fine Arts, Career and Technology Studies (CTS) courses, and the various student activities that are offered throughout the course of the year.
- Continue to focus on enhancing instructional practices by: using data to inform specific classroom practices; encouraging staff to sit on local and provincial assessment/curriculum committees; working collaboratively to learn from, and with, each other to augment the curricular learning of our students.
- Utilize My Blueprint and myPass to track and address student requirements for High School completion, as well as encouraging students and parents to access and use these tools.

Changing workforce at Bellerose

- The level of experience in teaching is changing at Bellerose and will continue to do so over the upcoming years. Many veteran teachers have recently retired, or are close to retirement, resulting in a staff with a wider range of teaching experience. As a result, we are mindfully pairing beginning teachers with mentor teachers in an effort to provide the requisite support and mentorship.
- There has been a concentrated effort on administration's part to develop leadership capacities within our already existing Department Head structure. In addition, through our work in the exploration and implementation of RTI, many additional teachers are being provided opportunities to lead within the school.

Financial Restraints

- Recent changes to the government Credit Enrollment Funding (CEU) funding (limit of 45 credits per student per year) have considerable implications on school operations.

Student Population

- There is an indication that Bellerose will continue to experience large student population growth over the next few years. As our student population continues to grow, innovative strategies will need to be applied to accommodate growth until decisions are made in regards to High School space.
- Due to these increases in student population, many of our courses that require lab spaces (i.e. Foods, Cosmetology, Digital Photography, and Mechanics) become full, very quickly

creating situations where we are no longer able to satisfy the course requests of some of our students. In addition, we will need to exercise creativity in the sciences and the deployment of available lab spaces

District Priorities and Outcomes

District Priority Areas

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through a district Enhancing Instructional Practice Project.

District Outcomes 2018-2021

Outcome 1: The diverse needs of our students are met in inclusive learning environments.

Outcome 2: Students demonstrate growth in literacy and numeracy skills.

Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.

Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

School Objectives 2018-2019

Objective 1: Professional Learning and Collaboration: Enhancing Instructional Practices

Objective 2: Assessment: Best Practices for High School

Objective 3: Inclusivity: Tracking and Responding to Students' Success as Learners

School Objectives Bellerose High School Objectives 2018-2019

Objective 1: Professional Learning and Collaboration: Enhancing Instructional Practices

Reporting our Progress (2017-2018)

Highlights

- Bellerose staff continues to find innovative ways to engage in professional learning opportunities at school, district, and provincial levels. Last year, staff participated in multiple learning and collaborative activities focusing on enhancing instructional and assessment practices. Examples include:
 - Collegial observations and conversations regarding classroom and assessment practices.
 - Collaborative work to improve the educational opportunities, supports, and interventions for students through a revised Student Services model (i.e. Student Centre and Student Services Extension), as well as our experimentation with the Collaborative Response Model.
 - Exploration of Power School, Dossier modules and other software products (i.e. Smarter Marks) to allow us to improve our analysis of student data. This work has enabled us to provide more timely and intentional supports and interventions regarding student learning.
 - Professional learning opportunities with Sandra Herbst regarding assessment as a process (not only a product) and the co-construction of criteria at the High School level. This work has led departments to share assessment practices, explore different ways to collect formative data regarding student learning, as well as continue the development of common formative assessments within departments.
 - Collaboration at both the district and provincial level in areas of literacy, numeracy, provincial curriculum working groups, as well as Diploma exam items writing and marking
 - Entire staff learning and dialogue in relation to High School Redesign and Collaborative Response Model. These conversations have enabled the school to fluidly move into a Response To Intervention framework to support our daily work of supporting student learning and identifying areas in need of further intervention.
- Continue to embed opportunities in our meeting schedules to allow teachers to come together for professional dialogue or sharing information from external professional development opportunities.
- All departments are engaged in work that is building individual and collective capacity in regards to curricular understanding, scope & sequence and standards.

Challenges

- Research indicates the value of creating job embedded opportunities for professional learning and collaboration; however, we continue to struggle to find opportune moments for teachers and staff to come together for this important work. We will continue to discuss structural changes that may allow greater opportunities the support our developing professional learning culture at Bellerose.

Progress toward Meeting Outcome 1: On-going.**Key Strategies for 2018-2019:**

- Through our learning and work with the Response To Intervention framework, we are dedicated to working together to create a systematic and collaborative school-wide approach that ensures every student receives the supports they need to learn at high levels. This includes the:
 - identification of High Priority Outcomes (HPOs) in all curricular areas.
 - creation of Common Formative Assessments (CFAs) to provide data regarding student progress within the pre-identified HPOs.
 - begin conversations regarding structural changes to our FLEX schedule to support students who have been identified, using the CFAs, to have not yet mastered the outcomes.
- Provide more staff members the opportunity to receive professional learning in Response To Intervention. By the end of the 2018-2019 school year, thirty staff members will have attended the RTI Institute (Solution Tree) with Mike Mattos and Austin Buffum.
- Further develop the instructional leadership capacity of our Department Heads to design and lead opportunities for teachers to collaborate on instructional and assessment practices. Department Heads will have opportunities to attend the:
 - ERLC “Interpreting Diploma Examination Results as a Formative Tool” featuring Tim Coates;
 - RTI Institute with Mike Mattos and Austin Buffum;
 - uLead Leadership Conference;
 - Work alongside Catherine Coyne to develop the process of identifying high priority outcomes in their curricular areas; and,
 - Work alongside Sandra Herbst to better understand the process of co-constructing assessment criteria for ‘instructionally significant’ outcomes.
- Seek out additional professional development opportunities in the areas of Inclusivity, Indigenous Ways of Knowing, Response To Intervention (RTI) models, Assessment, and Mental Health.
- Continue to encourage and support teachers to:
 - inform their instructional practices with learning from professional and academic literature;
 - utilize research to inform changes to their classroom practices;
 - open their classroom doors to other teachers; and,
 - engage in professional conversations regarding best practices.

Objective 2: Assessment: Best Practices for High School**Reporting our Progress (2017-2018)****Highlights**

- The staff continues to learn how to analyze and interpret the data that the Diploma examinations can provide to inform areas of strength and growth in our instruction. Analyzing the data for specific outcomes in all subject areas has allowed for targeted improvements across all departments.
- Many departments are continuing their work to collaboratively create common formative and common summative assessments within their curricular areas, as well as engage students in the “co-construction of assessment criteria.” Our work alongside Sandra

Herbst throughout the year greatly facilitated this process.

