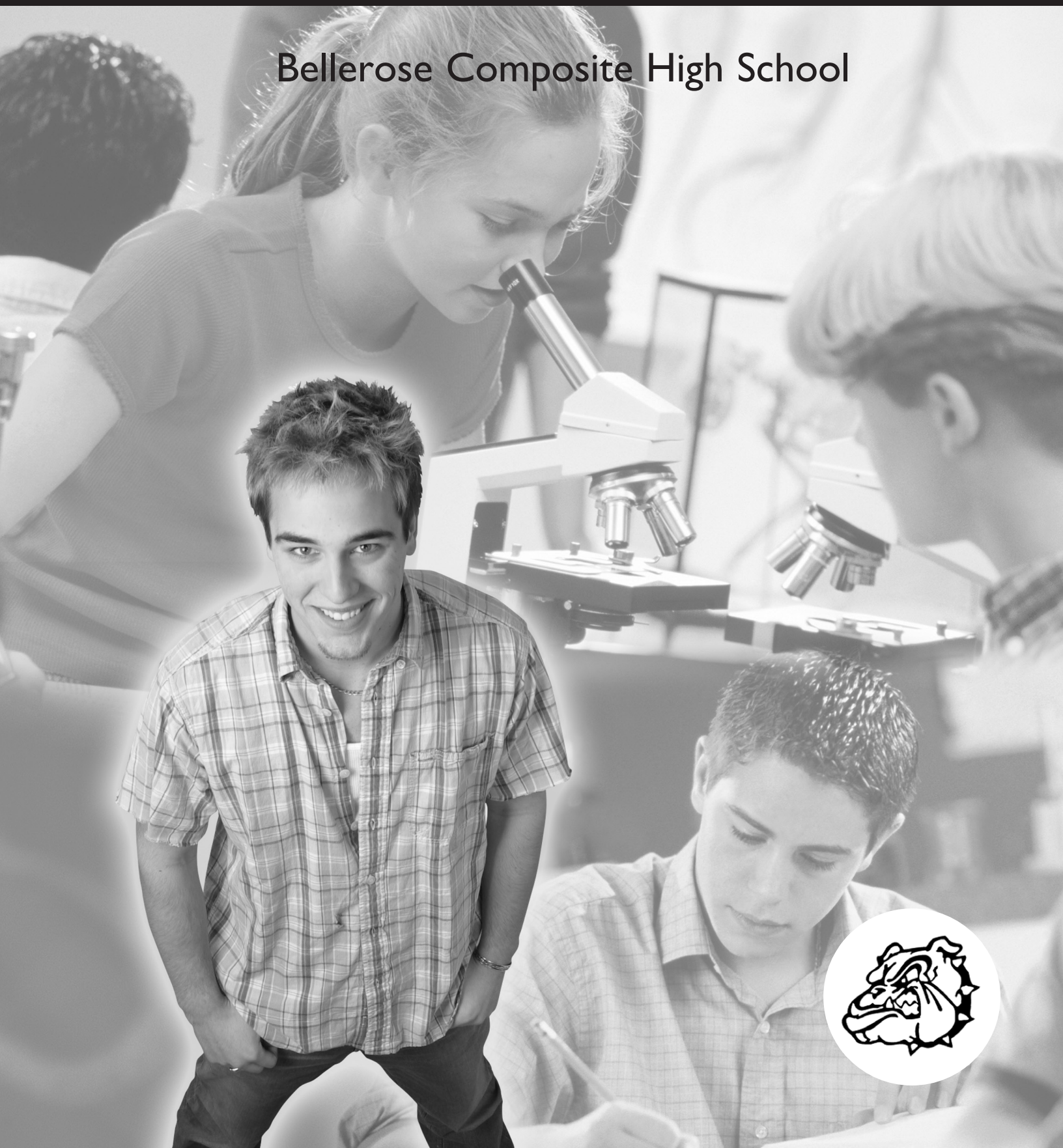




ST. ALBERT
PROTESTANT
SCHOOLS

EDUCATION PLAN 2010

Bellerose Composite High School



**BELLEROSE COMPOSITE HIGH SCHOOL
EDUCATION PLAN 2010**

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Overview of the Planning Cycle

Accountability in education focuses on continuous improvement and the link between results and strategic planning. In order to reinforce the importance of this ongoing cycle, the *Alberta Government Accountability Act* requires school boards and schools to report on results achieved and to prepare plans for Alberta Education and the general public.

All schools and sites within St. Albert Protestant Schools follow this continuous improvement cycle and prepare a comprehensive plan. A copy of this plan is available by contacting our school office.

This Education Plan incorporates jurisdictional priorities for education and district and provincial goals. It also focuses clearly on the unique needs of our students and reflects the input obtained from teachers, students, parents, school councils and other stakeholder groups.

In this plan, you will find specific measures that have been established for each outcome and are designed to assist the school in determining the progress we are making in achieving district goals and school priorities.

In addition to an analysis of these results you will find a comprehensive report outlining progress, accomplishments, trends and areas targeted for further improvement. This ongoing cycle enables us to provide the best possible education for all our students.

St. Albert Protestant Schools' Mission, Mandate and Beliefs

Mission

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.

Mandate

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.

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.

Beliefs

In our commitment to public education, WE BELIEVE THAT...

- 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 optimal learning environment.

St. Albert Protestant Schools' Vision

In three to five years we will know we are continuing to achieve our Mission, if:

Students

- know they are safe and secure within an environment that respects their diversity
- are confident in their ability to learn, eager to come to school and proud to achieve at their highest level
- understand what they are expected to learn
- believe their diverse learning needs are being met
- demonstrate critical and creative thinking skills
- demonstrate cooperative and collaborative learning skills
- are motivated, proud, active and responsible citizens
- demonstrate self discipline and respect for themselves, others and the environment
- are prepared to meet the challenges of today and tomorrow

Staff

- are committed to providing a safe, caring and nurturing learning environment that respects diversity
- are teaching the knowledge, skills and attributes that enable our students to be successful learners
- work collaboratively to facilitate student learning and increase the number of students who complete a high school diploma
- are committed to ongoing professional development and the implementation of professional growth plans
- work collaboratively with students, colleagues, parents, the schools, the district and the community
- have opportunities to be involved in the decision-making process at the school/district level
- have high levels of satisfaction with their work in the district
- are proud advocates of the district and public education

Parents

- support schools in providing a safe, caring and nurturing learning environment which respects diversity
- feel encouraged to participate actively in their child's education
- are effective partners in their child's education
- know the district has responsible and flexible programming to meet the needs of students
- have the opportunity to be involved in the work of the school councils and to volunteer in the school and the district
- understand and agree that the district demonstrates effective and efficient use of resources
- advocate for public education, our schools and our district
- support the District Mission, Beliefs and expectations of students and staff

Community

- views schools as an integral part of the community
- reinforces and encourages the values and beliefs of our district
- is confident that the district is preparing students for responsible citizenship and personal success
- understands and agrees that the district demonstrates effective and efficient use of resources
- supports, advocates for and values learning and public education

Bellerose Composite High School Vision

Bellerose Composite High School (BCHS) provides an environment with a strong sense of school and community spirit, and 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,
- 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,
- 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,
- who are positive, confident and contributing members of society.

Parents

- who have confidence in our staff, programs, initiatives and operations,
- who feel respected as partners in our school environment,
- who are active partners in their child's achievement and development,
- who support and promote the Bellerose Composite High School environment,
- who celebrate the achievements of BCHS students and staff.

Staff

- who indicate high levels of satisfaction with their working environment,
- who feel respected and valued as professionals and educational leaders,
- who are committed to their professional and personal growth,
- who are committed to providing positive opportunities and role models for students,
- 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.

Community

- who support and promote school programs,
- who recognize BCHS students as positive, contributing members of the community,
- who feel respected as partners in our school environment.

Bellerose High School Profile

Staffing	2009-2010 as of September 30, 2009		2010-2011 as of September 30, 2010	
	Certificated Staff			
Administration	3.2857	FTE	2.4286	FTE
Department Heads	0.8571	FTE	0.8571	FTE
Counselling	1.4000	FTE	1.0	FTE
AISI Lead Teacher	0.4000	FTE	0.4	FTE
High School Flexibility Lead Teacher	0.2000	FTE	0.2857	FTE
Special Education Program Staffing	3.8571	FTE	3.1428	FTE
International Baccalaureate or Advance Placement Staffing	4.8571	FTE	4.2857	FTE
Regular Teaching	34.5717	FTE	33.9571	FTE
Total	49.4287	FTE	46.3570	FTE
Support Staff				
Clerical Staff	6.8571	FTE	6.3	FTE
Para-Professional/Teaching Assistants:				
• assigned to program needs	4.7500	FTE	4.1	FTE
• assigned to individual students	4.9000	FTE	4.9	FTE
Para-Professional /Library Technicians	1.7142	FTE	1.7142	FTE
Para-Professional /Licensed Mechanic	0.4287	FTE	1.0	FTE
Para-Professional /Certified Cosmetology Assistant	0.8571	FTE	1.0	FTE
Health Pathways	0.8571	FTE	0.8571	FTE
Total	20.3642	FTE	19.8713	FTE
Supplementary Staff				
Food Services Staff	2.4285	FTE	2.4285	FTE
Technical Analyst	1.4000	FTE	1.00	FTE
School Resource Officer	0.3333	FTE	0.3333	FTE
Total	4.1618	FTE	3.7618	FTE

Department Heads

- Languages
- Social Studies/Fine Arts
- Mathematics
- CTS
- Physical Education/Student Activities
- Science

Enrolment Total | 895 | 946

Program Areas	2009-2010 as of September 30, 2009		2010-2011 as of September 30, 2010	
	# of Students	% of School Population	# of Students	% of School Population
Alberta Diploma Program 14-24, 10-20-30 level courses in all disciplines	842	94	870	92
Gaining Occupations & Life Skills Program (GOALS) • students with developmental delays	25	2.8	28	2.9
Integrated Occupation Program, Knowledge and Employability (K&E, 2006-2007) • three year program with IOP/K&E Certificate	28	3.1	48	5
International Baccalaureate Program (IB) • Grade 10 Pre-International Baccalaureate/Honours, Grade 11 and 12 Diploma and Certificate	54 110	6.0 12.3	101 81	10.7 8.6
Athletics Program • Sports Academy: Hockey, Ringette and High Performance Athletes	43	4.8	63	6.7
Career And Technology Studies (CTS) • Communications Technology, Construction Technology, Cosmetology, Design Studies, Fashion Studies, Food Studies, Information Technologies, Mechanics	788	88	917	96.9
Fine Arts Programs • Art, Drama, Choral Music, Choral Theory, Guitar, Instrumental Music, Instrumental Jazz, and Vocal Jazz	410	43	475	50.2
Leadership Program	96	10.7	84	8.9
Performing Arts & Musical Theatre Program (including Set Construction)	105	11.7	65	6.9
International Student Program	0	0	1	.1
Registered Apprenticeship Program (RAP)	2	0.2	1	.1
Work Experience Program	123	13.7	67	7.1
Alternate Study • Summer School, On-Line	412SS 36 on-line	N/A	487 (SS)	N/A

Courses are semestered with the following unsemestered exceptions

INTERNATIONAL BACCALAUREATE PROGRAM
<ul style="list-style-type: none"> Grade 10 pre-IB Humanities and Sciences Grade 11 Biology, Chemistry, English, History, French and Spanish All Grade 12 IB Courses (with Internal Assessment and Moderation due before March, IB Exam Session in May and Alberta Diploma Exams in June).
• LEADERSHIP
• PERFORMING ARTS & MUSICAL THEATRE

Issues and Trends

ISSUES:

Focus on Student Success

- Continuing to track and address student requirements for high school completion.
- Seeking an increase in counselling time to provide opportunities for post-secondary awareness, planning and transition and handling day to day student concerns.
- Developing a systematic tracking and unified synchronization for students throughout their time in high school. Considerations: program requirements, student progress and achievement, student work ethic in relation to attendance and being on time for class, study habits and class preparation, and post-secondary planning.
- Maintaining the focus of being a student - centered school while balancing academics, athletics, the fine arts, CTS courses, and the various student activities that are offered throughout the course of the year.

Impacting Factors from Alberta Education

- Ever increasing impact on budget, instructional time, and professional development as a result of factors such as funding structures, uncertain diploma exam schedules and changing curriculum.
- Participation in the High School Flexibility and Enhancement Pilot Project (HSFEPP) has a significant impact on our current school culture and operations.

