

EDUCATION PLAN 2021

Bellerose Composite High School



St. Albert
PUBLIC SCHOOLS



BELLEROSE
BCHS
COMPOSITE HIGH SCHOOL

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Bellerose Composite High School Vision, Mission, Beliefs

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 a 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	2020-2021 as of September 30, 2020	2021-2022 as of September 30, 2021
Certificated Staff		
Administration	4.0FTE	3.0 FTE
Department Heads		
• Languages/Fine Arts	0.0000 FTE	0.1428 FTE
• Social Studies	0.0000 FTE	0.1428 FTE
• Mathematics	0.0000 FTE	0.1428 FTE
• CTS	0.0000 FTE	0.1428 FTE
• Physical Education	0.0000 FTE	0.1428 FTE
• Student Activities	0.0000 FTE	0.1428 FTE
• Science	0.0000 FTE	0.1428 FTE
• Athletics	0.1428 FTE	0.2857 FTE
• IB Coordinator	0.0000 FTE	0.1428 FTE
Other Administrative Roles:		
• Inclusive Education Coordinator	1.0000 FTE	0.7143 FTE
• Indigenous Student Support	0.1428 FTE	0.1428 FTE
• Cafe Administration	0.1428 FTE	0.1428 FTE
• Educational Technology	0.1428 FTE	0.1428 FTE
• Work Experience / RAP Coordinator	0.4000 FTE	0.4000 FTE
Counselling	1.7143 FTE	1.5714 FTE
Student Support Facilitator	0.0 FTE	1.1428 FTE
International Baccalaureate	4.7245 FTE	4.0000 FTE
Special Education Program Staffing*	3.7245 FTE	3.0000 FTE
*Please note that this FTE represents the highly inclusive nature of our school; included are classes with high numbers of GOALS and K & E students.		
Regular/Inclusive Teaching	36.8079 FTE	35.4285 FTE
Total	52.9424 FTE	51.1135 FTE
Clerical Staff	6.3429 FTE	5.7714 FTE
Para-Professional/Educational Assistants:		
• assigned to program needs	10.9643 FTE	8.5000 FTE
• assigned to support individual students	4.4286 FTE	4.4286 FTE
Para-Professional/Library Technicians	1.8571 FTE	1.5714 FTE
Para-Professional/Licensed Mechanic	0.8571 FTE	0.8571 FTE
Para-Professional/Certified Cosmetology Assistant	0.8571 FTE	0.8571 FTE
Total	25.3071 FTE	21.9856 FTE
Food Services Staff	1.8571 FTE	1.7143 FTE
Technical Analyst 1	1.0000 FTE	1.0000 FTE
Technical Analyst 2	0.0000 FTE	0.0000 FTE
School Resource Officer (not at school cost)	0.3333 FTE	0.3333 FTE
Total	3.1904 FTE	3.1904 FTE

Enrolment Total	1120		1008	
Program Areas	2020-2021 as of September 30, 2020		2021-2022 as of September 30, 2021	
	# of Students	% of School Population	# of Students	% of School Population
Alberta Diploma Program 14-24, 10-20-30 level courses in all disciplines	1066	95.2	954	94.6
Gaining Occupations & Life Skills Program (GOALS) • students with developmental delays	21	1.9	22	2.2
Knowledge and Employability (K&E, 2006-2007) • three year program with K&E Certificate	33	2.9	32	3.2
English Language Learners	17	1.5	15	1.5
Self – Identified First Nation, Métis and Inuit	36	3.2	49	4.9
International Baccalaureate Program (IB) • Grade 10 Pre–International Baccalaureate/Honours, Grade 11 and 12 Diploma and Certificate	104	9.3	89	8.8
Career And Technology Studies (CTS) • Communications Technology, Construction Technology, Cosmetology, Design Studies, Fashion Studies, Food Studies, Health Pathways, Information Technologies, Leadership, Mechanics	1664	149.6	1596	158.3
Fine Arts Programs • Art, Drama, Choral Music, Choral Theory, Guitar, Instrumental Music, Instrumental Jazz, and Vocal Jazz	328	29.2	300	29.8
Performing Arts & Musical Theatre Program (including Set Construction)			46	4.7
International Student Program	1	0.1		
International Student (Visiting)				
Registered Apprenticeship Program (RAP)	10	0.9	4.	0.4
Work Experience Program	104	9.3	47	4.7
Alternate Study • Summer School (SS), ADLC, Blended (Outreach)	SS=378 ADLC=7 Online=88 Blended=11	33.8 0.6 7.9 10.6	SS=399 ADLC=0 Blended=102	39.6 10.1

Division Priorities and Outcomes**Division Priority Areas**

St. Albert Public Schools has six priority areas -

- 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;
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through the division's enhancing instructional practice approach; and,
- Initiate and champion division initiatives that support wellness and growth during the post-pandemic recovery.