- Standards-based assessment continues to be an area of focus for many individuals and a few departments.
- English and Social Studies teachers responded intentionally to the Diploma Examination announcement that all students could utilize extra time by creating an Extended Written Exam opportunity for both 30-1 and 30-2 students. This allowed students the opportunity to develop the writing process and the stamina for the new parameters of the Diploma Exam.
- The Student Services Extension (SSE) continues to offer all students access to an alternative space to write exams outside of scheduled class time where additional accommodations can be easily accessed. This service was initially designed to help students with learning challenges, but has evolved to be a service in demand and accessible to a wider variety of BCHS students.
- Professional conversations across all departments have centered on increasing ways to harness assessment as part of the process of quality teaching and learning. This “assessment as learning” approach has:
 - increased the opportunities for students to receive timely feedback for growth
 - encouraged teachers to utilize multiple ways to gather evidence of learning from their students
 - brought the concept of standards-based assessment to the high school level.

Challenges

- Shifting beliefs, conversations, and practices in assessment takes time, energy, learning, and experimentation for teachers; there are also additional communication demands to help educate students and parents so that all stakeholders understand assessment and reporting processes.
- We continue our journey of understanding how to better utilize Power School to provide feedback regarding student learning using standards-based assessment.
- Changes to the amount of time being allowed by Alberta Education for Diploma exams have presented challenges to the English and Social departments. These changes in writing time have created a situation where teachers are less certain of the writing standards their students will be held to on the Diploma. As well, teachers are grappling with the effect this change has on the ways in which they prepare their students for the writing portions of the diploma exam.

Progress toward Meeting Outcome 2: On-going.

Key Strategies for 2018-2019:

- Teachers in a variety of departments will continue to work on provincial curriculum committees, item write for Diploma exams, and mark Diploma exams. These curricular areas are: Math, Social Studies, Chemistry, and Physical Education.
- Department Heads will continue to lead their colleagues in collaborative efforts to create common assessments, set standards, co-create assessment criteria, explore various ways to use feedback to improve student learning, and expand the strategies we use to gather evidence of student learning.
- Host Sandra Herbst again (November and May) to continue the professional learning we began last year in the area of assessment. Sandra Herbst will specifically help facilitate departments in the processes of:
 - Co-constructing assessment criteria for their High Priority Outcomes.
 - Creating Common Formative Assessments for the High Priority Outcomes.

- Expand our use of the Smarter Marks program to collect data regarding the validity and reliability of exam questions, as well as identify areas of need in regards to student learning.

Objective 3: Inclusivity: Tracking and Responding to Students' Success as Learners

Reporting our Progress (2017-2018)

Highlights

- BCHS continues to offer a wide variety of flexible and inclusive programming options to meet the current learning needs of students, as well as help prepare students for post-high school transitions.
- The Student Services Extension (SSE) and Student Centre have provided alternative learning spaces for students to pursue more personalized learning opportunities. The Student Centre currently gives students a space to:
 - Make connections and build relationships to other adults in the building
 - Pursue blended learning opportunities (i.e./ online ADLC courses, unscheduled learning modules)
 - Access mental health supports and resources
 - Access information regarding course programming, post-secondary information (i.e. scholarship and entrance applications)
 - Access to free nutritious food.
- Over the summer, the Student Centre underwent a significant renovation to better align the facility space to the intention of our revised Student Services model. The space now hosts both counsellors' offices, our SSE exam writing room, multiple areas for students to work, as well as working spaces for our Work Experience/RAP advisor and Indigenous Support Lead Teacher.
- Over the summer, the Student Centre underwent a significant renovation to better align the facility space to the intention of our revised Student Services model. The space now hosts both counsellors' offices, our SSE exam writing room, multiple areas for students to work, as well as working spaces for our Work Experience/RAP advisor and Indigenous Support Lead Teacher.
- In 2017-2018, Bellerose experimented with the Collaborative Response Model (CRM) as a process to help better identify students in need of additional supports and interventions in both academic and/or socio-emotional areas. The exploration of CRM presented many learning opportunities and challenges while ultimately leading to a slight recalibration of our efforts towards a Response To Intervention (RTI) framework.
- Teachers continue to find innovative ways to arrange and deliver curriculum to respond to our learners needs (i.e. Math 10 Extended).
- Use of PowerSchool continues to be a useful and effective tool for communicating and sharing information about students between teachers to increase understanding about circumstances, special considerations, and supports/interventions provided to the student.
- Staff continue to help students choose the courses and programming that best meet their individual learning needs and life goals. Teachers also continue to differentiate instruction and assessment to allow students to participate in a class at various levels (i.e. -1 and -2 stream) when appropriate; this has helped students gain credits in a stream level lower than enrolled rather than failing the higher level course.

Challenges

- Due to a high interest in many CTS courses and a growing student population, lab space

continues to be a challenge; as a result, not all students have been able to get into some of these courses. (i.e. Foods, Mechanics, & Digital Photography).

- We continue to work towards providing differentiated instruction and assessment to meet all students at their appropriate instruction and learning level.
- The success of our Student Centre, combined with many school-based changes in how we support students, has increased the demand on our counsellors.

Progress toward Meeting Outcome 3: On-going

Key Strategies for 2018-2019:

- Continue to let the personalized services provided in the Student Centre and Student Services Extension to evolve to meet the diversified and changing learning needs of students.
- Continue to engage the staff in the creation of a more collaborative and formalized process of Response-To-Intervention (RTI) to identify students in need of supports and interventions in a more timely and effective manner, and effectively provide these personalized supports.
- Administration and Student Services will continue to meet on a bi-weekly basis to share information regarding individual student needs and set plans in place to support these students.
- Explore the potential opportunities Dual Credit programming could offer students at Bellerose and build relationships with post-secondary institutions.
- Continue to strengthen our partnership with Outreach for students doing a blended program between the two schools.
- Continue to invite community supports to the Student Center to help provide students with greater access to external services.
- Continue to invite post-secondary institutions to Bellerose in order to help students plan for their futures.