Focus on Improving Satisfaction with Public Education and the Public Image of BCHS

- Improving standard in relation to acceptable language and dress, and in relation to respect for self, others, and property.
- Continuing to target unacceptable drug use.
- Improving school beautification by focusing on cleanliness and aesthetics.
- Continuing the communication and publication of positive activities at the school and the success goals reached by staff and students.
- Improving maintenance, updates and appearance of our school website with the intent of increasing effective communication with all stakeholders.

Physical and Financial Restraints

- Articulating and advocating for strategies to address the issue of increasingly limited physical space for existing programs, developing programs, common areas and class sizes.
- Ensuring that budget planning reflects funding limits and the needs of all areas within the school plant and learning environment.

TRENDS:

Student Population

- There is an indication Bellerose will continue to have a large student population. Although numbers were down for the 2009-2010 school year, this trend seems to have turned around for the 2010-2011 school year. We have experienced growth at all three grade levels as a result of several factors: demographic growth in the northwest sector of St. Albert; the available programs, including CTS and IB; a strong focus in the Fine Arts and in Physical Education/Athletics; a dynamic Leadership Program; a student-centered philosophy demonstrated by staff committed to students; an acceptance of a diversified student population; and growing interest in initiatives which include Health Pathways, High School Flexibility and a renovated/modernized fitness center.
- Students are specifically increasingly attracted to the Fine Arts Program. The addition of a Fine Arts Center is needed to accommodate the continued growth of this popular program.

Student Achievement and Recognition

- Two areas of particular note would be the increase in the percentage of students meeting high school completion and the

increase in the percentage of students receiving post-secondary scholarships.

- It is an empowering course of action to provide students with the opportunities, encouragement, and support for improvement and growth. It is also imperative that we continue to identify ways to support and recognize all students. We are fortunate to have programs like *Performing Arts, Musical Theatre, Profiles Gallery Art Show, Renaissance, Hi-5 Recognition, Stars of Bellerose, Pride Activities, Pride Athletics, and Achievement Awards* to showcase and honour students for their efforts and achievements.

Focus on Technology

- With the use of the Alberta Education Evergreening and Enhancement Grant for CTS labs, as well as Innovative Classroom Technology funding and infrastructure and classroom technology funding, CTS labs have been upgraded with state of the art equipment and 36 SMART Boards have been installed to date.

Priority Areas

District Priority Areas:

St. Albert Protestant Separate School District No. 6 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- ensure high quality teaching that recognizes and accommodates diversity in student learning needs, while supporting the academic success and personal growth of all students
- promote a broad view of student success that honours individual differences and a variety of career paths
- prepare all students for active citizenship and for participation in the global community
- promote healthy, safe, and vibrant learning communities in our schools
- foster collegial relationships and collaborative working environments

School Priority Areas:

Bellerose Composite High School has identified the following priority areas for consideration in the Education Plan. They are:

- continuing to support staff development designed to improve student learning and to promote and support a strong cohesive team
- maintaining the integrity of existing programs, the opportunities for student participation, the level of academic achievement, and the degree of stakeholder satisfaction while facing limited physical and financial resources
- continuing to focus on support for student achievement and improvement in high school completion rates
- continuing a focus to support the successful integration of Grade 10 students into high school (counselling appropriate placement, supporting the development of planning skills and a strong attendance profile, and goal setting for successful years in high school)
- keeping current in the implementation of technology and maximizing its impact in the classroom through proper planning and training. Specifically with the addition of HomeLogic/TeacherLogic and the modernization of the CTS labs.
- reviewing current assessment procedures and practices involving all staff.

Program Priorities

The following initiatives at Bellerose, both of which are in the second year of implementation,

are among the top priorities in the school in order to ensure their integrity and sustainability:

Bellerose Fitness & Wellness Centre

All members of the Bellerose community are welcome to enjoy the benefits of this multi-faceted facility. During the school day, students are able to exercise with the benefit of personally designed fitness programs or through their Physical Education classes. Students are also welcome to work out according to their individual needs and tastes, without being required to enrol in a course. This facility has been designed to accommodate needs of every member of the Bulldog family from the elite academy athlete to the student who has never used a fitness centre. The facility meets the needs of adapted physical fitness programs, and provides for the full range of ages and abilities found in our population. A number of our GOALS students have personal fitness programs designed for them according to their physical needs and as an integral part of our new Health Pathways curriculum, the centre offers the services of the experts in the fitness and wellness world. Bellerose has created a partnership with Jesse Lipscombe and his company, PTI Training. The mission of his company is to aid in facilitating active and healthy lifestyles. Jesse and his team are available in the centre on a daily basis. PTI support the Bellerose staff and community in providing nutrition, fitness, and lifestyle programs. In addition, we have accessed the services of St. Albert Physical Therapy & Sport Injury Clinic. The clinic will work with the Health Pathways staff to develop an awareness of career opportunities and services provided by a sport injury clinic. This company will also offer a link to the clinic's services.

Now in our second year, we have some new routines and developments. Over seventy-five students use the centre on a daily basis. We are introducing weekly yoga and spin classes for students. We have also committed to the accommodation and integration of our GOALS students, as well as, the creation of individualized wellness programs for all of the GOALS classes. We are in partnership with a sport psychologist, nutritionist and physiotherapist in order to provide access for all student athletes and sport academy students.

We enjoy monthly visits by elite and Olympic athletes, who share experiences and explain the value of lifetime fitness to our students.

High School Flexibility Enhancement Pilot Project

Background

The purpose of the High School Flexibility Pilot Project is to “determine if the requirement of students to have access to 25 hours of face-to-face instruction per course credit should be maintained”. The reasons for considering the removal of this requirement are as follows:

- Increased flexibility for programming may result in better student outcomes and increased student engagement.
- The 25 hours of face-to-face instructional requirements may be outdated for 21st century students and high schools.
- The removal of the requirement for 25 hours of face-to-face instruction may leverage the distributed learning strategy in significant ways.
- School jurisdiction and school staff will exercise their professional responsibility in utilizing this enhanced flexibility to benefit students.

The pilot project involves 16 high schools (in 16 school jurisdictions) that have been given the opportunity to implement enhanced flexibility in programming.

The pilot project involved the 2008-09 school year as a planning year, the 2009-10 school year as a transitional year and the 2010-11 through 2012-13 school years as the pilot i.e. three full school years.

The project design incorporates the following elements:

- Pilot schools selected are representative of high schools in Alberta.
- The project design and monitoring will provide empirically defensible recommendation(s).

Goals of the Project

The goals of the project are proposed to be as follows:

1. Demonstrate that with the removal of the requirement for 25 hour per credit of face-to-face instruction participating schools will develop innovative approaches to school organization that will:
 - enhance overall educational outcomes for students of the school;
 - increase satisfaction with students' opportunities to learn (by students, teachers and parents);
 - increase satisfaction of students with their learning;
 - increase satisfaction of teachers with the organization of instruction in their school.
2. To provide stakeholders of the Alberta Education system with viable, tested alternatives to the current school organizational structures brought about by the Carnegie unit.
3. To provide the Alberta Education Executive Team with evidence necessary to inform their decision regarding the status of the high school requirement of 25 hours of face-to-face instruction per credit.
4. To provide recommendations for an alternative accountability system for monitoring high schools throughout the province if the restriction of 25 hours of face-to-face instruction per credit is removed.

As we proceed through the 2010-2011 school year, we are implementing alternative ways of addressing student needs. Our commitment to the High School Flexibility Program was summarized to the program coordinator, Gerry Fijal, in our Year End Report of October 15, 2010.

The most significant impacts are that we have changed our timetable to reflect a Flex Block, during which students will have increased access to teacher help. Another, perhaps more important, effect of our participation in this pilot program is that staff, students and parents have responded very favourably to the notion of 'flexibility'; staff, in particular, have spoken of the freedom to think differently afforded to them by the introduction of the word 'flexibility' to our school's culture. In many ways, it merely articulates what we have always done at Bellerose, but in other ways it has encouraged all

of us to rise to the challenge of 21st Century learning and teaching realities.

Pathways to Health Pilot Project

In March, 2009, Bellerose was selected to participate in the Pathways to Health Pilot Project. Being chosen to participate in this project means that we will pilot and validate new CTS curriculum in the Health Services (HES) strand. In addition, we were granted significant financial support from Alberta Education, which has enabled us, with additional District support, to expand our fitness facility to include a wellness-based classroom.

In 2010, one year into the Pathways to Health Pilot Project, Alberta Education announced the cancellation of the third year of funding for this project. The potential impact on Bellerose's participation should not be significant, as a good deal of our expenditures were designated for the first year of the pilot project.

We have been required to submit revised timelines and deliverables as a result of the change to the project's budget and they are as follows:

2009-2010

- Implementation and pilot of courses in the Health Care Aide, Early Childhood Assistant and Sports Medicine Pathways
- Participation in curriculum validation
- Credentialing review
- Provision of feedback on required resources, equipment and infrastructure
- Participation in appropriate professional development activities for staff
- Host visits for Alberta Education personnel

2010-2011

- Implementation and pilot of courses in the Health Care Aide, Early Childhood Assistant and Sports Medicine Pathways
- Participation in curriculum validation
- Credentialing review
- Provision of feedback on required resources, equipment and infrastructure
- Participation in appropriate professional development activities for staff
- Host visits for Alberta Education personnel
- Submission of final report prepared collaboratively by Assistant Principal and lead teachers by October 15, 2011

In 2009-2010, a total of 152 students participated in the HES pilot with the following breakdown by grade: 78 students in Grade 10, 31 students in Grade 11 and 43 students in Grade 12. In addition, in the 2009-2010 school year, our teachers participated in a number of professional development opportunities in a variety of capacities, including as presenters to their colleagues around the province. Feedback from other participating jurisdictions suggests that Bellerose's Health Pathways team is at the forefront of this curriculum implementation. We have:

- Introduced the NCCP coaching certification program;
- Made possible the St John Ambulance First Aid certification of one hundred eighty students;
- Expanded to four new sports medicine classes
- Have students in the second year of both sports medicine and health care programs.
- Students are now learning injury management and have the opportunity to see working athletic trainers demonstrate their skills. Students also have the benefit of the in-house expertise of a Registered Nurse and a Licensed Practical Nurse, who are a teacher and teacher aide at Bellerose.
- We offer continued professional development of staff.

The goals for our participation in this pilot project are as follows:

Goals

1. To foster diverse opportunities for students to explore career and personal interests while still in high school.
2. To allow students to gain experience and certification in some specialized skills in the Health Care Aide, Early Childhood Assistant and Sports Medicine Pathways
3. To provide students the opportunity to credential in the Health Care Aide Pathway by completing the *Health Care 1, 2, 3 & 4* courses.
4. To provide students the opportunity to credential in the Early Childhood Assistant Pathway by completing the *Early Learning and Child Care 1, 2 & 3* courses, as well as the practicum requirement.
5. To enhance the culture of health and wellness in Bellerose Composite High School.
6. To develop supports within the CTS program and the larger school community to guide students in exploring health pathways and careers.

7. To increase the instructional knowledge, skills, and attitudes of the staff in the health services courses offered at BCHS.
8. To enhance to industry standard the equipment and resources in the health services courses at BCHS.
9. To create sustainability through insights into program practices which will inform further delivery of the health services courses in such areas as instructional strategies, planning considerations, assessment and evaluation methods.

District Goals 2010-2013

- Goal 1: High Quality Learning Opportunities for All**
- Goal 2: Excellence in Student Learning Outcomes**
- Goal 3: Success for First Nations, Métis and Inuit (FNMI) Students**
- Goal 4: Highly Responsive and Responsible Jurisdiction**

School Goals 2010-2013

- Goal 1: High Quality Learning Opportunities for All**
- Goal 2: Excellence in Learner Outcomes**
- Goal 3: Highly Responsive and Responsible Jurisdiction**
- Goal 4: Collaboration, Collegiality and Effective Relationships with Partners**
- Goal 5: Safe and Inviting Learning and Working Environments within the School**

Goal One

High Quality Learning Opportunities for All

Reporting our Progress

Key Strategies 2009-2010:

- iLab time and module system available at a variety of times during the day, providing flexibility so that students can earn additional credits towards high school completion.
- Ensure students have a voice in school and district decision-making: Student Council, Leadership, Renaissance, surveys, as grade/program/school representatives, and as participants in stakeholder workshops at both district and school levels.
- Continue to provide opportunities for student involvement in extra and co-curricular activities, athletics, fine arts, and student activities.
- Mentoring and volunteering opportunities for all students (IB, K&E, regular program) and staff.
- Continue with the High Performance Program and look at the possible inclusion of Fine Arts.
- Provide peer tutoring opportunities (i.e. Math Program).
- Provide use of Read and Write Gold Program.
- Initiate new alternatives and delivery systems.
- Re-initiate follow up with students who have not met grad requirements in order that they complete high school and have courses needed to follow career or post-secondary path.
- Explore and examine various program delivery/offering (including online development) with respect to High School Flexibility.
- Encourage students to take additional credits (over the required 100) for their own benefit.
- Analyze and refine evaluative assessment (formative, summative).
- Implement and closely monitor programs such as: AISI cycle IV (student engagement) and convergence with High School Flexibility and Health Pathways pilot programs.
- Continue to expand Differentiated Instruction within the new funding framework.
- Develop alternative strategies to work with BI students (separate BI from K&E).
- Encourage the use of technological advances within the school (i.e. SMART Boards, HomeLogic). We have started the process of getting students trained to be strong SMART Board users, with the intent

that they will be student leaders and peer mentors in their classes.