Division Outcomes 2021-2024

- Outcome 1: Learning environments facilitate connection, curiosity and competencies.
 Outcome 2: Students demonstrate growth in literacy and numeracy skills.
 Outcome 3: Students' wellness and resiliency are fostered through culture, collaboration and programming.
 Outcome 4: Staff excellence, wellness and resiliency are supported through culture, collaboration and professional learning.
 Outcome 5: Division excellence is supported and managed by governance, public engagement and partnerships.

Bellerose High School Objectives 2021-2024

- Objective 1: Grow collaborative learning environments to support high quality learning and teaching.
 Objective 2: Foster a healthy school culture that promotes the wellness of both students and staff.
 Objective 3: Build positive relationships and connections within our school community.

School objectives are based on the themes of connection, growth and wellness.

School Objectives

Objective 1: Grow collaborative learning environments to support high quality learning and teaching.

Key Strategies for 2021-2024:

- Continue to work together as professionals in a more collaborative and systematic way to support ALL our students' learning needs.
- As we continue to navigate through the additional challenges presented to us by this pandemic, Bellerose has devoted additional resources to support student success in the areas of attendance

and achievement through the utilization of two Student Support Facilitators (SSF). The role of the SSF will be to:

- o work collaboratively with the Administrative, Student Services, and Inclusive Education teams to provide on-going support for the remainder of the 2021-2022 school year to a full range of students with attendance, learning and/or behavioral needs
 - o to further support our students, teachers, and families during this complex time
- Continue to host Collaborative Student Support meetings at the beginning of each semester. These meetings support teachers by providing collaborative opportunities to share strategies that have been demonstrated to be useful with students who need additional support, either academic or social-emotional.
- Designated embedded time has been incorporated into a new school timetable for both:
 - o weekly teacher collaboration time, and
 - o designated student academic support time.
- Provide a team-based approach to supporting student needs. There is an intentional alignment of administrative, school counsellor, and Student Support Facilitator support. Each student and family has been provided with specific key contact information for both administrative and counselling support and services, and our school-based team works collaboratively with teachers, students, and families.
- Introduce new courses and clubs to Bellerose that provide students additional opportunities to work and learn together with their peers in collaborative environments focused on personal passions and interests:
 - o Mountain Adventure Program
 - o Astrology
 - o Financial Management Course
 - o Film Studies course
- Continue to provide leadership opportunities to teachers to increase capacity in school-based leadership.
- 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.
- Continue to use formative assessments in all courses to provide students and teachers with the important student learning feedback.
- Continue to encourage and support teachers to:
 - o inform their instructional practices with learning from professional and academic literature;
 - o utilize research to inform changes to their classroom practices;
 - o engage in professional conversations regarding best practices.
- Continue to encourage teaching staff to engage in mentorship opportunities offered both within the division and in partnership with our pre-service Faculty of Education programs.
- Continue to support professional learning opportunities for staff:
 - o Masters of Counseling cohort partnership with Athabasca University
 - o Decolonization and Indigenization Project - Dr. Dustin Louie
 - o Curriculum and Diploma Exam working groups - Alberta Education
 - o Anti-racism Training for School Administrators - Amarjeet Sohi & Tina Faiz
 - o Traumatic Events Systems Training with Kevin Cameron - School counsellors and administrators
 - o Assessment - Sandra Herbst

- Continue to utilize the Curricular Services team at Division office to help support our work with High Priority Outcomes (HPOs) and Common Formative Assessments (CFAs) in each curricular area.
- Continue to utilize the Student Services team at Division office to help support our inclusive programming.

Objective 2: Foster a healthy school culture that promotes the wellness of both students and staff.