Financial Performance 2017-2018

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$498,963

Financial Planning 2018-2019

**RESOURCE AND DISTRIBUTION
BELLEROSE SCHOOL**

REVENUES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
1. Basic Program Allocation	\$ 7,820,799	\$ 7,509,130	\$ 7,438,050
2. Other Revenues			
2.1 Fees	\$ 548,319	\$ 484,755	\$ 454,880
2.2 Cafeteria	\$ 125,000	\$ 125,000	\$ 125,000
2.3 Donations			
2.4 Fundraising	\$ 5,200	\$ 5,200	\$ 4,000
2.5 Other Revenues	\$ 340,600	\$ 297,250	\$ 318,800
3. Surplus / Deficit Allocation (S/D)	\$ 498,963	\$ 114,581	\$ 430,284
TOTAL REVENUES	\$ 9,338,881	\$ 8,535,916	\$ 8,771,014

EXPENDITURES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
1. Certificated Staff	\$ 6,380,234	\$ 5,867,150	\$ 5,940,728
2. Support Staff	\$ 1,174,709	\$ 1,077,261	\$ 1,079,354
3. Services	\$ 520,930	\$ 497,375	\$ 555,600
4. Supplies	\$ 948,908	\$ 960,030	\$ 939,030
5. Furniture, Equipment & Capital	\$ 51,500	\$ 51,500	\$ 51,500
6. Technology	\$ 82,600	\$ 82,600	\$ 82,600
7. Future Emergent Initiatives	\$ 180,000	\$ -	\$ 122,202
TOTAL EXPENDITURES	\$ 9,338,881	\$ 8,535,916	\$ 8,771,014

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
FTE Enrolment (ECS @ .5)	1,118.00	1,120.00	1,070.00

STAFFING PERCENTAGES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
Certificated Staff FTE	58.93	52.93	52.50
Support Staff FTE	23.64	20.97	20.97
Certificated Staff Percentage	75.6%	75.7%	74.3%
Support Staff Percentage	13.9%	13.9%	13.5%
TOTAL STAFFING PERCENTAGE (with S/D)	89.5%	89.6%	87.8%
TOTAL STAFFING PERCENTAGE (without S/D)	95.1%	91.0%	92.8%

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.

Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.

Other Revenue includes adult and international student fees.

Appendix I – Student Performance and Achievement

Provincial Exam Results - Summary Analysis

At Bellerose we continue to use the rich data provided by Diploma Exams as one source of evidence to inform our practice. Our staff continues to learn how to analyse and utilize the data that Diploma Examinations can provide to inform areas of strength and growth. All departments which offer Diploma assessed courses engage in a process of Understanding by Design (UbD) to “backwards engineer” the 10-20-30 courses using outcomes-based data from the Diploma Exams. Teachers collaboratively work together to identify areas for scaffolding, examine scope and sequences, as well as identify outcomes for targeted improvements. In addition, many staff members who teach Diploma courses engage in curriculum development, item writing, and exam marking to develop their professional knowledge and inform their practice. Consequently, we are proud of the work we do at Bellerose to help prepare our students for these examinations.

Our five-year trends indicate improvements over time in both Standard of Excellence and Acceptable Standard in English 30-1 and English 30-2. In particular, our English department is proud of the improvements made in our Reading scores suggesting that initiatives focusing on more contemporary reading materials may be having a positive impact on students. In addition, the department has placed considerable focus over the 10-20-30 course sequence in developing the writing skills used in the Personal Response assignment. In Social Studies, we continue our work to address the gap between school awarded marks and Diploma Exam marks. In Social Studies 30-1, student achievement in Assignment 1 has been shifting up, participation rates are approaching parity with the province, and teachers continue to focus conversations regarding teaching practice in the selection of evidence as proof within an argumentative paper. Last year, our Mathematics department experienced significant gains in both Standard of Excellence and Acceptable Standard in both Math 30-1 and Math 30-2. Unfortunately, this year those same gains were not sustained; however, fruitful discussion and changes regarding assessment practices has occurred as a result of differences between school-awarded and Diploma Exam marks. Results in both Biology 30 and Physics 30 remain consistently strong in both Standard of Excellence and Acceptable Standard while targeted improvements in specific outcomes areas remain a priority in Chemistry 30.

The following tables provide the school’s results on provincial achievement tests.

Five Year Trends

English Language Arts 30-1

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	7.2	11.8	9.6	11.5	12.9	10.7	12.9	11.7	18.9	13.2
Acceptable Standard	87.5	87.4	87.4	86.6	90.7	86.8	91.4	86.5	94.7	87.5
Participation	65.0	54.4	65.8	53.4	63.4	53.9	55.0	55.0	54.5	56.3

English Language Arts 30-2

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	8.3	13.1	8.1	11.2	15.2	12.3	11.9	11.4	27.0	13.1
Acceptable Standard	92.7	89.8	83.8	88.7	90	89.1	88.1	89.5	93.1	88.0
Participation: Writing	23.7	28.2	21.4	28.7	23.3	28.6	26.8	28.8	43.6	27.7

Social Studies 30-1

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	5.5	14.3	6.5	16.3	6.8	14.3	8.6	14.8	9.6	17.7
Acceptable Standard	77.0	85.5	75.3	87.0	75.2	84.9	83.8	86.0	78.9	86.2
Participation: Writing	57.9	45.5	63.2	43.6	63.9	45.0	51.2	44.9	49.7	45.0

Social Studies 30-2

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	3.1	14.7	1.1	12.3	4.2	13.1	12.6	12.6	7.5	12.2
Acceptable Standard	74.8	83.9	60.7	81.2	68.8	81.1	79.0	80.6	81.2	78.8
Participation: Writing	30.8	35.5	22.0	36.7	23.8	35.8	30.6	36.4	36.3	37.1

Mathematics 30-1

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	19.7	27.2	28.2	31.5	13.5	25.9	33.3	30.7	15.7	35.3
Acceptable Standard	79.6	74.6	72.9	76.0	67.5	70.7	74.8	73.1	58.3	77.8
Participation: Writing	36.7	37.6	34.5	37.2	38.2	36.4	29.8	35.5	32.5	36.5