- Continue to encourage PD activity in light of new initiatives and monitor the strategy of PD fund allocations implemented in 2009-2010.

Highlights:

- The High School Flexibility Enhancement Pilot Project (HSFEPP) has been a valuable vehicle for school improvement at Bellerose. We are fortunate to have the opportunity to move forward with such an initiative.
- Mentoring and volunteering is a positive experience for all involved.
- Continue High Performance Sport Program, with the significant addition of our new relationship with Prospect Baseball Academy.
- Doing a good job of exploring and encouraging new alternatives and delivery of curriculum.
- PD formula was transparent and accessible for staff.
- There continues to be a great variety of programs and activities for the students at Bellerose.
- The K&E 10 program continues to provide a supportive learning environment for a small group of students who are on the borderline, academically, when moving from junior to senior high.
- The positive and supportive work of the School Council is greatly appreciated. In addition, the liaison process of an appointed trustee attending School Council meetings is beneficial and appreciated.
- The Big Brothers and Sisters Team Mentorship continues to be provincially recognized as a flagship program. Students and staff were invited to speak about mentorship to the Minister of Education's Youth Advisory Council and at the Alberta Mentoring Partnership Conference.
- HSFEPP provided the opportunity for K & E students to earn Math 10-4 and Physical Education 10 credits concurrently.
- HSFEPP also allowed English 20-2 students in the second semester to learn at a variety of paces, which resulted in a 100% success rate for those students in English 20-2.
- This is Bellerose's second year of hosting the Prospects Baseball Academy. Last year

we hosted nine baseball players from as far as New Brunswick. The nine students went on to receive scholarships to play baseball at colleges in the United States, and two of them made the Canadian Junior National Team.

Challenges:

- Distance learning curriculum is not always up-to-date; needs revamping.
- Find more community partners for volunteering opportunities. St. Albert Chamber of Commerce and Big Brothers Big Sisters (Edmonton) have had initial meetings to establish mentoring relationships between our students and business leaders in our community.
- Read and Write Gold was used more than it had been in the past, but we are in search of more effective speech to text/text to speech software.
- To take new alternatives and delivery systems and integrate them within budgetary and staffing constraints.
- Personnel to follow up with students who have not met grad requirements in order that they complete high school and have courses needed to follow career or post-secondary path.
- iLab time needs to be increased in order to support students who require alternatives to class settings within a regular high school environment.

**Progress toward Meeting Goal 1:
Partially achieved**

Goal One

High Quality Learning Opportunities for All

Looking toward the Future

Outcomes:

1. The education system responds to the needs of all learners.
2. Children at-risk have their needs assessed through effective programs and supports
3. Learners complete programs
4. All stakeholders can participate in learning.

Performance Measures:

1. Outcome #1
 - a. Percentage of student, parent and staff satisfaction with the overall quality of education in the district.
 - b. Percentage of student, parent and staff satisfaction that students receive a broad program of studies with a choice of programs and courses.
 - c. Percentage of student, parent and staff satisfaction with access and timeliness of services for students in schools.
 - a. Percentage of students satisfied with the variety of learning experiences in the classroom.
 - b. Percentage of students and parents satisfied that students are challenged to do their best.
 - c. Percentage of student and parent satisfaction that the diversity of student needs are being met.
 - d. Percentage of parents of children with special needs (moderate/severe) who are satisfied with:
 - access to services for children with special needs
 - progress and achievement of their child with special needs
2. Outcome #2
 - a. Annual dropout rate of students age 14 to 18.
 - b. Credit Earned Units (CEU's) earned through iLab.
3. Outcome #3
 - a. Percentage of students who indicate they will complete the requirements for a high school diploma within three years of high school.
 - b. Percentage of students who successfully complete the K&E Certificate within 3 years
 - c. Percentage of students in the Integrated Occupations Program earning an

Alberta High School Diploma in four years.

- d. Percentage of students who complete their Registered Apprenticeship Program.
 - e. Percentage of students who complete the selected program of studies over the two year IB program.
 - f. Percentage of students entering high school in the TRY 10 Program who successfully move to the Regular Grade 11 Program.
4. Outcome #4
 - a. Percentage of students, parents, and staff who are satisfied with their opportunities to be involved in decision-making at the school level.
 - b. Percentage of students, parents, and staff who are satisfied with their opportunities to be involved in decision-making at the district level.
 - c. Percentage of parents satisfied that their School Council gives them a meaningful role.

Key Strategies 2010-2011:

- iLab time and module system available all day, providing flexibility so that students can pick up additional credits towards high school completion.
- Re-establish TRY 10 as a safe, nurturing environment for at-risk students transitioning from junior high to high school.
- Ensure students continue to have a voice in school and district decision-making: Student Council, Leadership, Renaissance, surveys, as grade/program/school representatives, and as participants in stakeholder workshops at both district and school levels.
- A selection of students will be surveyed weekly as a requirement of our participation in HSFEP. These student surveys will form one element of our feedback to Alberta Education regarding this pilot program.
- Continue to provide opportunities for student involvement in extra and co-curricular activities, athletics, fine arts, and student activities.
- Mentoring and volunteering opportunities for all students (IB, GOALS, K&E, regular program) and staff.
- Continue with the High Performance Program Sport and look at the possible inclusion of Fine Arts.

- Continue our relationship with high performance baseball players from across the country through Prospects Baseball Academy.
- Provide peer tutoring opportunities (i.e. Math Program) within Bellerose and between Bellerose and WD Cuts.
- Provide continued use of Read and Write Gold Program and investigate a more effective alternative.
- Initiate new alternatives and delivery systems.
- Re-initiate follow up with students who have not met grad requirements in order that they complete high school and have courses needed to follow career or post-secondary path.
- Explore and examine various program delivery/offering (including online development) with respect to High School Flexibility.
- Encourage students to take additional credits (over the required 100) for their own benefit.
- Analyze and refine evaluative assessment (formative, summative).
- Implement and closely monitor new programs such as: AISI Cycle IV with High School Flexibility and Health Pathways.
- Continue to expand Differentiated Instruction within the new funding framework.
- Develop alternative strategies to work with BI students (separate BI from K&E).
- Encourage the use of technological advances within the school (i.e. SMART Boards and HomeLogic).
Continue to encourage PD activity in light of new initiatives and monitor the new strategy of PD fund allocations.
- This year we have a new group of ten Grades 11 and 12 Prospect Baseball players.
- Bellerose is the first high school in Alberta to have a Ringette program. Maria Thompson, teacher at Bellerose, has brought her national and international experience to our academy. We have fifteen young women currently enrolled.
- Outdoor Education courses were introduced at an intermediate level. We were able to purchase complete sets of cross country skis and snowshoes for Bellerose students. Students participated in four outdoor education trips in Alberta wilderness areas.

Goal Two Excellence in Learner Outcomes

Reporting our Progress

Key Strategies 2009-2010:

- Support and continue to develop a planning team for Phase IV of the AISI cycle set to start in September 2009.
- Continue to support and develop training for use of technology and equipment within the classroom and the school.
- An increased focus on academic achievement.
- Increase academic strategies for Grades 10 and 11 success from areas of concern seen in course final exam results and diploma exam results.
- Increase parental awareness of curricular demands, expectations and knowledge base.
- Teachers will continue to analyze and evaluate diploma exam results to modify and improve instruction.
- Continue to communicate and promote scholarship and bursary information to students.
- Continue to liaise with junior high teachers and counsellors to provide appropriate high school placement of students to ensure their success.
- Continue to develop initiatives and processes in Student Services to provide support and intervention, as needed, as well as to enhance career and post-secondary exploration, decision-making and employability skills.
- Continue the strategies currently in place that mentor, teach and promote responsible citizenship: Leadership Program, Students' Union (organization and governance), Renaissance Program, International Baccalaureate, CAS (Creativity, Action and Service), and Community Service initiatives, Grade 10 Pre-IB In-School Mentorship Project, Study Buddy Programs, SOS (Students of Service) Work Experience and Special Projects.

Highlights:

- Continuing with our Mentorship and Leadership Programs that explore ways of making these programs more inclusive to all students.
- Continue to acknowledge student achievement through the Renaissance Program, Dog Treat Tuesdays, High Five, etc.
- Global awareness that students acquire through the Mentorship Program, Run for the Cure, opportunities to participate in student conferences such as: Romeo Dallaire's lecture series, the IB/AP student conference at the University of Alberta, University of Alberta Model United Nations, etc.
- Students continue to have success on Provincial Diploma exams - reference *Appendix I - Student Performance and Achievement*.
- Students were awarded a variety of prestigious scholarships for achievement during the 2009-2010 school year – reference *Appendix II - Other Indicators of Student Performance*.
- Students were recognized in the Fine Arts, in Athletics, in CTS areas, and for citizenship and leadership - reference *Appendix II - Other Indicators of Student Performance*
- Students participated in Science and Math clubs as well as competed in Science Olympics and national Math competitions.
- Overseas trips to Europe (including Greece) and Japan promote the first-hand learning of other cultures, languages and global citizenship.
- Citizenship has been further promoted through recycling projects that have built a school in Thailand and started on another school in Guatemala. There has also been a play pump built in Africa and donations made to Operation Christmas Child.
- The addition of more laptops to the library has improved the productivity of that workspace.

Challenges:

- Increase a focus on academics at all levels.
- Increase parental awareness of curricular demands and expectations.
- Continue the strategies currently in place that mentor, teach and promote responsible citizenship.
- Review the practice of using iLab for core courses. Specifically, are students putting in the time needed in the core courses to be successful at the next level and are their sufficient supports in place to help them achieve success?

**Progress toward Meeting Goal 2:
Partially Achieved**

Goal Two Excellence in Learner Outcomes

Looking toward the Future

Outcomes:

1. Learners demonstrate high standards.
2. Learners are well prepared for life-long learning.
3. Learners are well prepared for employment.
4. Learners are well prepared for citizenship.

Performance Measures:

1. Outcome #1
 - a. Percentage of students achieving the Acceptable Standard and the Standard of Excellence on Diploma Exams.
 - b. Percentage of IB students achieving the Standard of Excellence on Diploma Exams.
 - c. Participation rate of Grade 12 students in Diploma Exam courses.
 - d. Percentage of Grade 12 students receiving Rutherford Scholarships.
 - e. Students continue to be awarded Academic Excellence scholarships for entrance to post-secondary study.
 - f. Students continue to be awarded recognition and/or scholarships for Leadership qualities.
 - g. Percentage of students who are members of competitive school athletic teams in the Alberta Schools Athletics Association and/or Edmonton METRO League and who are enrolled in the Bellerose Sport Academy.
 - h. Percentage of students involved in the Performing Arts.
 - i. Percentage of students completing IB courses at or above the international average.
2. Outcome #2
 - a. High school to post-secondary transition rate within four and six years of entering Grade 10.
 - b. Percentage of parents and teachers who agree that students have attitudes that will help them become life-long learners.
 - c. Percentage of students who feel they have opportunities, resources and counselling available and career planning.

3. Outcome #3

- a. Percentage of parents and teachers who agree that students have attitudes that will help them be successful in the world of work.
- b. Percentage of students who feel they have opportunities, resources and counselling available for course selection.

4. Outcome #4

- a. Percentage of students, parents and teachers who are satisfied that students model the characteristics of active citizenship.
- b. Percentage of students, parents and staff satisfied with opportunities for students to participate in activities that promote responsible citizenship, volunteerism and community contribution.
- c. Percentage of students, parents and staff satisfied with opportunities for students to assume leadership roles.