Key Strategies for 2021-2024:

- Engage staff and students in conversations exploring questions, such as: “What is culture?”, “What are the characteristics of a healthy school culture?”, “What is Bulldog Culture?”
- Support our school’s Wellness Committee in creating meaningful opportunities to acknowledge and celebrate staff and students that contribute positively to school culture and model wellness. Our Wellness Committee:
 - utilizes the [Comprehensive School Health Model](#) to frame their work,
 - employs the following definition of wellness within the school: “Wellness is an active process of becoming aware of and making choices towards a healthy and fulfilling life. This is a dynamic process of growth and change”.
 - meets monthly to assess the needs of staff and students and to help facilitate new initiatives that support the wellness of everyone at Bellerose with a focus on: social environments, physical environments, teaching & learning, and partnerships & service.
 - promotes activities within the school such as: regular wellness opportunities for staff and students, monthly “Bulldog Treats” that recognize the positive behaviors of students, and monthly Wellness Nominations that recognize the positive contributions of staff.
- Re-engage both students and staff in extracurricular activities including athletics, clubs, and teams in ways that the current pandemic conditions allow:
 - Reintroduce in-person school based athletics and school based clubs and teams. Bulldog Athletics returns with all sports and teams participating in Metro Athletics and Alberta School Athletics Association (ASAA). competitions and events in accordance with Alberta Health, St. Albert Public Schools, Metro Athletics and ASAA COVID-19 guidelines and protocols.
 - School based clubs have also returned and have provided numerous diverse and meaningful opportunities for students to engage and participate alongside and with their peers in positive, safe and welcoming environments.
 - Reintroduction of activities that bring staff and students together. (i.e. Terry Fox Run, Hardcore Adventure Race, staff vs student activities, Bikeathon, etc.)
- Continue to celebrate and recognize the student and staff contributions to a positive Bulldog culture:
 - Highlight our student accomplishments throughout the year both internally within the school through initiatives such as our Bulldog Dawg Treats, as well as acknowledging their success online using our social media platforms.
 - Recognize the hard work, dedication, and valuable contributions that individual staff members make to our school community through our monthly Bulldog Staff Award.
- Intentionally weave themes of physical and mental wellness into both student and staff activities throughout the school.
- Provide clear and transparent communication to our staff, students and community.

- Effectively utilize and promote both our division and community resources to provide mental health and wellness for students and staff.

Objective 3: Build positive relationships and connections within our school community.

Key Strategies for 2021-2024:

- Continue to create opportunities for our community stakeholders to share information and contribute to the vision of the school:
 - o Student Voice and student committees,
 - o School Council,
 - o Teacher Guiding Coalition,
 - o Parent Information evenings,
 - o ThoughtExchange and surveys.
- Provide opportunities for staff to model and promote healthy interactions and positive connections to students:
 - o Supportive supervision,
 - o Coaching and mentoring,
 - o Guided dialogue within curricular experiences,
 - o Lessons that solidify understanding of our 4 R's: Relationships, Respect, Resilience, and Responsibility.
- Continue to meet the diverse and changing learning needs of students at Bellerose by:
 - o celebrating the diversity of our students and staff,
 - o promoting inclusive education practices,
 - o utilizing the Student Centre as a safe and caring space that students can go to access information and support,
 - o allocating resources to support the diverse programs and individualized learning needs in both academic and social-emotional domains,
 - o invite community partnerships into the school. (i.e./ post-secondary institutions, community and family services, etc.)
- Continue our commitment to building relationships with our Indigenous communities and providing opportunities for all students to develop an understanding and respect for Indigenous histories, cultures, experiences, and perspectives, by:
 - o committing to providing time to support a teacher in the role of Indigenous Lead Teacher. This teacher builds:
 - intentional relationships with the community and students,
 - supports the transition of our incoming grade 9 students,
 - provides instructional support to teachers,
 - supports the professional learning and capacity of staff,
 - guide staff in implementing culturally responsive protocols,
 - collaborates with school partners to promote awareness and education,
 - lead indigenization/decolonization projects at the school level.
 - o establishing a space within the Student Centre that intentionally welcomes members of the community to gather, celebrate, and educate.
 - o creating a school environment where all indigenous students feel they belong and have an opportunity to thrive.
- Create opportunities for students, staff, and families to come together to build connections and celebrate achievements through activities and events:

