

EDUCATION PLAN 2023

Bellerose Composite High School



St. Albert
PUBLIC SCHOOLS

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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. 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; and,
- Focusing on, and celebrating, the growth and development of students and staff.

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

- Have pride in their school and in themselves;
- Have a high level of self-esteem and are capable of influencing their own future;
- Are creative, critical thinkers, and problem-solvers with effective communication skills;
- Are involved in lifelong learning; and,
- Are responsible citizens respecting individual differences, and are 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 active 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 meaningful learning opportunities for students;
- 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; and,
- Who value equity for all students and embrace diversity.

Bellerose Composite High School Profile

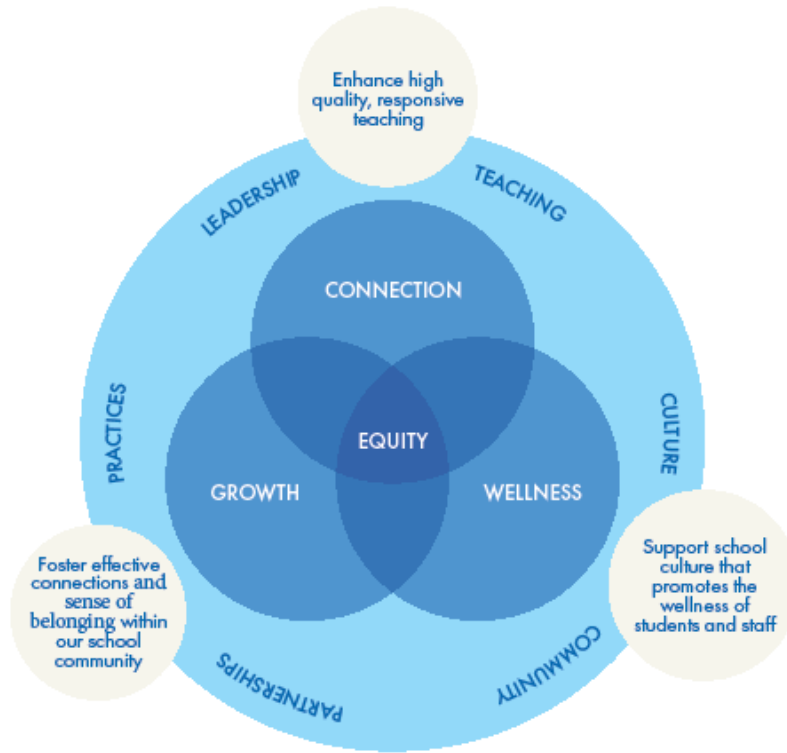
Staffing	2022-2023 as of September 30, 2022	2023-2024 as of September 30, 2023
Certificated Staff		
Administration	3.0 FTE	4.0 FTE
Department Heads:		
● Languages/Fine Arts	0.1428 FTE	0.1428 FTE
● Social Studies	0.1428 FTE	0.1428 FTE
● Mathematics	0.1428 FTE	0.1428 FTE
● Science	0.1428 FTE	0.1428 FTE
● CTS	0.1428 FTE	0.1428 FTE
● Physical Education & Wellness	0.1428 FTE	0.1428 FTE
● Student Services	0.1428 FTE	0.1428 FTE
● Student Activities & Leadership	0.1428 FTE	0.1428 FTE
● IB Coordinator		
Other Administrative Roles:	0.7143 FTE	0.2857 FTE
● Inclusive Education Support	0.1428 FTE	0.2857 FTE
● Indigenous Student Support	0.2500 FTE	0.4000 FTE
● Work Experience / RAP Support		
Counselling / Learning Supports Facilitator	1.8571 FTE	2.0 FTE
Teaching	39.5004 FTE	39.1340 FTE
Total	46.7498	47.3906
Non-Certificated Staff (Calculated at 7 hrs = FT)		
Administrative Assistants	5.3428 FTE	5.3428 FTE
Educational Assistants	14.3928 FTE	14.4286 FTE
Library Technicians	1.5714 FTE	1.5714 FTE
Technical Analyst	1.0000 FTE	0.8000 FTE
Licensed Mechanic	0.8571 FTE	0.8571 FTE
Licensed Cosmetologist	0.8571 FTE	0.8571 FTE
Food Services Staff	2.0000 FTE	2.0000 FTE
Total	26.0212 FTE	25.8570 FTE