Key Strategies 2010-2011:

- Support and continue to develop a planning team for Phase IV of the AISI cycle, which corresponds directly with the High School Flexibility and Enhancement Pilot Project.
- Continue to support and develop training for use of technology and equipment within the classroom and the school.
- Work with the District's Technology Lead Teacher to provide SMART Board training for students so that they can be peer technology coaches in classroom settings.
- An increased focus on academic achievement through student engagement.
- Increase academic strategies for Grades 10 and 11 success from areas of concern seen in course final exam results and diploma exam results.
- Increase parental awareness of curricular demands, expectations and knowledge base.
- Teachers will continue to analyze and evaluate diploma exam results to modify and improve instruction.
- Communicate and promote scholarship and bursary information to students.

- Continue to liaise with junior high teachers and counsellors to provide appropriate high school placement of students to ensure their success.
- Continue to develop initiatives and processes in Student Services to provide support and intervention, as needed, as well as to enhance career and post-secondary exploration, decision-making and employability skills.
- Continue the strategies currently in place that mentor, teach and promote responsible citizenship: Leadership Program, Students' Union (organization and governance), Renaissance Program, International Baccalaureate, CAS (Creativity Action Service), and Community Service initiatives, Grade 10 Pre-IB In-School Mentorship Project, Study Buddy Programs, SOS (Students of Service) Work Experience and Special Projects.

Goal Three

Highly Responsive and Responsible Jurisdiction

Reporting our Progress

Key Strategies 2009-2010:

- Implementation and expansion of TeacherLogic, High School Flexibility Project, utilization of Fitness Center and new technology.
- Continue to seek plant improvements to accommodate evolving program/ course/ technology requirements in relation to facilities and resources to ensure optimal learning especially in the CTS department.
- Continue to monitor factors impacting student learning such as class size, instructional time of day, teaching strategies and assessment methods.
- Continue opportunities for stakeholders to be involved in the decision-making process through various needs assessment strategies: Staff Meetings, Faculty Council Meetings/Workshops, Student Council Meetings, School Council Meetings, school and district Stakeholder Workshops, site-based surveys, suggestion boxes and town-hall meetings.
- Continue to encourage parents and students to be aware of and knowledgeable about available learning opportunities for students: International Baccalaureate, GOALS, K&E, Registered Apprenticeship Program, Work Experience, Performing Arts & Musical Theatre, High Performance Athletics, Renaissance Program, etc.
- Continue to use staff, student and parent surveys to identify areas of concern and to develop strategies to target the concerns. In addition, it is helpful to have measurable data about those areas that should be celebrated for success and satisfaction.
- Continue adding to school's website and expand electronic communication with stakeholders.
- Be proactive in educating teachers on curriculum changes and continue being involved in pilot studies for new curricula.
- Continuation for the school culture initiative promoting a positive school culture for all stakeholders.
- Continue to refine education planning into one annual document at the school and district level.

Highlights:

- Transparent protocol for fair distribution of PD funding means that on-going professional development is encouraged and supported.
- On-line IPP system, Visual Attendance, and TeacherLogic have been well-utilized.
- Teachers have been educated on curriculum changes and continue being involved in pilot studies and new initiatives such as Film Studies, Health Pathways, Fashion Studies and Set Design.
- Evergreening Projects have provided valuable upgrades in CTS.
- School website continues to be upgraded with information and online programs, along with monthly advertising and recognition in local papers in order to promote knowledge about the school.
- Individual departments continue to participate in professional development for curriculum changes and innovative teaching methods.
- There is a large degree of parental involvement in School Council and extra-curricular activities. Parent volunteers are very active in the school and coordinate such activities as parent teacher interview schedules, school mail outs and a school based parent survey.
- iLab continues to fill a student need for alternate delivery of curriculum.

Challenges:

- Mastery of new technologies and strategies for coping with technological difficulties such as system failures.
- Continue with opportunities for stakeholders to be involved in the decision-making process.
- Seek to increase counseling time to better serve the educational, personal and career exploration needs of a diverse and growing student population.
- Continue to monitor factors impacting student learning such as class size, instructional time of day, teaching strategies and assessment methods.
- Continue to analyze high school completion rates and refine strategies to increase student success.
- Continue to monitor and develop the AISI project and plan for future cycles.

**Progress toward Meeting Goal 3:
Partially Achieved**

Goal Three

Highly Responsive and Responsible Jurisdiction

Looking toward the Future

Outcomes:

1. The school demonstrates leadership and continuous improvement.
2. The learning system is financially responsible.

Performance Measures:

1. Outcome #1
 - a. Percentage of parents and teachers surveyed who indicate that their school has improved or stayed the same in the last three years.
 - b. Percentage of students, parents and staff satisfied with the leadership within their school.
 - c. The Cycle for Continuous Improvement (Education Plan at the school level) is open to all stakeholders and occurs in a timely fashion.
 - d. Percentage of stakeholder satisfaction with the overall quality of education in the school.
 - e. Percentage of stakeholders who are satisfied with their opportunities to be involved in decision-making at the school level.
2. Outcome #2
 - d. Percentage of parents and staff satisfied with the way the school spends its funds.
 - e. Percentage of parents who agree that financial need is not a barrier to student participation in school learning opportunities.
 - f. Percentage of staff satisfied that they have adequate resources available to meet the diverse needs of students.
 - g. Percentage of parents satisfied with funding for special education services.

Key Strategies 2010-2011:

- Implementation and expansion of TeacherLogic and HomeLogic, High School Flexibility Enhancement Pilot Project, utilization of Fitness Center and new technology.
- Continue to seek plant improvements to accommodate evolving program/ course/

technology requirements in relation to facilities and resources to ensure optimal learning especially in the CTS department.

- Continue to monitor factors impacting student learning such as class size, instructional time of day, teaching strategies and assessment methods.
- Continue opportunities for stakeholders to be involved in the decision-making process through various needs assessment strategies: Staff Meetings, Faculty Council Meetings/Workshops, Student Council Meetings, School Council Meetings, school and district Stakeholder Workshops, site-based surveys, suggestion boxes and town-hall meetings.
- Make the minutes of Faculty Council Meetings available to all staff.
- Continue to encourage parents and students to be aware of and knowledgeable about available learning opportunities for students: International Baccalaureate, GOALS, K&E, Registered Apprenticeship Program, Work Experience, Performing Arts & Musical Theatre, High Performance Athletics, Renaissance Program, etc.
- Continue to use staff, student and parent surveys to identify areas of concern and to develop strategies to target the concerns. In addition, it is helpful to have measurable data about those areas that should be celebrated for success and satisfaction.
- Continue adding to school's website and expand electronic communication with stakeholders.
- Be proactive in educating teachers on curriculum changes and continue being involved in pilot studies for new curriculum
- Continuation for the school culture initiative promoting a positive school culture for all stakeholders.
- Continue to refine education planning into one annual document at the school and district level.

Goal Four

Collaboration, Collegiality and Effective Relationships with Partners

Reporting our Progress

Key Strategies 2009-2010:

- To develop our High School Flexibility and Health Pathways programs, we will seek more opportunities to collaborate with other schools in the program.
- To enhance public and school-based communication.
- To develop a plan to support improved attendance towards the improvement of high school completion rates.
- Support school and district initiatives designed to enhance staff morale and health and wellness.
- Develop opportunities for collaboration of stakeholders between district high schools.
- Continue to seek staff input and support for the wide range of student activities offered at Bellerose.
- Continue to provide opportunities for department planning and collaboration of classroom activities through PD and AISI funding.
- Communicate effective leadership attributes, encourage interest, and provide opportunities for interested staff to participate in activities to develop leadership skills.
- Continue to provide opportunities for staff to have input into their assignments.
- Collaborate with local and provincial agencies to provide appropriate programs and support for students.
- Ensure the community is invited to celebrate learning growth and success of students.
- Continued positive relationship with school resource officer, drug dog and handler and RCMP detachment.
- Enhance/promote value of new fitness centre to all stakeholders.

Highlights:

- Continue to provide opportunities for department planning and collaboration of classroom activities through PD and AISI funding.
- The student-centered philosophy at BCHS supports the daily collaboration among students and staff with student lead activities continuing to be the hallmark of the school. *The Terry Fox Run, Bike-A-Thon, Run For The Cure, Operation Christmas Child, Open House Showcase, Build a School in Thailand, Big Brothers and Sisters Mentorship Program, and The Renaissance Recognition Program* are just a few examples.
- BCHS continues to have a positive working relationship with community and corporate partners. Local businesses and organizations sponsor a variety of awards, bursaries and scholarships as part of our Recognition and Awards Program.
- Effective relationships with all stakeholders continue to be positive because of the importance placed on communication and showcasing the school through the *BCHS Bulletin* (school newsletter), *Grade 10 Orientation Night, Parent-Teacher Interviews, Academic Achievement Ceremony, PRIDE Athletics Ceremony, PRIDE Activities Assembly, Honors Assemblies, and the Graduation Ceremony.*
- There has been close work with other district high schools in order to further develop professional relationships.
- Continued positive relationship with school resource officer, drug dog, etc.
- Collaborated with local and provincial agencies to provide appropriate programs and support for students.
- Collaborated with local and provincial agencies to provide appropriate support in the planning, application and acquisition of the Alberta Education Evergreening and Enhancement Grant for CTS labs.

Challenges:

- Mentorship program for new teachers at the school level.
- Continue to use the staff and student surveys, district and site developed, to identify areas of concern and to develop strategies to target the concerns. In addition, it is helpful to have measurable data about those areas that should be celebrated for success and satisfaction.
- Continue involving all stakeholders in school-based decisions.
- It is important to continually recognize and advertise the positive experiences, events, and successes that take place at BCHS, and to profile the great diversity of programs and activities available to Bellerose students.

**Progress toward Meeting Goal 4:
Partially Achieved**

Goal Four Collaboration, Collegiality and Effective Relationships with Partners

Looking toward the Future

Outcomes:

1. Students, parents, staff and the community are heard, respected and valued.
2. Stakeholders work collaboratively and co-operatively.
3. Support systems for students and staff promote a healthy and vibrant environment.

Performance Measures:

1. Outcome #1
 - a. Percentage of students, parents and staff satisfied that their input is considered, respected and valued by Alberta Education.
 - b. Percentage of students, parents and staff satisfied that their input is considered, respected and valued by the St. Albert Protestant School Board.
 - c. Percentage of students, parents and staff satisfied that their input is considered, respected and valued by their school.
 - d. Percentage of parents and the public satisfied that their School Council offers them a meaningful role.
 - e. Parent and teacher satisfaction with parental involvement in decisions about their child's education.
2. Outcome #2
 - a. Percentage of staff satisfied that morale in their school is positive.
 - b. Percentage of staff satisfied they have an opportunity to work in a collaborative and collegial fashion:
 - within their school
 - within St. Albert Protestant School district
 - c. Percentage of participants satisfied with the co-ordination and delivery of interagency services and school/district partnerships:
 - Student Health Initiative
 - Family-School Liaison
 - Family-Community Support Services
 - Work Experience
 - RAP (Registered Apprenticeship Program)
 - d. Percentage of stakeholders satisfied with the positive relationships they enjoy within the school/district.
 - e. Percentage of parents and students who are satisfied with their access to school information about the student's progress and achievement.

- f. Percentage of staff satisfied they have the support necessary to be effective and successful in their jobs.
 - g. Percentage of parents and staff satisfied there is positive and enthusiastic leadership within the school.
 - h. Percentage of parents and staff satisfied there is positive and enthusiastic leadership throughout the district.
 - i. Percentage of students, parents, and staff satisfied with opportunities for students to assume leadership roles.
 - j. Percentage of staff satisfied with opportunities for staff to assume leadership roles.
3. Outcome #3
 - a. Percentage of students, parents and staff satisfied with the level of support services offered by the school for students.
 - b. Percentage of teachers satisfied they have access to adequate support and resources to facilitate new curriculum implementation.
 - c. Percentage of staff indicating positive responses on the opportunities to determine types of Professional Development opportunities.
 - d. Percentage of staff indicating the availability of sufficient funds and time for professional development.
 - e. Percentage of teachers who indicate that Professional Growth Plans help determine the knowledge, skills and attributes necessary to meet the diverse learning needs of all students.
 - f. Percentage of staff satisfied that they have adequate resources available to meet the diverse needs of students.
 - g. Percentage of staff satisfied with the co-ordination and delivery of the interagency services and school/district partnerships: Student Health Initiative, DARE, Family-School Liaison, Work Experience, and RAP.

Key Strategies 2010-2011:

- To develop our High School Flexibility and Health Pathways programs, we will seek more opportunities to collaborate with other schools in the programs.
- To enhance public and school-based communication.