- o Bellerose Bikeathon,
 - o Bellerose is scheduled to be the host school of the 2022 Unified Games in May. The Unified Games is an excellent opportunity to promote social inclusion through sport where students of all abilities will come together to participate and celebrate inclusion,
 - o Indigenous Student Space.
- Provide and communicate supports to students and families for easy access:
 - o Frequent communication and connection between classroom teachers, students, administration and parents regarding,
 - o Early supportive connections made with administration and school counsellors to students and parents.
- Facilitate an English Language Learners (ELL) group in the school that provides support for students who are new to Canada and/or learning English. This space also serves to connect students who are in their journey of learning English as another language with conversation partners.
- Continue our partnership with the University of Alberta Glen Sather Clinic and the Shred Concussion Study. This opportunity will provide families with greater access to specialized medical support and education, as well as providing research data to the medical community.
- Utilize school social media platforms to promote positive school activities and school-community relationships.
- Utilize weekly communication to families regarding events and activities at Bellerose.

School Results Report 2020-2021**Reflections on the 2020-2021 School Year****Safety for Staff and Students**

Throughout the 2020-2021 school year an incredible amount of time and resources were dedicated to ensuring the health and safety of our staff and students. School re-entry plans included detailed plans to help minimize the transmission of COVID-19 in school, as well as to protect learning structures in the case of shifts to at-home learning scenarios. Some of these plans included:

- shift to the quarter system to minimize cohort grouping for students
- designated doors for entry/exit
- single flow traffic in hallways
- QR codes to trace student attendance in spaces during lunch
- revised daily & weekly schedule
- Google Classrooms for all classes
- enhanced cleaning protocols in all areas
- mask use in all indoor spaces

Despite all preventative measures taken, there were times throughout the year where cases of COVID-19 were identified in our school community. When this occurred, quick action was taken by the school administrative team to:

- identify and isolate all potential close contacts
- support the shift from in-person to at-home learning for the impacted cohort
- ensure enhanced cleaning protocols took place in all affected learning spaces before being occupied by a different cohort
- provide clear communication to students and families regarding the shift to at-home learning
- collaborate with AHS to provide all necessary information and documentation
- enhance cleaning protocols in impacted areas and classrooms

Unfortunately, as positive cases increasingly were identified within our school community, anxiety associated with this also increased. The worry and stress of potentially being exposed to COVID-19, as well as the constant threat of the shift to at-home learning and looming isolation, began to take its toll on both students and staff. All of our staff, especially our Student Services staff, focused on creating and maintaining positive connections to our students to help support them through the pivots between at-home and in-person learning.

Connections and Relationships

Connections and relationships continue to be the main heartbeat of Bellerose. We know that when students experience positive connections to key adults in their school they are more likely to regularly attend and will experience higher levels of achievement. When we shifted to at-home learning during the pandemic, the ways in which we connected with our students changed dramatically. Both our students and staff felt a deep sense of loss from the cancellation of athletics, teams, and clubs. For many students, these are the activities in their lives that help build their confidence and connection to their peers, their teachers, and their school. For teachers, their participation and contribution to extracurricular activities are often the experiences that “fill up their buckets” with joy and enthusiasm. While the loss of in-person

extracurricular activities shifted how we as a community were accustomed to connecting with each other, it was clear that the need to find new ways to build relationships with each other was vital. Teachers found a high need to reach out directly to students whether through phone, google meet, email, or text message. One beautiful example of our staff maintaining those important connections with their students is the drive-bys our Inclusive Education team would schedule past our GOALS students homes. The smile and joy in both the students and staff when seeing each other again in-person (if even by a distance) was often the thing that kept us all going. Teachers made fun videos and created activities in breakout rooms to lessen the distance that was often felt behind the camera of a device. As we continued to navigate the isolated feelings and experiences of the pandemic, connection with students focused on the mental wellness of our students were now more important than they had ever been.

As the year progressed into the Spring and the conditions of the pandemic started to allow for more in-person opportunities, our school found some amazing ways to come together again, including our Graduation celebrations, musical production, and our annual Bikeathon. Slowly we were beginning to experience a shift back to school life that allowed a more natural way for connections and relationships to be made. However, we understand that the shifts in learning modalities over the past 18 months has disrupted our regular ways of connecting and we will need to continue to find new ways to re-engage and re-connect with students in this upcoming year.