Program Areas	2022-2023 as of September 30, 2022		2023-2024 as of September 30, 2023	
	# of Students	% of School Population	# of Students	% of School Population
Alberta Diploma Program	954	98.4	918	97.4
International Baccalaureate Programme (IB)	122	12.6	132	14.0
Gaining Occupation & Life Skills (GOALS)	19	2.0	22	2.3
Knowledge and Employability (K&E)	37	3.8	27	2.9
English as an Additional Language (EAL)	29	3.0	45	4.8
Self Identified First Nation, Métis and Inuit	99	10.2	133	14.1
International Student (Visiting)	3	0.3	2	0.2
Registered Apprenticeship Program (RAP)	3	0.3	6	0.6
Work Experience Program	96	10.0	42	4.5
Enrolment Total	970		941	

Division Priorities and Outcomes 2022-2026



Bellerose Composite High School Education Plan



Bellerose High School Objectives 2022-2026

- Objective 1: Enhance high quality, responsive teaching.
 Objective 2: Support school culture that promotes the wellness of students and staff.
 Objective 3: Foster effective connections and sense of belonging within our school community.

Objective 1: Enhance high quality, responsive teaching.

Key Strategies for 2022-2026:

- Introduction of Bulldog Block flex time on Wednesdays to better support individual student learning needs.
- Professional collaboration through monthly Faculty Council meetings and weekly Department collaboration meetings to support all our students' learning needs.
- Provide school based PD that focuses on key strategies that support student learning and achievement.
- Team-based approach to supporting student needs with alpha-group and grade-level alignment of administration and school counsellors.
- Support the learning interests of our students through the introduction of new courses. Recent examples include: Speech and Debate, Personal Finance and Investing, Aboriginal Studies 10/20/30, and Astronomy.
- Provide leadership opportunities for teachers to increase capacity in school-based leadership.
- Department heads continue to lead their colleagues 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.
- Encourage teaching staff to engage in mentorship opportunities offered both within the division and in partnership with pre-service Faculty of Education programs.
- Support professional learning opportunities for staff by sharing opportunities, encouraging them to attend conferences and other professional development events.
- Utilize the Curricular Services and Student Services teams to help support our work.

Objective 2: Support school culture that promotes the wellness of students and staff.

Key Strategies for 2022-2026:

- Anti-oppression and anti-racism staff PD focus.
- 'B Well' student mental health advocacy group.
- Bi-weekly Student Services support meetings.
- Maintain the Student Centre and Circle of Courage room.
- Continue school initiatives that support and enhance a positive school culture and overall wellness. These initiatives include:
 - Dawg-Treat Tuesdays
 - Student recognition breakfast
 - Staff recognition luncheon
 - Coach appreciation luncheon
 - Student Council
 - Grad Council
 - Student Leadership
 - Captains' Council

- Student led celebrations and ceremonies (National Day for Truth and Reconciliation, Remembrance Day)
- Provide opportunities for both students and staff to engage in extracurricular activities including teams and clubs, including a broad range of Bulldog Athletics with teams participating in Metro Athletics and A.S.A.A. competitions and events, as well as school based clubs with diverse opportunities for students to engage and participate alongside their peers in positive, safe and welcoming environments. (E.g. Dungeon & Dragons, QSA, Women in Fitness, E-Sports, Reach for the Top, Chess Club).
- Continue to celebrate and recognize the student and staff contributions to a positive Bulldog culture:
 - Highlight our student accomplishments throughout the year (E.g. awards ceremonies, honours assemblies, athlete and artist of the month recognition).
 - Recognize the hard work, dedication, and contributions that individual staff members make to our school community through our monthly Bulldog Staff Award.
- Apply consistent and fair discipline procedures that are grounded in restorative practices.
- Effectively utilize and promote both division and community resources to provide mental health and wellness support for students and staff.

Objective 3: Foster effective connections and sense of belonging within our school community.