- To develop a plan to support improved attendance towards the improvement of high school completion rates.
- Support school and district initiatives designed to enhance staff morale and health and wellness.
- Develop opportunities for collaboration of stakeholders between district high schools.
- Communicate effective leadership attributes, encourage interest, and provide opportunities for interested staff to participate in activities to develop leadership skills.
- Continue to provide opportunities for staff to have input into their assignments.
- Collaborate with local and provincial agencies to provide appropriate programs and support for students.
- Ensure the community is invited to celebrate learning growth and success of students.
- Continued positive relationship with school resource officer, drug dog and handler and RCMP detachment.
- Enhance/promote value of fitness centre to all stakeholders.
- Continue to provide opportunities for department planning and collaboration of classroom activities through PD and AISI funding.
- Continue to seek staff input and support for the wide range of student activities offered at Bellerose.

Goal Five

Safe and Inviting Learning and Working Environments within the District

Reporting our Progress

Key Strategies 2009-2010:

- Continued diligent and consistent enforcement of the modified cell phone policy.
- Staff will continue to work on common expectations for student behaviour, the monitoring of student behaviour, and consistent approaches for supervision and intervention.
- Continue refreshing the *Grade 10 Orientation* during the registration process to give students more confidence about the routines/expectations of high school and provide a positive start to the year. Encourage parents to be involved.
- Expand the role of the School Resource Officer to strengthen his capacity as ombudsman and to further foster the relationship between the student and the SRO. Encourage the integration of the SRO as a curriculum resource.
- Support the Renaissance Program as a vehicle to recognize student improvement and success in attendance, behaviour, and personal goals.
- Continue enforcing the *Drug Free Protocol* and educating students and parents on the dangers associated with substance abuse through ongoing collaboration with the RCMP, AADAC and other community agencies.
- Identify and address harassment and bullying in an effective and timely fashion through programs, intervention and/or corrective action. Encourage students to report such activity including those commonly labelled as froshing.
- Continue with the Bellerose Gay Straight Alliance in order provide a safe, caring and inclusive environment for all students.
- Continue to communicate, refine, and practice “lock-down” and other emergency procedures in an orderly and timely fashion to ensure that a fully developed School Crisis Plan is in place.
- Continue advertising and profiling the positive experiences, events, and successes that take place at BCHS.
- Continued use of drug dog in searches of school
- Inclusion of grade assemblies at the beginning of the year in order to present information, outline expectations and

welcome students is key in early communication to the student body.

- Maintain professional aesthetics of the display cases to promote positive school image.

Highlights:

- High 5 portion of the Renaissance Program to celebrate students who improve their overall grade averages by 5% or more in a term.
- BCHS continues to provide a safe, caring and inviting learning environment for all stakeholders. These results are extremely positive because a safe and caring learning environment must be in place in order for students to achieve their academic goals and Bellerose places a very high priority on these goals.
- The Student Leadership group organized and facilitated the Grade 10 Orientation night for students and parents. This session provides a positive way of welcoming the new students to the school and helping to familiarize them with the routines and expectations for a successful integration into high school.
- Students and staff have had an extremely positive response to the RCMP School Resource Program.
- The school culture committee continued to develop and evaluate strategies that would foster a positive and nurturing environment for staff and students.

Challenges:

- Continue to communicate, refine, and practice “lock-down” procedures.
- Continue enforcing the *Drug Free Protocol* to address the issue of drug use.
- Staff will continue to work on common expectations for student behavior, the monitoring of student behavior, and consistent approaches for supervision and intervention.
- Make students aware that some of the practices labeled as “froshing” actually constitute assault and encourage them to report instances where it is occurring.
- Work to help students feel welcome and safe in the classroom setting even when there is a mixture of age, gender and grade dynamics.

**Progress toward Meeting Goal 5:
Partially Achieved**

Goal Five

Safe and Inviting Learning and Working Environments within the District

Looking toward the Future

Outcomes:

1. Stakeholders feel that the learning/working environment is safe and inviting.
2. Students and staff feel safe from harassment, intimidation and bullying.

Performance Measures:

1. Outcome #1
 - a. Percentage of student, parent and staff who feel safe in the school.
 - b. Percentage of stakeholders satisfied that schools/district service sites are welcoming and positive environments.
 - c. Percentage of students and staff who believe expectations for student behaviour are clear.
 - d. Percentage of stakeholders who agree the Drug Free Protocol has been effective in deterring students from bringing illegal substances to school.
 - e. Percentage of stakeholders satisfied the school has a positive image in the community.
2. Outcome #2
 - a. Percentage of students and staff satisfied that their learning/working environment is free from harassment and intimidation.

Key Strategies 2010-2011:

- Continued diligent and consistent enforcement of the modified cell phone policy.
- Staff will continue to work on common expectations for student behaviour, the monitoring of student behaviour, and consistent approaches for supervision and intervention.
- Continue refreshing the *Grade 10 Orientation* during the registration process to give students more confidence about the routines/expectations of high school and provide a positive start to the year. Encourage parents to be involved.
- Expand the role of the School Resource Officer to strengthen her capacity as a student advocate and to further foster the relationship between the student and the

SRO. Encourage the integration of the SRO as a curriculum resource.

- Support the Renaissance Program as a vehicle to recognize student improvement and success in attendance, behaviour, and personal goals.
- Continue enforcing the *Drug Free Protocol* and educating students and parents on the dangers associated with substance abuse through ongoing collaboration with the RCMP, AADAC and other community agencies.
- Identify and address harassment and bullying in an effective and timely fashion through programs, intervention and/or corrective action. Encourage students to report such activity including those commonly labelled as froshing.
- Continue with the Bellerose Gay Straight Alliance in order provide a safe, caring and inclusive environment for all students.
- Continue to communicate, refine, and practice "lock-down" and other emergency procedures in an orderly and timely fashion to ensure that a fully developed School Crisis Plan is in place.
- Continue advertising and profiling the positive experiences, events, and successes that take place at BCHS.
- Continued use of drug dog in searches of school
- Inclusion of grade assemblies at the beginning of the year in order to present information, outline expectations and welcome students is key in early communication to the student body.
- Maintain professional aesthetics of the display cases to promote positive school image.

Financial Performance 2009-2010

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: (\$276,338.00)

Explanation:

As we were in the process of adjusting our student-teacher ratio to reflect our drop in enrolment, this deficit was incurred. Efforts at balancing the budget through staff reduction (retirements, transfers, leaves and professional staff reduction procedures) will reduce our expenditures, as will close monitoring of our supplies budget. Heightened efforts to increase enrolment will generate more revenue. We anticipate a significantly improved financial situation for the 2010-2011 school year.

Financial Planning 2010-2011

Resource and Distribution

Dawn to insert info from Finance Dept.

Appendix I – Student Performance and Achievement

Provincial Diploma Exam Results

The following tables provide the school's results on provincial Diploma Exams, participation rates and an interpretation of the results.

Yearly Results

ELA 30-1

Provincial Diploma Exam Results

The following tables provide the school's results on provincial Diploma Exams, participation rates and an interpretation of the results.

Yearly Results: Final Course Mark

English 30-1		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	104	98.1	12.5
January	Province	13489	96.6	13.3
June	School	122	94.3	23.0
June	Province	15757	96.2	16.4
Year	School	226	96.2	17.75
Year	Province	29246	96.4	14.85

Five Year Trends

English 30 – 1

English 30-1	2005-06		2006-07		2007-08		2008-09		2009-10	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	24.6	24.3	25.3	19.0	15.5	15.0	12.5	11.8	8.4	10.1
Acceptable Standard	94.2	92.4	93.7	87.5	88.9	86.4	86.1	85.6	86.3	85.1
Participation	58.6	58.1	68.1	59.8	64.7	58.9	62.5	59.8	70.7	59.9

Discussion of Results (Strengths and Areas of Concern)

Observations:

Students need to continuously work on developing greater lexicons, as they do not understand all words in the readings.

Students need to continuously work on their understanding of literary terminology and using it often and appropriately in their writing.

Students need to avoid restating the obvious when it comes to any prompt. Students need to make more thoughtful/critical observations regardless of how simplistic the question appears.

Students need more opportunities to respond personally to text/prompts.

Non-IB students are not as strong as they could be in expressing thought and understanding, providing support evidence, and in organizing the form and structure of a critical/analytical response to literature.

Develop the ability to make connections between differing texts; i.e. between a poem, a visual and a piece of prose.

More emphasis has to be placed on the teaching of poetry. There is a need to focus on understanding poetic terminology using greater analytical skills.

There tends to be a discrepancy in the results of the two genders.

Standard of excellence is higher in June, due to the IB students writing at that time

Having the exam date the Monday after Grad does affect the grades. Perhaps the dates of the exams should be scheduled earlier on, and not changed.

Students tended to do better on the reading comprehension than on the written component.

Marker tended to be stingy in awarding excellence marks on the written response.

Instructional Plans:

- 1. Goal:**
Increase student lexicons.
Strategy:
Exposure to and use of vocabulary that is new to students needs to become a regular part of instruction, at all levels.
- 2. Goal:**
Increase understanding and usage of literary terms
Strategy:
Give students literary terms booklet, have students respond to passages in structured, in-depth analysis focusing on the correct usage of literary terms.
- 3. Goal:**
More thoughtful responses to all varieties of prompts. (Personal Response to Text)
Strategy:
Increase exposure of students, at all levels, to visual representation.
Give students an opportunity to discuss and write about specific representations.
Provide practice for the exam-writing situation by creating sample questions that model the Personal Response to Texts Assignment on the exam.
Encourage students to push themselves to answer in a more thoughtful and creative manner.
- 4. Goal:**
Improve student ability to identify character motivation.
Strategy:
Focus on a short piece of fiction, looking for diction, adjectives and direct quotes to aid in characterization.
Remind students of the variety of ways to indirectly learn about character.
- 5. Goal:**
Students respond more confidently when responding personally.
Strategy:
Continue to give students opportunities to respond personally to texts.
- 6. Goal:**
Develop skills in Thought/Understanding, Supporting Evidence and Form and Structure.
Strategy:
Practice exam questions and show examples of excellent essays and encourage modelling.
- 7. Goal:**
Develop the ability to make connections between two differing aspects (thematic, character, etc) within the same work.
Strategy:
Looking at parallel within the same text (i.e. juxtaposition of character, setting, theme, plot, etc.)

8. **Goal:**
Redress gender discrepancy.

Strategy:

Look at ways to improve male performance in class work and exam results.

9. **Goal:**
Develop skills needed to better respond to the Personal Essay Response on the diploma.

Strategy:

Do more journaling throughout the semester and work on making personal connections to prompts.
Explore the possibility of doing three-year journals in English.

Targets:

1. The final course mark will reflect 22% of students achieving a standard of excellence.

Year	Result
2005-06	25.3%
2006-07	21.8%
2007-08	23.9%
2008-09	21.1%
2009-10	17.75%

2. The final course mark will reflect 96% of students achieving an acceptable standard.

Year	Result
2005-06	93.7%
2006-07	98.7%
2007-08	98.5%
2008-09	96.5%
2009-10	96.2%

Goal achieved. No further monitoring required.

3. 50 % of the students who write in January (therefore, non-IB students) will respond within +/- 5% of provincial averages to questions, on the exam, that require inference, application and/or analysis.

Year	Result
2006-07	77% based on 35 questions
2007-08	84% based on 32 questions
2008-09	62% based on 32 questions
2009-10	62% based on 33 questions

Goal achieved. No further monitoring required.

4. 15% of the students who write in January (therefore, non-IB students) will achieve standard excellence in all components of the written response exam. (A score of 4 or higher)

Year	Personal Response		Critical/Analytical Response to Literary Text				
	Ideas & Impressions	Presentation	Thought & Understanding	Support & Evidence	Form & Structure	Matters of Choice	Matters of Correctness
2006-07	20.7%	26.1%	9.9%	8.1%	12.6%	23.4%	33.3%
2007-08	26.6%	30.9%	18.4%	16.5%	14.7%	26.6%	38.5%
2008-09	14.1%	20.7%	10.9%	12%	20.7%	25%	27.2%
2009-10	9.7%	15.3%	10.6%	10.7%	8.7%	12.5%	23.1%

5. 15% of the students who write in January (therefore, non-IB students) will achieve standard of excellence on the Diploma Exam.

Year	Result
2006-07	9.9%
2007-08	20.2%
2008-09	16.3%
2009-10	12.5%

6. 5% of students will be awarded a “5” in both the “Ideas and Impressions” and “Presentation” categories for the Personal Response to Literature.

Year	Ideas and Impressions	Presentation
2007-08	1.0%	2.4%
2008-09	4.3%	5.2%
2009-10	.8%	3.5%

7. 90% attendance for English 30-1 students.