Learning and School Engagement

Throughout the entire 2020-2021 school year, our focus on learning and school engagement never wavered, and our approach with our students became increasingly creative and flexible to meet the changing landscapes presented by the pandemic. With students, staff, and sometimes entire classes having to move to at-home learning scenarios with limited warning, our planning reflected the need to pivot quickly. One of the most impactful decisions made to maintain stable learning structures for students was the move to a quartered system at the high school level. Our hope in this shift was to allow students to narrow their academic focus on a maximum of two courses at a time, as well as minimize the number of cohorts high school students would be included in. In hindsight, this might have been the most important decision that was made to allow students to remain in the in-person learning scenario for as long as they did throughout the year. Although the quartered system presented other challenges and might not prove to be the ideal structure when considering long-term retention of material, it did allow for teachers and students to remain in-person and create spaces where connections and relationships could be built.

Although the onset of the pandemic created immediate needs for new structures and practices to support at-home learning, we were very fortunate at Bellerose that for many years our staff had been shifting our collective practice to find new ways to collaboratively meet the learning needs of all our students. As a result, when the pandemic hit, our staff already had a solid foundation to build upon to address these questions:

1. What do we want all students to learn?
2. How will we know they have learned it?
3. How will we respond when learning has not occurred?
4. How will we respond when learning has already occurred?

Our collective work in identifying High Priority Outcomes in specific courses, creating Collaborative Formative Assessments to identify areas of continued learning need, and

establishing Student Support Structures for bringing students together to receive additional support helped us tremendously throughout the pandemic. This allowed us to lean on the support structures that we already had in place to focus on the shift to how we were going to continue to offer these learning supports in a continuously fluctuating learning scenario (i.e. at-home vs. in-person). For example, although many teachers were previously utilizing online learning technologies in various capacities, our school started to collectively utilize Google Classroom as a Learning Management System for our courses. This shared practice supported consistency for students and families between courses, but also enabled students to be supported in their learning if they did have to isolate themselves from the in-person learning environment. Additionally, our staff had to re-think and re-visit our assessment practices throughout the year finding new and creative ways to collect evidence of learning from our students.

As we move into another complex year in schools as a result of the pandemic, we will continue to monitor and assess our students' learning and engagement needs and shift our practices and supports accordingly. We understand that this is now the third school year that has been impacted and disrupted as a result of the pandemic and the impacts of this world-wide experience are still revealing themselves.

Staff Wellness

As we faced the rolling storm of COVID-19, we quickly learned that staff wellness was a priority to help combat the constant stress and turmoil that we all faced. The uncertainty of having to isolate, shift to online, back in person and then online again, was a source of constant anxiety for all. Regular check-ins with staff and supporting each other became more important than ever. Department Heads took on a larger role in looking out for staff within their department and the administrative team were consistently looking for new and creative ways to support both staff and students. Early in the school year, a wellness committee formed as a means to help support staff and acknowledge that we collectively contributed to each other's wellness. Part of the committee work included "Monthly Wellness Nomination". Each month staff had the opportunity to nominate staff who they felt enhanced their own wellness or wellness at the school. On average, we had over 30 nominations a month. These nominations were shared with the individual staff so that they knew the work they did in connecting with staff had an impact. This activity was very well received by all and has been continued into this current school year.

At each turn of this pandemic, the need for staff wellness was at the forefront. As we experienced unprecedented times in education, the need to look after each other was, and is, more important than ever. Knowing that wellness needs are varied and unique with each individual, we continue to keep a close eye on our staff and students, always trying to assess where they are at; mentally, emotionally, socially and physically. Operationally, we adjusted our bell schedule to ensure that staff had protected time to collaborate as departments and colleagues each Wednesday afternoon. Initially this was done to help support the shift to a quarter system and the impact the COVID-19 pandemic had on teaching and learning; however, as staff repeatedly maximized this time, we learned that creating designated professional, collaborative time for staff outside of their instructional classroom blocks was a very positive contributing factor to both their professional and personal wellness. As such, when the 2021-2022 bell schedule was created, we knew this was a valuable operational structure that we needed to maintain.

Another key takeaway from the previous school year is the need for interpersonal connection with staff. We know that a positive sense of belonging is equally as important for our staff as it is for our students. The pandemic impacted the interpersonal connections amongst staff and how colleagues connected with each other experienced restrictions. Knowing that positive interpersonal relationships have a significant impact on mental health, we have prioritized this area for our staff. During our first operational day back on August 30th, we structured the day with a focus on reconnecting with current staff and getting to know new staff. The format of our day allowed staff to have time for meaningful conversations and enjoy being in the presence of each other. As this was our first day back, all together, it was important that staff understand that not only was it ok to be together, but that we needed to be together.