Mathematics 30-2

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	10.1	14.9	6.0	15.3	11.7	16.8	14.3	15.9	14.0	16.4
Acceptable Standard	69.7	71.2	69.0	73.6	68.8	75.4	83.7	74.7	80.2	74.2
Participation: Writing	25.7	21.6	29.0	22.4	29.9	23.6	29.0	25.1	24.6	24.9

Biology 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	26.3	31.8	28.4	32.7	34.7	32.4	30.8	32.3	35.9	36.6
Acceptable Standard	85.8	85.2	87.9	85.8	92.0	85.1	88.0	84.2	94.5	86.6
Participation: Writing	46.3	41.7	41.4	40.7	47.3	40.6	38.8	41.7	40.1	42.7

Chemistry 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	23.9	35.0	29.2	34.2	19.5	34.5	24.1	38.6	26.7	38.3
Acceptable Standard	74.6	81.3	79.9	82.1	79.9	81.5	74.1	83.1	71.7	83.6
Participation: Writing	33.6	35.0	39.4	35.8	36.4	35.5	26.0	35.1	32.7	35.8

Physics 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	28.3	34.0	37.8	35.4	45.2	39.8	37.2	41.8	37.3	43.6
Acceptable Standard	79.3	82.9	87.8	83.7	97.8	85.8	92.3	85.7	77.6	86.2
Participation: Writing	24.3	20.2	22.6	19.9	23.8	19.3	17.3	18.6	20.8	18.6

Science 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	28.8	25.5	28.1	26.5	15.1	27.6	34.9	28.4	25.3	31.5
Acceptable Standard	87.9	85.0	89.1	83.9	76.7	84.4	93.0	84.9	85.7	85.4
Participation: Writing	16.7	13.0	18.8	14.1	22.2	15.7	33.3	16.9	26.0	17.0

Survey Results

Survey Results - Summary Analysis

Our school survey results indicate a high level of satisfaction with the educational experience provided at Bellerose Composite High School. In particular, our students rate the overall quality of teaching at Bellerose as very high. In addition, students are very satisfied with the variety of courses available at our school, they feel as though they are encouraged to do their best, and would proudly recommend Bellerose as a school of choice to a friend. Students have also indicated a greater need for opportunities in our Fine Arts and Languages programs.

The results from our staff echo our students' high level of satisfaction with the quality of education students are receiving at Bellerose. Staff feel supported in their professional learning and are pleased with the programs available to students. In addition, staff have acknowledged they work in a positive, caring, and welcoming place. However, the staff did reflect upon their need for more support and provisions to meet the diverse needs of students, as well as support to be effective and successful in their job. These challenges have already begun to be addressed in the planning of the current school year.

Our parents continue to be satisfied with the overall quality of education that their children are receiving at Bellerose. In particular, parents are very satisfied with the opportunities Bellerose offers their children to become caring citizens and feel that their child's school is a positive, caring, and welcoming place. Bellerose continues to be a school that is highly recognized for the wide array of activities that promote volunteerism and community contribution.

Student Survey Results

(Based on the Accountability Pillar Survey and Our School Survey conducted with Grades 4, 5 and 6)

Accountability Pillar Survey Questions	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2014-2015	2015-2016	2016-2017	2017-2018
That the quality of teaching at your school.	92	86	92	95
That the overall education received at school.	94	89	96	92
That the opportunities to learn about art at school.	83	81	86	76
That the opportunities to learn about computers at school.	81	82	87	76
That the opportunities to learn about drama at school.	78	78	81	67
That the opportunities to learn about health at school.	80	81	82	80
That the opportunities to learn about music at school.	77	76	80	64
That the opportunities to learn another language at school.	82	80	88	77
That the opportunities to participate in physical education at school.	91	87	94	90

That the variety of courses available at school.	94	92	95	93
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
	2014-2015	2015-2016	2016-2017	2017-2018
That it is clear what I am expected to learn at school.	85	77	86	83
That my school work is challenging.	83	85	84	85
That my school work is interesting.	70	57	69	61
That the core subjects (math, language arts, social studies, science) I am learning at school are useful to me.	84	74	85	76
That at school, I am encouraged to get involved in activities that help people in my community.	80	74	82	79
That at school, I am encouraged to try my best.	88	81	90	90
That at school, most students follow the rules.	66	48	65	58
That at school, most students help each other.	78	71	74	71
That at school, most students respect each other.	71	57	71	65
That I am proud of my school.	89	83	87	87
That I would recommend my school to a friend.	91	85	91	91
That I am treated fairly by adults at my school.	84	80	88	84
I feel safe at school.	89	82	88	87
That I feel safe on the way to and from school.	91	88	92	89
That my teachers care about me.	80	75	89	80
That other students treat me well.	85	81	85	83

	School Year			
	2014-2015	2015-2016	2016-2017	2017-2018
Number of Student Respondents	787	706	494	606

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that my child is receiving.	2016-17	1	3	10	42	44	86
	2017-18	1	2	9	46	42	88
With the choice of courses and programs available in your school.	2016-17	0	1	5	33	61	94
	2017-18	0	2	3	38	57	95
With the support and resources available to meet the diverse needs of students.	2016-17	3	5	14	40	38	78
	2017-18	8	2	16	39	35	74
That my child is encouraged by his or her teachers to achieve at their personal best.	2016-17	5	5	15	44	31	75
	2017-18	4	5	17	38	36	74
That my child's learning needs are being met.	2016-17	0	5	17	48	30	78
	2017-18	0	4	20	44	32	76
With the extra help available, if my child requires it.	2016-17	9	4	17	41	29	70
	2017-18	13	5	15	34	32	66
That teachers help my child to achieve learner outcomes.	2016-17	5	8	15	43	29	72
	2017-18	5	3	24	36	32	68
That my child is developing the skills and attitudes to become a lifelong learner.	2016-17	4	7	14	48	27	75
	2017-18	7	2	24	37	30	67
That the school helps my child become a good, caring citizen.	2016-17	7	1	8	49	35	84
	2017-18	10	1	3	43	43	86
That the school provides my child with activities that promote volunteerism and community contribution.	2016-17	9	2	4	48	36	84
	2017-18	13	2	6	30	49	79
That my child enjoys going to school.	2016-17	1	3	12	46	38	84
	2017-18	1	8	14	35	42	77
That the school provides students opportunities to assume leadership roles	2016-17	14	1	5	44	35	79
	2017-18	16	2	2	41	39	80
That my child's progress is reported in an ongoing and timely manner.	2016-17	1	8	10	45	36	81
	2017-18	1	7	14	46	32	78
That the school is safe.	2016-17	4	3	3	50	40	90
	2017-18	4	0	7	53	36	89
That my child's school is a positive, caring, and welcoming place.	2016-17	4	1	5	49	41	90
	2017-18	3	2	6	48	41	89
That expectations for student behavior are clear and well-communicated.	2016-17	3	3	4	52	38	90
	2017-18	6	0	8	46	40	86
That discipline matters are dealt with in a reasonable and timely manner by school staff.	2016-17	36	4	4	34	22	56
	2017-18	44	2	5	26	23	49
With the image of the school in the	2016-17	5	1	5	44	45	89