(Note: A method of collecting this information at the end of each term has not yet been established, thus we have been unable to track this target.)

Yearly Results

English 30-2		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	28	96.4	0
January	Province	6844	95.9	6.2
June	School	52	98.1	1.9
June	Province	7198	94.3	5.7
Year	School	80	97.25	1.9
Year	Province	14042	95.1	5.95

Five Year Trends

		English 30-2									
		2005-06		2006-07		2007-08		2008-09		2009-10	
English 30-2		Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
		%	%	%	%	%	%	%	%	%	%
	Standard of Excellence	3.8	6.6	8.5	8.0	16.3	8.7	6.6	8.4	5.0	9.8
	Acceptable Standard	83.8	85.2	89.0	86.2	84.7	86.7	75.0	87.5	88.8	88.8
	Participation	25.0	26.1	22.7	26.0	25.9	26.8	25.8	27.4	22.3	28.1

Discussion of Results (Strengths and Areas of Concern)

Observations:

1. We are within +/- 2 % of the provincial averages in all exam components.
2. 30-2 classes are predominately male-dominated classes.
3. Students who complete the diploma exam are finding they can complete the course successfully.
4. It continues to be important for students to receive counseling to make correct course selections.
5. The placement /scheduling of diploma exams immediately after graduation needs to be considered.

Instructional Plan: 2010

1. Goal:

Students will select, after ELA 20-1, a course stream that best supports their post-secondary choices.

Strategy:

- Communicate to administration and counseling that students scoring less than 65% in ELA 20-1 should discuss their next course choices with their ELA teacher.
- Students overall course selections should act as an indicator of their ELA course selection.
Example: A student enrolled in Sc. 24 and Soc 33 may be best registered in ELA 30-2.

2. Goal:

Increase one's personal lexicon

Strategy:

- Identify unfamiliar vocabulary in text and employ exploration of context in order to determine meaning.

3. Goal:

Students will increase the number of text creations, recognizing the importance of the writing process.

Strategy:

- Students will be exposed to numerous journal writing activities that will be evaluated formatively.
- Students will have assignments that emphasize the similarities between student experiences and text content.

4. **Goal:** Students will appreciate the value of creating final draft work in a word-processed format.

Strategy:

- Teachers will give students the opportunity to use the computer lab on a regular basis.

5. **Goal:** Students will adopt strategies to enable them to address the complexity of the language of questions.

Strategies:

- Students will examine and practice test questions, written and multiple choice.

6. **Goal:** Students will analyze a variety of non-fiction texts and respond with a persuasive point of view.

Strategies:

- Students will critically evaluate the non-fiction texts they read.
- Teachers must work cooperatively to create lessons and locate non-fiction resources

Targets:

1. 65% of student scores will be within +/- 5% of the provincial average on questions that require one to infer, apply and analyze meaning from context and to engage contextual knowledge.

Year	Result
2005-06	On average, 19 questions were of this type (Category 1B) Scores were within +/- 5% - 63% of the time
2006-07	On average, 34 questions were of this type (Category 1B) Scores were within +/- 5% - 58.8% of the time.
2007-08	On average, 26 questions were of this type (Category 1B) Scores were within +/- 5% - 65.5% of the time.
2008-09	On average, 34 questions were of this type (Category 1B) Scores were within +/- 5% - 73% of the time
2009-10	On average, 34 questions were of this type (Category 1B) Scores were within +/- 5% - 100% of the time

Goal achieved. No further monitoring needed.

2. 43% of students will earn proficient scores (3.5 or greater) on the persuasive writing in context assignment.

Year	Result (Thought and Support)	Result (Writing Skills)	Blended
2005-06	39.8%	38.3%	39.1%
2006-07	26.7%	41.4%	34.1%
2007-08	36.8%	40.5%	38.6%
2008-09	40.8%	40.5%	40.6%
2009-10	38.5%	43.0%	40.8%

3. Achieve at the provincial level in the Standard of Excellence category.

Year	Prov. Average	School Average
2008-09	5.1	9.4
2009-10	5.95	.95

4. 40% of students will earn proficient scores (3.5 or greater) in the response to Visual text assignment.

Year	Result (Thought and Support)	Result (Writing Skills)	Blended
2008-09	34.3	34.4	34.4
2009-10	32.5	33.35	32.9

Yearly Results 2009-2010: Final Course Mark

Social Studies 30-1		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	77	92.2	9.1
January	Province	10180	96.3	17.1
June	School	138	97.8	16.7
June	Province	11607	97.5	22.6

Year	School	215	95	12.9
Year	Province	21787	96.9	20.6

Discussion of Results (Strengths and Areas of Concern)

- Ability to synthesize and evaluate information and ideas is a strength in history but there is difficulty seen in all three assessment areas with political and economic systems m/c questions
- An area of concern is the case study approach for political and economic systems
- We found that students encountered difficulty in applying case study material learned in the course to the exam questions
- Analysis and interpretation of source material and cartoons proved to be an issue, as did any material related to lobbying and parliamentary characteristics.

Next Steps for Continuing Progress

- We must improve our targeting of the Social 20-1 multiple choice questions in order to align them more closely to the Social 30-1 test bank.
- Test bank questions and source material for the new curriculum will continue to be collected in order to create common exams.
- Critical review of the delivery of material will continue to be undertaken, especially in the area of parliamentary democracy criteria.
- Vocabulary lists of assessment words will continue to be drawn up and used in class
- A source based booklet will continue to be developed and eventually be made available to students
- Common exams will be developed for the new curriculum and assessed for diploma level applicability
- Increased use of cartoons in class will allow for interpretation skills to be expanded and improved

Five Year Trends

Social Studies 30-1	2005-06		2006-07		2007-08		2008-09		2009-10	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8.0	16.1
Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.4	85.4
Participation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60.4	49.8

Comments

- Participation rates in the five-year chart reflect the percentage of students enrolled in their third year of high school in the province on September 30 of the reported year and who completed the course by August 31 of the reported school year. Students may have completed the course in the reported year or an earlier year.

- The diploma exam consists of 60 multiple choice questions weighted 50%, and essay/source analysis weighted 50%. The following list shows the breakdown between these two portions for all five years:

Avg Score

Year	M/C	Essay
2005-06	63.95%	67.75%
2006-07	60.5%	66.4%
2007-08	62.1%	64.2%
2008-09	61.5%	65.8%
2009-10	60.5%	57.0%

Yearly Results: Final Course Mark

Social Studies 30-2		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	45	91.1	8.9
January	Province	6808	94.9	9.0
June	School	43	95.3	4.7
June	Province	7637	92.4	9.0
Year	School	88	93.2	6.5
Year	Province	14445	94.2	9.0

Discussion of Results (Strengths and Areas of Concern)

- Students continue to have difficulty with interpreting information and ideas
- We have continued to make improvements on the written portion of the exam
- Students scored well on the content based questions but still encounter difficulty in making generalizations

Next Steps for Continuing Progress

- We will continue with a school wide focus on writing in Social 10-2, 20-2, and 30-2 as results seem to indicate improvement
- Continued and expanded collaborative approach to developing assessment tools with particular focus on improving test bank items
- Continued development of higher-level thinking and transfer of content to context
- Improve vocabulary of social terms and develop the vocabulary specific to multiple choice questions (class list drawn up)
- Develop additional higher level thinking m/c tests for Social 10-2 and 20-2
- Cartoon analysis will be addressed more in-depth in class
- Increase use of source based material in class

Five Year Trends

Social Studies 30-2	2005-06		2006-07		2007-08		2008-09		2009-10	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8.1	13.7
Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.0	85.0
Participation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24.7	30.4

Comments

- Participation rates in the five-year chart reflect the percentage of students enrolled in their third year of high school in the province on September 30 of the reported year and who completed the course by August 31 of the reported school year. Students may have completed the course in the reported year or an earlier year
- The diploma exam consists of 60 multiple choice questions weighted 50%, and three short writings worth 50%. The following list shows the breakdown between these two portions for all five years:

Year	M/C	Essay
2005-06	61.25%	58.65%
2006-07	57.8%	61.9%
2007-08	61.7%	65.2%
2008-09	57%	60%
2009-10	63.3%	59.5%

Yearly Results: Final Course Mark

Mathematics 30 (Pure)		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	63	92.1	20.6
January	Province	12466	92.9	33.1
June	School	87	90.8	26.4
June	Province	10238	90.2	29.7
Year	School	150	91.3	24.0
Year	Province	22704	91.7	31.6

Discussion of Results

- Students at BCHS were consistent with provincial numbers in all categories except Trigonometry and Conics. In unit by unit and overall exam analysis there are no concerns. The results show that we excel at Permutations and Combinations. The other units are either on par with the province, or in the case of Trig and Conics, slightly below.
- Both the province and BCHS have a much higher number of students getting marks that reflect the acceptable standard set by the province. This is probably due to the changes made in the format of the Diploma Exam. Last year was the first year that written response was not a part of the Diploma Exam.
- January and June results both show consistency with the province in differences between school and exam marks (5.4% for the province and 5.1% for BCHS) representing consistency in practice and methodologies with teachers at BCHS and those across the province. Diploma exam averages will vary from year to year, but the difference between School Mark and Diploma Exam Mark should be similar between province and school.

School Awarded Mark		Diploma exam Mark		Final Course Mark	
Prov.	BCHS	Prov.	BCHS	Prov.	BCHS
72.6	70.1	67.2	65.0	70.3	67.8

Next Steps for Continuing Progress

- Continue to encourage proper registration (emphasizing a minimum standard of 65% as a pre-requisite entrance requirement) and appropriate movement and streaming in both Pure and Applied Math courses so that results are more accurate to ability and less skewed. It continues to be statistically proven that students entering Pure Math 30 with a pre-requisite mark below 65% are having limited success in the course and on the diploma exam. It can be noted that there is a rise in student appeal and insistence on entering Pure Math 30 without the recommended pre-requisite grade with little or no student success. The introduction of Algebra 35 to students finishing Applied Math 30 and then subsequent acceptance at NAIT without Pure Math 30 continues to alleviate some of these streaming issues.
- We will continue try to complete the curriculum as soon as possible after Christmas, and early in June in order to provide review for the diploma exam. The review time is crucial for students as it gives them a

second look at topics that may have been challenging for them during the term. The Diploma Exam will remain machine scored – Numerical Response and Multiple Choice. School based assessments will continue to use written response type questions, though, as this is very important for a student to show knowledge, creativity, and skill in Mathematics. Teachers will spend time throughout each term and during course review working on multiple choice and numerical response type questions to prepare students for these types of questions on the Diploma.

- Flex Block is new at BCHS this year, and is intended to help students have easy access to subject teachers, time to do course work, and give time to catch up when they have been away.
- The curriculum is changing for the next three years, starting with Grade 10 this year. We will be meeting as a department to review curriculum, create new units, choose new teaching resources, discuss best practices, create assignments, quizzes, and unit exams, and appropriate review materials. Teachers will have access to PD with respect to the new curriculum where teaching practices and assessment strategies will be developed, and new resources developed.

Five Year Trends

Mathematics 30 (Pure)	2005-06		2006-07		2007-08		2008-09		2009-10	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	19.8	27.2	32.7	30.7	22.2	25.3	26.4	25.1	18.4	29.7
Acceptable Standard	78.4	84.5	87.9	82.2	84.7	81.2	85.0	80.6	81.6	82.9
Participation	47.0	43.7	44.0	43.9	54.3	46.3	44.7	45.8	51.2	45.9

Yearly Results: Final Course Mark

Mathematics 30 (Applied)		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	55	90.9	5.5
January	Province	4862	90.5	12.2
June	School	23	78.3	8.7
June	Province	5506	87.7	10.6
Year	School	78	87.2	6.4
Year	Province	10368	89.0	11.4

Discussion of Results (Strengths and Areas of Concern)

- The student's Problem Solving results improved from last year. The focus on trying to finish the course a bit earlier to allow for more review time seems to have had a positive effect on the Design unit (where there was concern in previous years, and where problem solving is essential). The conceptual skills are below average, but the procedural and problem solving skills meet the provincial average.
- BCHS students are scoring at par with provincial standards. School awarded and Diploma marks are closely related. From School Awarded to Diploma Exam Mark, there was a 4.6% drop for the province, and a 6.3% drop for the school. These numbers are quite close meaning that the way students are marked within our school is online with what the province is doing. Diploma exam averages will vary from year to year, but the difference between School Mark and Diploma Exam Mark should be similar between province and school. This is evident with the results from this year and past years.