Key Strategies for 2022-2026:

- Student Voice
- Provide opportunities for community stakeholders to share in information and contribute to the vision of the school through:
 - School Council meetings
 - Meet the staff
 - Parent information evenings (E.g. IB information sessions, Grad parent meetings)
 - Open House
- Continue our commitment to building relationships with Indigenous communities partners and providing opportunities for all students to develop an understanding and respect for Indigenous histories, cultures, experiences, and perspectives.
- Continue to meet the diverse learning needs of students at Bellerose by:
 - Celebrating the diversity of our students and staff.
 - Promoting and sharing effective inclusive education practices that support student achievement and create a sense of belonging within our building.
 - Utilizing the Student Centre as a safe and caring space that students can go to access support.
 - Allocating resources to support diverse programs and individualized learning needs.
 - Inviting community partners into the school. (e.g. post-secondary institutions, community and family services, etc.).
- Whole school activities that bring staff and students together such as: Terry Fox Run, Welcome Back BBQ, Hardcore Adventure Race, and Bikeathon.
- Continue to maintain positive working relationships with our community partners, such as the RCMP, Fire Department, and City of St. Albert.
- Create opportunities for students, staff, and families to come together to build connections and celebrate achievements through activities and events such as:
 - Meet the Staff Night
 - Parent Teacher Interviews

- Academic Awards Ceremony
- Honors Celebrations
- Bulldog Athletics Awards Night of Excellence
- Open House
- Graduation Ceremony
- Frequent communication and connection between classroom teachers, students, administration and parents.
- Utilize school social media platforms to promote positive school activities and school-community relationships.
- Monthly newsletter communication to families regarding events and activities at Bellerose.

School Reflection 2022-2023

The 2022/2023 school year was the first to kick off without any COVID requirements or contingency plans, and something of an expectation that everything would finally be back to normal and the way it had been before; we quickly realized that was not the case. There was a particular 'fluidity' to education that COVID ushered into our schools and approaches to teaching and learning that students had adapted to, and when the modus operandi shifted back to a more typical school experience last year, there was a noticeable lag in how our students shifted back with it. Students with concurrent enrollment at Bellerose and Outreach High School had swollen from only a small handful pre-COVID to over 200 last year. Diploma exams first being canceled during COVID then later weighted at a mere 10 percent changed students' attitudes towards the importance of these exams, even as they crept back up to 20 then 30 percent weightings. Attendance, which meant something entirely different over the previous 3 years, was a challenge. And, real or imagined, there was a feeling that many of our students just didn't have the same skills or knowledge base that they had in the past. Things might have been back to normal last year, but things weren't the same as they had been before.

We made the decision to focus our efforts and tackle something we felt had been neglected, but if properly attended to would eventually result in better learning and achievement for students across all grades and subjects - the front matter from the various programs of studies. We took a deep dive into those first pages and the general learning outcomes they contain, the ones that are often thumbed through hastily in search of the 'units' and their specific outcomes that we tend to test students on. The mantra was, "Front matter grows gray matter." We focused on the process and thinking skills, communication, collaboration, and problem solving, then the assessment practices that necessarily go with these types of outcomes. Teachers devised and implemented observation and conversation based assessments, and worked to better balance these in their grade books with the more traditional product-based tests and assignment type assessments. There is more work to be done here, as it is an evolving process, but we believe that it is the way to build better students; once we help them grow more gray matter, there will be more room to pack it full of all that knowledge that we want them to have.

There was true excitement around the school last year felt by students and staff alike for the full return of what Bellerose is famous for, our various activities and events that create such a strong sense of school spirit, inclusion, and belonging, such as the Hardcore Adventure Race, Halloween Heist, Survivor, and Bikeathon - back to the former indoor 48 hours format for its 20th anniversary edition, raising over \$200,000 last year to support various cancer support foundations. We also returned to our traditional graduation ceremony and banquet last year, and added to it an Indigenous student graduation celebration with a smudge, feast, singing, drumming, and round dance to honour Indigenous graduates and their families.

Finally, the big news from last year was the announcement that came from Alberta Education that Bellerose would be receiving a 43 million dollar addition and modernization, adding several new classrooms to increase our student capacity, removing the old dingy portables, and addressing some of the facility shortcomings in the current building, the outdated lighting and bathroom spaces as examples. With this construction came the opportunity for us to start exploring new and expanded programming options, as we look towards enhancing career pathways in health and human care, better science and mathematics labs, arts spaces, learning and collaboration commons, and enhancements to our CTS areas and course offerings.

It's the beginning of a new era for Bellerose, and we're excited at the prospect of building better students with brighter futures in a brighter and better building.