community.	2017-18	4	2	4	44	46	90
That the information I receive about my child's learning at school tells me if my child is being successful in school.	2016-17	2	6	16	43	33	76
	2017-18	2	4	17	49	28	77
That the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	2016-17	37	4	3	35	21	56
	2017-18	42	5	5	31	17	48
That my input is considered, respected, and valued by my school.	2016-17	23	4	8	42	23	65
	2017-18	21	4	7	40	28	68
That the leadership at my school effectively supports and facilitates teaching and learning.	2016-17	13	3	7	49	28	77
	2017-18	21	1	9	41	28	69
That the School Council plays a meaningful advisory role my school.	2016-17	53	3	5	31	8	39
	2017-18	52	0	4	32	12	44
That there are opportunities for me to have meaningful input into decisions that affect my child's education.	2016-17	16	3	16	41	24	65
	2017-18	17	2	12	48	21	69
That leadership at district level effectively supports and facilitates teaching and learning.	2016-17	45	5	9	24	17	41
	2017-18	39	3	5	34	19	53
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	34	5	12	35	14	49
	2017-18	40	2	6	36	16	52
With the St. Albert Public School Board's policies and processes.	2016-17	34	5	7	39	15	54
	2017-18	33	3	3	46	15	61
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	39	5	8	32	16	48
	2017-18	39	2	7	37	15	52

		Yes	No
Are finances a barrier to your child's participation in classroom activities.	2016-17	9%	91%
	2017-18	6%	94%
If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	2016-17	65%	35%
	2017-18	71%	29%

	School Year	
	2016-2017	2017-2018
Number of Parent Respondents	152	108

Staff Survey Results

(based on an annual online survey available for all staff)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that students are receiving in this school.	2016-17	3	0	0	34	63	97
	2017-18	1	2	9	46	42	88
With the choice of courses and programs available for students in the school district.	2016-17	0	0	3	20	77	97
	2017-18	0	2	3	38	57	95
With the provision of the support and resources needed to meet the diverse needs of students.	2016-17	3	0	14	34	49	83
	2017-18	3	3	27	32	35	67
With the services offered to students by teachers, counselors, administration, and other staff in my school.	2016-17	6	0	3	34	57	91
	2017-18	2	0	11	41	46	87
With professional learning opportunities that are supported by the district.	2016-17	8	9	6	40	37	77
	2017-18	3	6	13	39	39	78
With the technology support and training that are supported by the district.	2016-17	6	6	8	49	31	80
	2017-18	5	5	11	54	25	79
With opportunities to learn about First Nations, Métis, and Inuit worldviews, histories and cultures.	2016-17	n/a	n/a	n/a	n/a	n/a	n/a
	2017-18	9	0	2	49	40	89
With the opportunities to collaborate with colleagues.	2016-17	0	3	40	37	20	57
	2017-18	0	11	31	45	13	58
That the professional growth plan process helps me improve my skills.	2016-17	3	0	14	49	34	83
	2017-18	3	3	21	56	17	73
That students are developing the skills and attitudes to become lifelong learners.	2016-17	6	0	0	56	38	94
	2017-18	6	5	13	40	36	76
That the school helps students become good, caring citizens.	2016-17	6	0	0	17	77	94
	2017-18	2	0	6	21	71	92
That discipline is dealt with in a reasonable and timely manner within the school.	2016-17	0	0	14	34	52	86
	2017-18	5	3	19	42	31	73
That the school provides opportunities for students to develop leadership roles.	2016-17	6	0	0	14	80	94
	2017-18	5	0	3	21	71	92
With the opportunities that I have to assume leadership roles.	2016-17	11	0	6	46	37	83
	2017-18	8	2	11	48	31	79
That my input is considered, respected, and valued by my school.	2016-17	5	6	0	43	46	89
	2017-18	1	10	14	48	27	75
With the support necessary to be effective and successful in my job.	2016-17	0	0	3	48	49	97
	2017-18	0	6	21	40	33	73
That the expectations of my	2016-17	0	0	3	34	63	97

assignment are clearly defined.	2017-18	2	2	13	48	35	83
That my work or teaching assignment matches my knowledge and skills.	2016-17	6	0	3	20	71	91
	2017-18	2	0	5	33	60	93
That I feel safe in the school.	2016-17	0	0	3	9	88	97
	2017-18	2	3	3	33	59	92
That the school is a positive, caring, and welcoming place.	2016-17	0	0	3	20	77	97
	2017-18	2	1	8	27	62	89
That the facilities are well maintained.	2016-17	0	0	14	49	37	86
	2017-18	0	8	24	45	23	68
That the image of the school in the community is positive.	2016-17	0	0	3	34	63	97
	2017-18	5	0	3	45	47	92
That the leadership at school effectively supports and facilitates teaching and learning.	2016-17	0	0	8	26	66	92
	2017-18	5	6	16	35	38	73
That leadership at district level effectively supports and facilitates teaching and learning.	2016-17	17	0	0	40	43	83
	2017-18	22	0	3	38	37	75
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	27	0	6	35	32	67
	2017-18	24	0	7	40	29	69
With the St. Albert Public School Board's policies and processes.	2016-17	20	0	3	43	34	77
	2017-18	24	0	3	43	30	73
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	20	3	6	45	26	71
	2017-18	21	2	5	44	28	72

	School Year	
	2016-2017	2017-2018
Number of Staff Respondents	35	63

Other Indicators of Student Performance

A. International Baccalaureate (IB) Program (Grades 11 and 12) and Pre-IB (Grade 10)

Highlights from last year include our first ever Visual Arts SL graduates and the addition of Computer Science SL to our Group 4 list of courses. Further development of these courses not only broadens the exposure of the IB program, but also introduces students to multidisciplinary approaches to more of their subjects. The IB Approaches to Teaching and Learning (ATT and ATL) philosophy is consistent with best practices stated within the TQS standards.