School Awarded Mark		Diploma Exam Mark		Final Course Mark	
Prov.	BCHS	Prov.	BCHS	Prov.	BCHS
65.6	65.1	61.0	58.8	63.7	62.3

- There are year-to-year fluctuations in the percentage of students scoring in the acceptable and excellence standards for BCHS. Since the staff and methodology have not changed during this time, one must assume that the small number of students (78) versus the province (10368) plays a larger role in this. Data is more prone to change when there is a small number of data as compared to when there is a large number of data.
- There is a great improvement in the number of students achieving the Acceptable Standard, but the number of students achieving at the Standard of Excellence has remained reasonably constant, but below the provincial average. The number of students achieving at the Standard of Excellence has never been high for the province nor the school.

Next Steps for Continuing Progress

- We are continuing to attempt to finish the entire course shortly after Christmas and early in June to allow for more review and reinforcement of the entire course and enhancement of our areas of concern in the final unit.
- Continue to offer Algebra 35 as the recommended pre-requisite to post secondary programs. This is encouragement for the Applied Math 30 student to achieve at a higher level.
- Continue to encourage lower achievers to improve upon attendance and therefore familiarize themselves better with the course content and question types used on the diploma exam.
- The curriculum is changing for the next three years, starting with Grade 10 this year. We will be meeting as a department to review curriculum, create new units, choose new teaching resources, discuss best practices, create assignments, quizzes, and unit exams, and appropriate review materials. Teachers will have access to PD with respect to the new curriculum where teaching practices and assessment strategies will be developed, and new documents developed.
- Calculator usage will be improved to assist with statistics calculations such as standard deviation, and working with data sets.
- Flex Block is new at BCHS this year, and is intended to help students have easy access to subject teachers, time to do course work, and give time to catch up when they have been away.

Five Year Trends

Mathematics 30 (Applied)	2005-06		2006-07		2007-08		2008-09		2009-10	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	6.8	14.0	13.0	14.2	8.3	11.7	8.5	13.4	6.3	12.6
Acceptable Standard	74.6	84.9	81.5	84.7	72.2	86.8	77.5	79.6	72.2	77.3
Participation	19.4	21.5	27.0	22.2	20.4	21.6	22.3	22.0	23.0	21.8

Comments

- The implementation of Algebra 35 as a follow-up course to Applied Math 30 has encouraged more students to take Applied Math 30 with lower post-secondary expectations but equal acceptance at NAIT with that of a pass in Pure Math 30, thus streaming some of the less capable Pure Math students into a more appropriate stream.
- First semester results tend to be stronger as some of these students wish to take Algebra 35. These students are more self motivated and realize a need for higher academic average.
- Improved streaming of students from Pure to Applied Math has also contributed to a greater success rate in the course and on the diploma exam.

Yearly Results: Final Course Mark

Biology 30		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	86	86.0	17.4
January	Province	9747	92.3	28.8
June	School	75	88.0	32.0
June	Province	12360	92.9	33.0
Year	School	161	86.9	24.2
Year	Province	22107	92.6	31.1

Discussion of Results (Strengths and Areas of Concern)

At BCHS, there continues to be a strong correlation between the school awarded mark and the diploma examination mark. Results indicate that the blended final course marks for BCHS are slightly lower (1.9%) than provincial averages.

When examining the data, it was noted that the diploma exam format has changed in the past year to exclude written response. It is felt that some students have a distinct strength in expressing their knowledge of biological terms and concepts in written form and are less skilled at logical reasoning and concept integration required in multiple choice and numerical response styled questions.

Next Steps for Continuing Progress

We will continue to deliver exemplary levels of instruction based on curricular concepts and provide frequent formative and summative forms of evaluation. Emphasis in the next year will be continued practice of multiple choice and numerical response questions and an exploration of the strategies required for success with this type of exam format.

Five Year Trends

Biology 30	2005-06		2006-07		2007-08		2008-09		2009-10	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	27.2	22.1	26.4	25.9	24.1	25.9	30.3	26.2	24.1	28.1
Acceptable Standard	94.7	80.9	89.9	80.8	83.0	81.8	83.1	82.2	79.1	81.4
Participation	37.7	42.6	50.5	43.6	47.6	43.3	45.8	44.3	49.5	45.3

Comments:

At BCHS we will continue to provide curricular based instruction for Biology 30 with emphasis on multiple choice and numerical response question writing strategies.

Yearly Results: Final Course Mark

Chemistry 30		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	53	88.7	13.2
January	Province	8496	90.3	31.6
June	School	71	94.4	22.5
June	Province	10413	90.6	33.4
Year	School	124	92.0	18.5
Year	Province	18909	90.5	32.6

Discussion of Results (Strengths and Areas of Concern)

- Overall the percentage of students achieving an Acceptable Standard is higher than the provincial results for the overall average, but we have dropped below the provincial average on the exam itself. The June results were higher than the January results.
- The overall percentage of students achieving a Standard of Excellence is lower than the provincial average. In such a small sample of students, one or two students can have a marked effect on a percentage; however it is still a concern. The expected Standard of Excellence is not being reached in non-IB classes.
- There is a strong correlation between school awarded marks given by Bellerose and those awarded provincially. Diploma marks achieved in January were lower than the provincial average, but were very similar in June.
- In doing test item analysis for the exam, comparing the percentage of our students selecting the correct answer to the percentage of students selecting the correct answer provincially, there were a few areas where there was a marked difference. More attention will have to be given to these areas. Since teachers are unable to see the exact questions, further analysis is hampered.

Next Steps for Continuing Progress

- We will continue to do a general analysis of student answers on diploma exams based upon the general explanations of questions provided to us by the Department of Education. Knowing the exact questions would be better.
- A review of areas of weakness as indicted by exam results will be used to revise lessons for students.
- Efforts will be made to try to increase the Standard of Excellence in non-IB classes.

Five Year Trends

Chemistry 30	2005-06		2006-07		2007-08		2008-09		2009-10	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	18.8	24.7	18.5	27.5	29.0	36.7	22.9	27.4	16.1	29.9
Acceptable Standard	80.4	84.5	84.7	85.3	90.3	88.0	78.0	75.8	73.4	79.0
Participation	37.7	38.0	36.8	37.7	46.3	39.1	39.0	38.9	42.4	39.1

Comments

- The school participation rate has been fairly consistent with the provincial participation rate over the last 5 years. We have not prevented students from attempting the course whether or not they had earned the recommended 65% prerequisite in Chemistry 20, however, parents and students are made aware that a strong background is required.
- The percentage of students achieving a Standard of Excellence in the last two years has decreased. An effort is being made to improve this.
- The percentage of students achieving an Acceptable Standard has dropped this year. A review of our alignment of lessons to course objectives will be undertaken.

Yearly Results: Final Course Mark

Physics 30		Number Who Wrote	% Achieving Acceptable Standard	% Achieving Standard of Excellence
January	School	56	87.5	19.6
January	Province	3861	90.3	26.7
June	School	31	87.1	9.7
June	Province	6457	91.5	25.3
Year	School	87	87.4	16.1
Year	Province	10318	91.9	25.8

Discussion of Results (Strengths and Areas of Concern)

- It should be noted that there are International Baccalaureate students who do not complete Physics 30 in the regular school program and will not be included in the report. Physics is not part of the IB program at Bellerose and students need only meet the Alberta requirements if they require it for post-secondary entrance. Some IB students will therefore often take an alternate method of study for Physics (Summer School, Night School or Distance Learning On-Line).
- When comparing school awarded marks and Diploma Exam marks, the drop in average marks is slightly higher for the school for the June writing and somewhat higher for the January writing (see table below).
- The sample size of the school is small and only a few students can affect results in a more extreme way. This showed this year in the number of students meeting the acceptable standard, and was more prevalent in the June writing than the January writing.
- Looking at the individual General Learner Expectations (GLE's) for Bellerose students there is apparent pattern as to struggles with STS connections and multi-step problems.
- Struggles were also noted in areas dealing with conservation of energy and force equivalency problems.
- The exact content of the exam questions is not known after the results are available which makes it difficult to identify strengths and weaknesses of Bellerose students on the exam. A general idea can be obtained from the GLE's but the exact question is not available.

Next Steps for Continuing Progress

- Item analysis using the GLE's will continue to be done to ensure there are no major areas students are lacking in and to further reinforce the areas of strength.
- Continued enforcement of the 65% prerequisite remains important in order to ensure success at the Physics 30 level.
- Unit exams are written in the Diploma Exam format. They are comprised of multiple choice, numeric response, and written questions from previously released items. This gave the students a good feel for what the diploma is like in structure. These exams were well received by the students and will be used again in this year.
- The diploma exam seems to be using a lot of "progressive" questions where information is given and students then need to answer four or more questions on this information. These types of questions will continue to be made available to our students for practice.

Five Year Trends

Physics 30	2005-06		2006-07		2007-08		2008-09		2009-10	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	17.7	25.1	23.6	29.4	26.2	29.6	15.7	22.7	15.9	20.3
Acceptable Standard	69.6	81.5	88.9	86.2	75.4	83.9	79.8	79.0	55.7	73.9
Participation	28.4	24.1	25.4	24.0	35.5	24.3	28.0	22.5	28.6	22.3

Comments

- Participation rates in the five year trend chart reflect the percentage of students enrolled in their third year of high school in the province on September 30 of the reported school year and who completed

the course by August 31 of the reported school year. Students may have completed the course in the reported year or an earlier school year.

- The school participation rate has consistently been above the provincial participation rate from year to year. We have not prevented students from attempting the course whether or not they had earned the recommended 65% prerequisite in Physics 20; however, parents and students are made aware that a strong background is required.
- Both our school and the provincial average have seen a drop in students achieving the acceptable standard in the past 2 years. This coincides with the curriculum change in the physics program. A review of our alignment of lessons to course objectives will be undertaken.
- The percentage of students achieving a Standard of Excellence in the last two years has decreased and an effort is being made to improve this.

Appendix II – Other Indicators of Student Performance

Student Achievement in Program Areas

A. International Baccalaureate Program (Grades 11 and 12) and Pre-IB (Grade 10) 2009-2010

The International Baccalaureate (IB) Program continues to have a significant impact on our school community. The program attracts positive and motivated students to Bellerose; students who are involved in athletics, fine arts, student government, volunteerism and citizenship, and who provide leadership within our school and in the community at large. These students are generally motivated to learn and to achieve success; staff and students alike continue to comment on the impact IB students have within class environments as the students move between IB and regular program courses. Students move to regular program courses for several reasons: recommendation to move to regular program in Grade 11 and/or 12 to ensure academic success; a change to regular courses and/or not continuing with a specific course (regular program or IB) due to post-secondary demands; preference for scheduled course time to follow a full program in Fine Arts and/or CTS; acceptance into exchange programs; balancing demanding competitive schedules in athletics and/or fine arts; and for medical and family concerns. In addition, some students simply don't continue with courses at the IB level after they investigate IB courses during the Grade 10 Pre-IB and Grade 11 IB years. These students often do not have the desire, background, or work habits to be successful in the more competitive environment with a higher demand for a strong personal work ethic. However, they certainly carry a strong foundation forward into regular program courses which will serve them well for success in those courses. In some subjects the students will, for the initial units/modules, actually be in a position of reviewing material previously taken, and this can certainly give a weaker student the confidence and support to successfully complete Grade 12 level academic courses.

Forty-one students were registered as IB Certificate and Diploma Candidates for the May 2010 IB Session, with six Diploma Candidates. Seventy-nine students had originally entered Pre-IB Grade 10 in September 2007 and fifty-nine students had advanced to Grade 11 IB studies as either Diploma or Certificate candidates. This group of students came from ten junior high schools prior to entering Grade 10 in September 2007. In the May 2010 session, Certificate candidates successfully earned International Baccalaureate Subject Certificates in one or more of English A1 HL, History of Europe HL, Biology HL, Chemistry SL, Mathematics SL, Japanese AB SL, and/or French B SL. Diploma candidates earned an additional seventy-eight subjects plus the diploma requirements of Theory of Knowledge, Extended Essay and CAS (Creativity Action Service). In many cases both certificate and diploma students were awarded university advanced credit for IB course work.