Financial Performance 2022-2023

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: \$227,916

2022-2023 Carry Forward Amount: \$121,423

Key elements contributing to this surplus include: Fiscal prudence and responsibility.

Financial Planning 2023-2024

RESOURCE AND DISTRIBUTION			
BELLEROSE SCHOOL			
	2023-2024	2023-2024	2022-2023
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 6,870,403	\$ 6,725,374	\$ 6,905,290
2. Other Revenues			
2.1 Fees	\$ 499,332	\$ 335,018	\$ 335,423
2.2 Donations			
2.3 Fundraising	\$ 33,200	\$ 33,200	\$ 33,200
2.4 Other Revenues	\$ 420,950	\$ 437,250	\$ 411,650
3. Surplus / Deficit Allocation (S/D)	\$ 121,423	\$ 120,694	\$ 671,562
TOTAL REVENUES	\$ 7,945,308	\$ 7,651,536	\$ 8,357,125
	2023-2024	2023-2024	2022-2023
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 5,509,996	\$ 5,345,852	\$ 5,238,776
2. Support Staff	\$ 832,856	\$ 861,605	\$ 886,979
3. Services	\$ 591,661	\$ 417,892	\$ 513,192
4. Supplies	\$ 902,105	\$ 912,003	\$ 922,503
5. Furniture, Equipment & Capital	\$ 15,000	\$ 15,000	\$ 105,000
6. Technology	\$ 89,344	\$ 89,344	\$ 155,600
7. Future Emergent Initiatives	\$ 4,346	\$ 9,840	\$ 535,075
TOTAL EXPENDITURES	\$ 7,945,308	\$ 7,651,536	\$ 8,357,125
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2023-2024	2023-2024	2022-2023
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	941.00	922.50	970.25
	2023-2024	2023-2024	2022-2023
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	47.39	45.90	46.75
Support Staff FTE	14.89	15.34	16.99
Certificated Staff Percentage	78.8%	78.1%	69.1%
Support Staff Percentage	11.9%	12.6%	11.7%
TOTAL STAFFING PERCENTAGE (with S/D)	90.7%	90.7%	80.8%
TOTAL STAFFING PERCENTAGE (without S/D)	92.3%	92.3%	88.7%
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.			
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 Grades 10, 11 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
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
That the quality of teaching at their school.	88	91	92	90	92
That the overall education received at school.	94	95	89	91	94
That the variety of courses available at school.	91	92	89	89	90
	% 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.	80	84	89	82	82
That their teachers care about them.	75	75	81	75	70
That their school is a place where they feel like they belong.	68	75	78	72	75
My school is a safe place for all students.	NA	NA	NA	NA	Almost Always 25% Frequently 35% Sometimes 27% Once in a While 8% Almost Never 5%
In the last year, I have witnessed or experienced racism at school.	NA	NA	NA	Always 10% Usually 10% Sometimes 26% Rarely 24% Never 30%	Almost Always 16% Frequently 10% Sometimes 22% Once in a While 19% Almost Never 33%
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender diversities, religions).	84	88	86	84	Almost Always 28% Frequently 32% Sometimes 26% Once in a While 6% Almost Never 8%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	NA	Almost Always 11% Frequently 14% Sometimes 23% Once in a While 19% Almost Never 33%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	NA	Almost Always 19% Frequently 18% Sometimes 17%

					Once in a While 17% Almost Never 29%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	NA	Almost Always 17% Frequently 23% Sometimes 28% Once in a While 20% Almost Never 12%

Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that their child is receiving.	78	85	86	89	84
With the choice of courses and programs available in their school.	89	98	91	92	91
With the support and resources available to meet the diverse needs of students.	71	75	81	81	74
That the school helps their child become a good, caring citizen.	80	82	79	78	80
That the school is safe.	88	88	82	91	91
That their child's school is a positive, caring, and welcoming place.	84	85	86	86	83
That their input is considered, respected, and valued by their school.	68	69	69	63	66

Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that students are receiving in their school.	97	93	90	95	95
With the provision of the support and resources needed to meet the diverse needs of students.	92	89	80	87	84
That the school helps students become good, caring citizens.	94	100	86	95	91
That their input is considered, respected, and valued by my school.	79	83	78	82	79
That they feel safe in the school.	96	98	90	95	93
That the school is a positive, caring, and welcoming place.	97	97	86	95	97