The inclusion of indigenous history, culture and ways of knowing in the TQS fosters new opportunities for IB Diploma students. These learning opportunities naturally fit within the realm of Theory of Knowledge (a core subject in the IB program) and thus we are excited to explore these themes and their application across a broad spectrum of subject areas, rather than discrete discussions in one or two classrooms.

Additionally, our CAS (creativity, action, service) program is looking forward to some possible future opportunities that may include a trip abroad where students can engage in all experiential learning aspects. This, and our other achievements, will be highlighted in detail next year as we complete our scheduled five year review with the IBO. The self-study process will begin this school year; the external reviewing committee will help us direct further improvement efforts to our IB program after the December 2019 deadline.

IB Results (5-Year Average Scores out of 7)

Subject	2014		2015		2016		2017		2018	
	School	World	School	World	School	World	School	World	School	World
Literature HL	4.68	4.78	4.33	4.75	5.11	4.81	4.47	4.79	4.32	4.72
Spanish Ab	-	-	-	-	3.60	5.10	4.33	4.99	4.29	4.96
French SL	5.00	4.93	4.50	4.90	4.44	4.93	4.60	4.97	4.00	5.01
History HL	3.77	4.75	4.53	4.80	4.04	4.85	3.76	4.73	3.95	4.73
Biology HL	4.22	4.32	4.23	4.35	5.50	4.33	4.88	4.32	4.25	4.35
Chemistry SL	3.75	4.01	3.93	4.05	4.69	3.93	3.63	3.95	3.92	3.99
Math SL	4.08	4.48	4.75	4.44	5.17	4.39	4.25	4.37	4.79	4.26
Visual Art SL	-	-	-	-	-	-	-	-	2.67	3.95

B. Inclusiveness

Bellerose continues to be the school of choice for many of the district students who may be classified as “fragile learners”. Our educational direction for these students is to provide a continuum of inclusiveness consisting of audit courses, emphasis on knowledge, skill and attributes that are not directly measurable, as well as clear literacy and numeracy assessment for appropriate student placement and professional growth for teachers. As Bellerose moves towards our goal of becoming a lighthouse model of inclusiveness, we continue to take a strengths-based approach to meeting the needs of students with diverse learning needs and placing the emphasis on ability rather than the limitations of a diagnosed condition. Bellerose has experienced challenges such as: class size where inclusion was extremely important

(CTS programs where safety was a clear consideration); implementing classroom supports through the use of teacher assistants, and crafting a timetable that served students rather than the organization.

This year our Inclusive Education Team (IET) at Bellerose Composite High School offers four strands of student focused programming to meet each individual student's needs:

1. Gaining Occupational & Life Skills (GOALS);
2. Beyond Education, Living & Learning (BELL);
3. Knowledge and Employability (K & E); and
4. Transitional Recommended Year (TRY)

Our students may participate in one of the strands or programming of two or more strands may be blended to offer our students a truly individualized experience.

C. Gaining Occupation and Life Skills (GOALS) Program

The GOALS program has been developed to support each student's individual needs and maximize their personal strengths. School staff will work in partnership with students and families to ensure successful student focused planning. Inclusive minded programming focuses on students being engaged and connected to their school and community. Within the GOALS setting each student is encouraged to build the skill sets, opportunities and experiences they will need to be prepared for a successful transition into adult life. Our three pillars are Academics (Literacy and Numeracy), Engagement, and Wellness. Highlights and challenges within these three areas include:

Highlights:

- The creation of the Numeracy Screening Tool, specific to the GOALS program, in collaboration with District Office and Sir George Simpson Junior High School.
- The increased collaboration with community partners to provide students with a greater diversity in placements within the community.
- Further developed annual volunteerism opportunities in the community, to encourage lasting connections and structure to community events.
- Established opportunities for physical engagement and positive, age appropriate peer interactions through GOALS Open Gym project, where peer mentors supported and planned games and activities targeted for GOALS participants.
- Participated in the first annual Metro Athletics Unified Sports Jamboree, a Special Olympics program where students with and without intellectual disabilities train and compete on the same team

Challenges:

- Providing timely support for students who are experiencing inter/intrapersonal conflict
- Providing parents/guardians with education on Health and Wellness Series on sexual health, social behaviours and healthy interactions for their children as they transition into adulthood

Beyond Education, Living & Learning (BELL) Program

The BELL program was designed to act as a springboard for returning GOALS students (post Grade 12 graduates) to build the skill sets, opportunities and experiences he or she will need to be prepared for a successful transition into adult life.

Highlights:

- Partnerships were developed with service agencies (Transitions and Persons with Developmental Disabilities (PDD)) to ensure positive transitions into adult life after high school.

Challenges:

- How do we maintain the level of programming we have become known for in our community with the increasing number of students choosing Bellerose as their chosen site for inclusion? Supporting students in the BELL program with truly inclusive learning opportunities within the school becomes challenging and has implications on whole school planning.

D. Knowledge and Employability (K & E)

Knowledge and Employability courses are designed for students who learn best through experiences that integrate employability skills into career contexts. The students are provided with opportunities to enter the workforce immediately upon completion of high school or to continue their education. Upon successful completion of the required courses students earn a *Certificate of Achievement*.

Sharing a common goal with Alberta Education, we feel that Knowledge and Employability courses have helped to improve not only our high school completion rates, but they have provided a bridge for our students to eventually graduate with a High School Diploma. In an effort to determine the success of this line of course offerings, during the 2017/2018 school year we tracked the number of students who were successful with our combined Science 14/24 course offering. Data collected throughout the year demonstrated that 12 out of 21 K&E students in the 2017-18 school year were successful in the combined Science course offering. This, we feel, will provide our students with a more direct route for achieving a *High School Diploma* route as a goal for themselves.