The theme of wellness and togetherness was the continued focus of our October 12, Professional Development Day. During this school based PD day, individual staff offered learning wellness sessions that varied from guided meditation, painting, CrossFit, cooking, yoga, outdoor activities, and more. All staff had a chance to sign up for three sessions that were most suited for their wellness needs. A post-PD day survey indicated that 100% of respondents felt the wellness day allowed them to connect positively with their colleagues and that their individual wellness was supported. Staff survey feedback also indicated that more days like this were both an area of interest and need. This valuable feedback from staff will continue to guide our school based PD decisions and highlights the need for us to continue prioritizing the wellness and connections of our staff.

Financial Performance 2020-2021

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$481,081

The surplus has been dedicated to extra certified teaching staff, sub costs, educational assistant staff in inclusive education programming as well the creation of Student Support Facilitator positions. Also computer upgrades in Design Students lab as well as other school-based technology.

Financial Planning 2021-2022**RESOURCE AND DISTRIBUTION****BELLEROSE SCHOOL**

	2021-2022	2021-2022	2020-2021
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 7,282,768	\$ 7,850,372	\$ 8,026,868
2. Other Revenues			
2.1 Fees	\$ 371,860	\$ 370,310	\$ 371,860
2.2 Donations			
2.3 Fundraising	\$ 8,200	\$ 8,200	\$ 8,200
2.4 Other Revenues	\$ 421,250	\$ 422,800	\$ 421,250
3. Surplus / Deficit Allocation (S/D)	\$ 481,081	\$ 481,081	\$ 70,000
TOTAL REVENUES	\$ 8,565,159	\$ 9,132,763	\$ 8,898,178
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 5,696,259	\$ 6,059,405	\$ 5,864,718
2. Support Staff	\$ 866,839	\$ 1,090,450	\$ 1,017,987
3. Services	\$ 494,390	\$ 467,990	\$ 463,990
4. Supplies	\$ 992,583	\$ 957,583	\$ 950,083
5. Furniture, Equipment & Capital	\$ 75,000	\$ 75,000	\$ 73,500
6. Technology	\$ 230,600	\$ 230,600	\$ 330,600
7. Future Emergent Initiatives	\$ 209,488	\$ 251,735	\$ 197,300
TOTAL EXPENDITURES	\$ 8,565,159	\$ 9,132,763	\$ 8,898,178
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	1,001.50	1,119.75	1,115.75
FTE Enrolment less online students			1,028.75
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	50.79	54.18	52.26
Support Staff FTE	16.77	21.26	20.41
Certificated Staff Percentage	73.4%	72.7%	72.4%
Support Staff Percentage	11.2%	13.1%	12.6%
TOTAL STAFFING PERCENTAGE (with S/D)	84.5%	85.8%	85.0%
TOTAL STAFFING PERCENTAGE (without S/D)	90.1%	91.1%	85.7%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			
The budgets report enrolments the same way they are funded by Alberta Education. Students in their 4th year are 0.50 FTE. Students in their 5th year or more are 0.25 FTE.			

Appendix I –Performance Indicators**Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to students in Grades 10 and 12)

	% 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	% of students who responded good/very good
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
That the quality of teaching at their school.	92	92	88	91	92
That the overall education received at school.	96	95	94	95	89
That the variety of courses available at school	96	94	91	92	89
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	87	87	80	84	89
That their teachers care about them.	89	79	75	75	81
That their school is a place where they feel like they belong.	NA	NA	68	75	80
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	NA	84	88	86

Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With the quality of education that their child is receiving.	86	88	78	85	86
With the choice of courses and programs available in their school.	94	95	89	98	91
With the support and resources available to meet the diverse needs of students.	78	74	71	75	81
That the school helps their child become a good, caring citizen.	84	86	80	82	79
That the school is safe.	90	89	88	88	82
That their child's school is a positive, caring, and welcoming place.	90	89	84	85	86
That their input is considered, respected, and valued by their school.	65	68	69	69	63

Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With the quality of education that students are receiving in their school.	97	88	97	93	90
With the provision of the support and resources needed to meet the diverse needs of students.	83	67	92	89	80
That the school helps students become good, caring citizens.	94	92	94	100	86
That their input is considered, respected, and valued by my school.	71	72	79	83	78
That they feel safe in the school.	97	92	96	98	90
That the school is a positive, caring, and welcoming place.	97	89	97	97	86