E. Transitional Recommended Year 10 Program (TRY 10)

The Transitional Recommended Year is a program that provides a safe transition to High School learning. The students invited into the program are registered in capped classes with our goal of less than 20 students per core subject. The students have a reduced number of teachers with some courses extended over the entire year. Students are supported through student services and have teachers who are familiar with the needs of students who may be overwhelmed by the operations of high school.

In an effort to track the success of this line of course offerings, during the 2017-2018 school year we tracked the number of students that began their Bellerose experience enrolled in the TRY program and transitioned to a -2 stream of programming during their Grade 11 school year. Our data collection revealed that 71% of the students registered in TRY have now transitioned into -2 programming, with the remaining students being enrolled in a combination of -2/-3 stream offerings.

F. Physical Education & Wellness

This year, the Physical Education and Wellness program continued to focus on the dimensions of wellness (emotional, environmental, intellectual, occupational, physical, social) in an effort to engage students in learning about the lifelong pursuit of healthy lifestyles. Physical literacy, health literacy and social emotional learning are at the center of our program. This past year, we again increased our enrolment in our Wellness courses by combining Yoga, Cross-Fit, and Personal Fitness with the Physical Education 10, 20, and 30 curricula. Our staff have focused on an information campaign ensuring that students are aware of the post-secondary opportunities provided for them when they complete Physical Education 30. We continue to offer an inclusive program where Physical Education and Wellness opportunities are provided for students at all academic and physical fitness levels. In addition, we offer an unscheduled and un-semestered Physical Education program for students at Flex who are unable to schedule the courses into their regular timetable. We are endeavouring to open as many entry points for students to access daily physical wellness in their lives. This past year, our teaching staff continued to work with Ever-Active Schools, HPEC, and CAPHER in order to stay abreast

of developing themes within Wellness Education. Our Fitness Centre added a number of new centres for adapted fitness.

The Sports Medicine, Outdoor Education and Medical Studies programs continue to grow and evolve at BCHS. Many of these CTS students receive their St. John's First Aid/CPR Certification, and all Grade 10 students receive a week-long unit called Heart Savers which provides training in CPR, AED and Direct Method lifesaving. Our Sports Medicine program continues to be a highly sought-after program where students are introduced to a variety of areas including athletic therapies, fitness training, sports nutrition and physiotherapy, achieving an exceptional level of competency by their third year in this program. In partnership with our Bulldog Athletics program and the Brain Care Centre, Sports Medicine students implement the use of the SCAT3 test and ImPact testing with our student-athletes. The combination of these two types of concussion testing together is cutting edge assessment and education for schools in Alberta and has become normal practice for all postsecondary and professional athletes. Students enrolled in the program continue to act as sport trainers to their fellow athletes for all athletic teams.

In the Outdoor Education program, we continue to provide a combination of knowledge and skill application. This program provides students with a minimum of three outdoor experiences. These experiences provide an amazing opportunity for urban students and cultivates an awareness and appreciation of outdoor environments. This past year, we introduced First Nations, Metis, and Inuit ways of knowing, providing students with a new lens on understanding the land. In addition, our Physical Education students participated in an Indigenous Games unit. Students in Outdoor Education are provided instruction in topics such as: Wilderness Navigation, Outdoor Cooking, Winter Travel, Water Safety through Canoe and Kayak skills, Avalanche Safety, and Environmental Stewardship paired with an indigenous perspective.

G. Student Achievement In Relation To Citizenship and Participation

The Student Activities program at Bellerose continued its focus of working together to better our community. Our mission statement is aligned with the National Student Leadership Program, *THINK/ACT/GIVE*. The students and staff at Bellerose continue to build on the legacy of volunteerism, a means of instilling the social contract that we, as citizens, share the goal of making our communities stronger together. Many events take place throughout the duration of the school year where students work together with the community to make a difference including:

- the Bellerose Bikeathon which reached a total of \$2.5 million in donations over the past 15 years
- the "We School" Initiative continues to live at Bellerose with the addition of the "We Stand" pillar which seeks to strengthen ties between Indigenous and non-Indigenous people in Canada.
- Through "Me to We", Bellerose student, Cady Wilson, travelled this summer to India to help build an elementary school in Rajasthan.
- support for Ronald McDonald House and the Bissell Centre with sock, clothing and food drives were very productive
- the 2017 iteration of Student Voice was successful in bringing our school community together for a *town hall meeting* day with the focus of creating ownership in our school and community
- received a grant from the City of St. Albert Environmental Initiative committee for \$2913.90 to purchase and install a monitor for our sub meter and dashboard which displays (in real time) energy consumption in the school. Through the assistance of Al Olsen and Michael Brenneis, District Office topped up the funds needed to purchase the meter. This project continues at Bellerose through the Students' Union Social Justice and Environment initiatives, working towards the goal of reducing energy consumption in the school over a period of three years.

- the Bellerose App (available in the Apple Store and Google Play) was created and maintained by a Bellerose student to advertise school events and activities to students, staff, and community.

H. Student Activities, Students Union, and Leadership Class

Leadership skills help students build confidence and capacity, and, at Bellerose, we continue to successfully engage our students in teachable moments found outside of the classroom walls. Our Student Council and Leadership programs continue to work to liaise between staff, the student body and the community through a varied extracurricular and co-curricular program. At Bellerose, we believe that student leaders must be given inclusive and diverse opportunities to “practice leadership” in the many ways that make up a Student Activity program. Through staff mentorship, students at Bellerose learn skills necessary to offer meaningful events, clubs and opportunities that build on the vibrant Bulldog school culture. This past year the students re-wrote and updated our Student Council constitution and engaged in a restructure of our communication by creating a school app and Instagram account for better access to school information. Our *Bulldog Recognition* program honored student citizens with an annual breakfast celebration and our neighbor appreciation campaign was extremely well received. As a further reinforcement of the success of our program Grade 12 leadership students at Bellerose received over \$30,000.00 in post-secondary Leadership scholarships.

I. Athletics

The Bulldog Athletics Program has 200 student-athletes participating in 11 different sports on 21 different teams. Bulldog Athletics strives to improve, implement, and develop strategies and a culture of high standards both on and off the playing field. Bulldog Athletics has moved forward with Code of Conduct documentation for all our student-athletes, coaches, and parents to ensure the contributing stakeholders to Bulldog Athletics are aligned with the philosophy and culture of Bellerose Composite High School and our athletic program. Bulldog Athletics requires that all student athletes, coaches and parents conduct themselves in a manner consistent with the tradition of academic and athletic excellence and high values expected at Bellerose Composite High School.

Bulldog Athletics continues an active role and participation in the A.S.A.A.'s Unified Sport and Para Sport (Track and Field) initiative. Unified Sports bring together high school students, with and without intellectual disabilities, to train and compete on the same sports team. Bulldog Athletics sent 18 student-athletes to participate in the inaugural Metro Edmonton Athletics Unified Jamboree on June 5, 2018 at the Saville Centre on the Campus of the University of Alberta. Our Bulldog student-athletes competed in all three events at the Jamboree: basketball, bocce, and the bean bag toss.

Bulldog Athletics continues to experience challenges in recruiting and retaining coaches staff supervisors from year to year.

J. UNESCO Associated Schools Network

Work has started at Bellerose to address a current focus of the UNESCO AspNet study areas, namely Sustainable Development as it pertains to Climate Change. Bio 20 IB and Social Studies 10-1 worked together, with the assistance of the City of St. Albert Public Works Department to better understand the need for rejuvenating and revitalizing the tree canopy within St. Albert. Visits to a local historical stand of white spruce were undertaken and students helped plant indigenous shrubs and saplings to help expand a revitalized area of woodland close to the school. In addition, all Social Studies Grade 10 students attended a presentation by a well renowned writer, Gwynne Dyer, on the topic of Climate Change. Future projects will invite additional speakers to help students better understand the science behind climate change, the challenges this issue brings to our world, and to see possible opportunities for

student led responses to solutions. The intention is to develop more cross curricular support for these initiatives.

A High School Model United Nations group (HSMUN) has crystalized and is now formulating its arguments on topics ready for the University of Alberta HSMUN in February 2019. UN International Days are being recognized with students from Student Council and Leadership profiling local and school responses to the issues identified.

More work has been undertaken by the school body to expand intercultural understandings regarding reconciliation with our Aboriginal and Metis peoples. Time has been allocated for staff to collaborate incorporating ways of knowing into daily classroom interactions. The Project of Heart initiative is in its final stage of construction, with a planned “unveiling” that recognizes the history of the school and its connection to St. Albert’s Metis forefathers.

A presentation was made to BCHS’s school council which garnered unanimous support for the works being undertaken. Banners and posters profiling U.N.E.S.C.O. AspNet pillars of learning and themes are now visible in the hallways, and a future “wall of recognition” is being planned that will have photographs of students work in these areas.

October 2018 and May 2019 will see staff attend provincial workshops and conferences to further networking possibilities and support for school initiatives

K. Career and Technology Studies (CTS)

CTS students at Bellerose are encouraged to use their skills for real-world applications outside of a traditional classroom. For example, this year’s Bellerose Business Venture (BBV) student project involves extending last year’s Cafe Belle menu to include hot sandwiches. Students purchased a commercial panini press at the start of the year (which the group has already paid off through sales) that they are using to toast custom made sandwiches. The group is also utilizing past BBV purchases (smoker and immersion circulators) to cure and smoke deli meats in-house for these sandwiches. Students are building upon their learning of business ownership and daily operation of a small food establishment. They contribute to every aspect of the business and are learning the realities of sales, marketing, menu pricing and margins, short order service, and much more.

Digital Photography students have found space to flex their creativity and continue to pursue areas to showcase their photography outside the classroom. Over the past year, students have displayed their work at the St. Albert Heritage Museum, the Art Gallery of St. Albert, and participated in the Obelisk Student Film and Photography Festival. In Digital Media and Design, students are learning to take their creative skills and apply them in a real-world context. Students have worked with Alberta businesses to create print and social media advertisements for events. The Computer Science program offers a rigorous curriculum and establishes understandings that would be an asset to any student looking to work or study in Science, Engineering or Technology. Our class is working toward the International Baccalaureate Computer Science certificate, and students will write the IB exam for the first time in the 2019/2020 school year. All three of these courses can be used by students as entrance marks for the University of Alberta and many other post-secondary institutions depending on their program selection.

Our Cosmetology students hold a lot of pride in their work as creators. Students learn the essentials of working with various industry tools and products, using proper techniques and application methods, maintaining hygienic and safe practices, as well as identifying what will work best for different clients. Cosmetology teaches shampooing, perming, colouring, bleaching, cutting and styling hair along with giving manicures and facials.

Fashion Studies continues to be a place where many students find their creative voice; the culture of the course places emphasis on sharing talent and growing together. This group of students are often strong contributors to the costume design and production for our musical theatre.

The Mechanics program offers demonstrative instruction with an extensive hands-on approach which involves students observing and demonstrating live procedures. Students work through modules that expose them to effective tool use, as well as electrical and mechanical systems, that lends to real life practical experience and knowledge that extends beyond the classroom and into a life-time of use. The Construction Technology program is experimenting with the diversification of two streams of Construction: Cabinetry and Framing. Students can choose the path they wish to take and refine their skills in these respective areas, as well as solidify their safety knowledge and skills. New projects are continually being added to the courses to supply students with variety and choice. GOALS students have a course designed to meet their specific needs and are encouraged to enroll in intermediate level CTS courses. All students gain the necessary skills and understandings to create quality wood products.

Work Experience and RAP are intended to help prepare students for the transition from high school into further education and training or the workforce. The classroom becomes a community where students further hone their work ethic and gain knowledge while being provided a frame-of-reference to review or revise their career goals. From introductory experiences to apprenticeships, students are being provided with exceptional off-campus work experience opportunities. Through the exploration of Dual Credit programming, students may have the opportunity to explore post-secondary experiences while still in high school.

L. Fine Arts

Our Fine Arts programs at Bellerose continue to provide students with a variety of opportunities that range from Instrumental Jazz, Guitar, Choir, Visual Arts, Drama, and Musical Theatre. Art students continue to participate in a variety of shows and members of our Jazz Band and Choir compete in a variety of festivals. The Slam Poetry Club is another avenue for students to develop their voice; these students perform at various coffee shops throughout the year and are involved in our school's Remembrance Day Ceremony. In 2017-2018, our Musical Theatre students took on the production of *Into the Woods*. This year we look forward to *Chicago* from our Musical Theatre team.