- Three diploma candidates successfully earned their IB Diploma.
- The average grades earned by BCHS students were generally, and atypically, slightly below the IB world averages: English HL slightly below at 4.50 BCHS vs. 4.72 IB World; History HL slightly below at 4.22 BCHS vs. 4.73 IB World; Biology HL slightly below at 4.13 BCHS vs. 4.19 IB World; Chemistry SL below at 3.52 BCHS vs. 3.92 IB World; and Mathematics SL slightly below at 4.11 BCHS vs. 4.48 IB World. French B SL was below at BCHS 3.36 vs. 4.70 IB World average, while Japanese *ab initio* SL was below at 4.00 BCHS vs. 5.08 IB World.
- The students of this graduating class were a unique and diversely talented group of young people whose interests extended beyond the classroom. Many of them had driving passions in film, music, outdoor pursuits and all variety of sports and arts. They were delightful to have in classes and as members of our school community for the contributions they made to volunteering, mentorship and the overall school culture of engagement with others. More of these students than their peers in the recent past have gone on to universities across Canada, driven by the spirit of adventure that characterized their time at Bellerose.
- These students wrote Alberta Diploma Exams in June 2010 and achieved the Standard of Excellence as follows: 75.25% in English 30-1, 70.8% in Biology 30, 76.8% in Social Studies 30, and 80.6% in Chemistry 30. This group of students wrote Pure Math 30 in June 2009 with 82.74% at the Standard of Excellence.
- IB students entering university programs benefit in various ways: early unconditional acceptance for IB Diploma Candidates; advanced credits awarded for IB course work; course/program requirements waived; and/or an invitation to study at an Honours level. Credit; and/or advanced standing awarded for IB final Grades of 6 or 7 at the University of Alberta and for IB final Grades of 5, 6 and 7 at most other universities.
- Students in this group were recipients of the following awards: University of Alberta Entrance Scholarship, Rutherford Scholarship, Canadian Millennium Scholarship, the Miller Thomson Scholarship, Servus/Susan Mah Scholarship, St. Albert Teachers' Association Education Scholarship, Roland Stansfield Young Memorial Academic Excellence Scholarship, Premier's Citizenship Award and the Governor General's Medal. A number of students also earned scholarships offered through family associations such as the RCMP, Telus, and CN Scholarship Programs.
- In addition to academic recognition, IB students were recognized as top students and/or awarded scholarships in a wide range of courses: Fine Arts, Jazz Choral, Concert Band, Performing Arts, Physical Education, Mechanics, Design Studies, and Food Studies. Student Activities, They were also recognized and/or awarded scholarships in Leadership, for Spirit and Service, as Humanitarians, and as Leaders of Tomorrow.

The IB students from this graduating class of June 2010 were proud participants in the *Bellerose/Big Brother Big Sister Edmonton Team Mentorship Project*. This initiative provides an opportunity for our students to act as "In-School Mentor Teams" at inner-city school communities with a diverse cultural and socio-economic demographic population. 2010-2011 will see us enter the seventh year of Team Mentoring Program (TMP) with a project that continues to prove itself as a win-win situation; our high school students provide literacy mentoring activities, along with wonderful modelling and leadership, for the little buddies and for the two school communities we serve. Our Bellerose students benefit in a number of ways: the enhancement of learning applications and performance outcomes; the development of team building, peer support, and leadership skills; the opportunity to begin the development of portfolio components with personal profiles, applications,

Bellerose Composite High School Education Plan 2010

references, and activity logs; and an opportunity to build awareness and understanding for a global environment. The TMP provides opportunities for our Grade 10 pre-IB students to develop confidence and pride in themselves, and now offers opportunities for the Grade 11 and 12 students to mentor the BCHS mentors in turn. This Bellerose Project has been established as the mentoring model for high schools in the province. There are now over 20 high schools actively involved in team mentoring projects; funding was established through Advanced Education to help build mentoring projects; and the concept of high school mentoring projects is being viewed, and supported, as an important and integral component in high school completion rates, addressing school bullying, and increased achievement rates. Our own Bellerose staff, parents, and students are enthusiastic supporters of the project. Our students are to be commended for the leadership they demonstrate as they serve as project assistants, mentoring role models and as a support team, in addition to the actual mentoring activities. Many of these students continue to serve as Study-Buddies and tutors in our own elementary and junior high schools. The Bellerose program has been so successful that we are seen as a flagship school for programs of this type: our staff and students have been invited by Alberta Education and the Alberta Mentorship Partnership (AMP) to present about our school's success at the Minister of Education's Youth Advisory Committee and at AMP's annual conference. In addition, Mentorship courses have been added to the Career and Technology Studies curriculum starting in September 2010. Staff from Bellerose participated in the curriculum validation process, based on the strength of our in-school mentorship program.

Twenty-five students entered Grade 12 IB in September 2010 from the original group of fifty-six Pre-IB 10 students in September 2008. Seven of these students are enrolled in the full diploma program and are proving to be diverse, committed and intellectually curious young people.

Fifty-seven students entered Grade 11 IB in September 2010 from the group of fifty-four students who entered Grade 10 Pre-IB in September 2009. The increase is as a result of a number of students who transferred into grade 11 IB in September 2010. There seem to have been enough new grade 11 IB students in the fall of 2010 to offset the lower-than-normal attrition between grades 10 and 11. Students came from thirteen different junior high schools and are demonstrating a significantly higher retention rate in the program, a significant increase in academic range, and a heightened presence in athletics, fine arts, and leadership. There are currently eighteen Diploma candidates who are taking full advantage of the opportunities afforded to them by the IB program and the larger Bellerose community. One student, who studied in Thailand for the 2009-2010 school year on a Rotary Club International Exchange Scholarship, is back at Bellerose and re-integrating very nicely.

One hundred and one students entered Grade 10 Pre-IB in September 2009; they entered high school from ten different junior high schools. These students have settled into the high school routine well and are enthusiastic about being the seventh Bellerose Mentoring Team.

The current Grade 12 IB students will be the thirteenth group of graduating students from the International Baccalaureate Program. The fifteen year span of developing and offering the program at Bellerose provides significant data on past and current goals, practises, and strategies that demonstrates development in student success, school profile, and staff professional development. In addition, the tracking of students certainly demonstrates success for both students, and for the school at large, in a number of ways: academic success and challenge; leadership capacity; mentoring skills; athletic excellence; talents in the fine arts; and graduating students with confidence in themselves and their abilities to make a difference in their own lives and in the world at large.

B. Gaining Occupation and Life Skills (GOALS) Program

- This program continues to grow and evolve. This year the group of students was divided into 2 sections. There were a total of 25 students with 2 aides and 2 certificated staff members. There were also 4 other students with individual aides.
- The objective of the new program division is to better assist all students' academic achievement as well as enhance their occupational and life skills. Each student's individualized program of studies allows them the flexibility to do so.
- The staff took the students on a successful overnight camp in the spring of 2010 and have a variety of excursions planned for the 2010-2011 school year.
- A GOALS student received the Gayle Miller Award for the 2009-2010 school year. This award is presented to a student who has demonstrated valuable personal qualities such as enthusiasm, energy, and determination in the learning environment.
- GOALS students have primary responsibility for the school's paper recycling program through Paper 4 Trees. To date, two indigenous trees have been planted on the Bellerose school grounds through this program.
- In December, 2009, both GOALS classes collaborated to perform a Christmas play for staff, trustees and parents.

C. Knowledge and Employability (K&E)

- Most students in the Program continue to indicate they feel less isolated and do not feel "labelled", as they had in the earlier years. This is attributed to an increased integration, in year two and three, into regular program courses and the addition of the option to enter the Registered Apprenticeship and/or Work Experience Program to complement the Occupational Work Experience component.
- A large number of students continue to indicate a desire to earn a high school diploma and pursue additional studies at the post-secondary level in Certificate and Technical Programs such as Child Care, Business Diplomas and/or Apprenticeship Programs. These same students continue to experience difficulties with deficiencies in the Math and English Language Arts areas.
- The goal of the program is to enable the students to achieve a high school diploma after completing the K&E certificate.
- Five Grade 12 students in the 2009-2010 program received K&E certificates and two completed Alberta High School Diploma requirements.

D. Transitional Recommended Year 10 Program (TRY 10)

- The TRY 10 Program was initially implemented in 2000-2001 to ease the transition into high school for students struggling academically. Students are selected for the program from the LAC program at Sir George Simpson Junior High, by additional referrals from district Student Services, or referrals from counsellors in district schools.
- In 2010-2011, we have 16 students enrolled in the TRY 10 program.
- The goals of the TRY 10 program still apply and their courses are still a positive alternative for these "at-risk" students who struggle to maintain a good attendance pattern and a positive work ethic.

Academic Achievement, Awards and Scholarships

COSMETOLOGY – AWARD OF EXCELLENCE: Nicole Richmond

DESIGN STUDIES – AWARD OF EXCELLENCE: Tylor Landstad

MECHANICS – AWARD OF EXCELLENCE: Justin Iskiw

BUILDING CONSTRUCTION – MERIT CONTRACTORS AWARD: Tad Augustyn

MEDIA ARTS – ST. ALBERT GAZETTE AWARD: Christina Zoernig

FOOD STUDIES – AWARD OF EXCELLENCE: Steven Wing

OUTSTANDING CAREER AND TECHNOLOGY STUDIES STUDENT: Steven Wing

5. STEWART PODOVILNIKOFF AWARD: Darcy Robinson

6. GAYE MILLER MEMORIAL AWARD: Cory Kanak-Wayland

7. DARREN JADE KOTYLAK HUMANITARIAN AWARD: Patrick Nickerson

8. GARRICK – SIVERTSON AWARD: Andrea Bucyk

9. CULTURAL ENRICHMENT AWARD: Jean Enzie

10. DELTA ART AWARD: Kassandra Harvey
BELLEROSE COMPOSITE HIGH SCHOOL FINE ARTS COLLECTION PRESENTATION

11. ST. ALBERT COMMUNITY BAND – BILL COATES MEMORIAL AWARD: Janel Comeau

12. THE WIND SHOPPE MUSIC AWARD: Savannah Long

13. ST. ALBERT TEACHERS’ ASSOCIATION EDUCATION AWARD: Jessie Zaylo

14. ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF ALBERTA BURSARY: Jessie Zaylo

15. ICON STUDENT ACTIVITIES RECOGNITION AWARD: Tad Augustyn & Robin Mentz

16. CPL. JORDAN ANDERSON MEMORIAL AWARD: Brady Dryer

17. ST. ALBERT BREAKFAST LIONS CLUB AWARD – WE SERVE: Nattiya Thatset

18. SOURCE FOR SPORTS BELLEROSE SPORTS ACADEMY SCHOLARSHIP: Mitchell Beaudreau & Davis Jones

19. ROTARY CLUB OF ST. ALBERT AWARD – SERVICE ABOVE SELF:
.....Grade 10: Graeme Matichuk Grade 11: Caitlin LaRose Grade 12: Janel Comeau

20. ROTARY CLUB OF ST. ALBERT ROY SWANSON MEMORIAL SCHOLARSHIP: Mariko Collins

21. KAYE STEWARD AWARD: Bryce Robinson

22. DOUG PARKINSON STUDENT ACTIVITIES AWARD: Jonathan Ziarko

23. LEADERS OF TOMORROW AWARDS:
Janel Comeau (16-18 age category), King Wan (19-21 age category) & BCHS Bikeathon 7 (youth group category) accepted by Jonathan Ziarko

24. CANADIAN MATHEMATICS COMPETITION AWARD
Certificate Recipient: Duncan MacIver
Medal Recipient: Duncan MacIver

25. UNIVERSITY OF ALBERTA ENTRANCE SCHOLARSHIPS

UNIVERSITY OF ALBERTA ACADEMIC EXCELLENCE ENTRANCE SCHOLARSHIP

Jesse Aikens	Andrea Bucyk	Ian Gadowsky
Colin Andrews	Mariko Collins	Kevin Hartmetz
Kathryn Avramenko	Janel Comeau	Angela Komarnicki
Josh Bornia	Katelynn Couling	Savannah Long
Nicole Boucher	Tara Fyffe	Braeden Soetaert

CANADIAN ASSOCIATION OF PETROLEUM PRODUCERS

ACADEMIC EXCELLENCE SCHOLARSHIP IN ENGINEERING Ian Gadowsky
DEAN'S ENTRANCE CITATION IN SCIENCE Duncan MacIver
MILLAR WESTERN ENTRANCE LEADERSHIP SCHOLARSHIP Andrea Bucyk
FACULTY OF ARTS ACADEMIC EXCELLENCE SCHOLARSHIP Patricia To
FACULTY OF ENGINEERING ACADEMIC EXCELLENCE SCHOLARSHIP Jesse Aikens, Josh Bornia,
Ian Gadowsky, Braeden Soetaert
FACULTY OF SCIENCE ACADEMIC EXCELLENCE SCHOLARSHIP Tara Fyffe, Nicole Boucher
HARVEY S. PERKINS ACADEMIC EXCELLENCE SCHOLARSHIP Patricia To
T4K ACADEMIC EXCELLENCE SCHOLARSHIP Ileana Berezanski
TALISMAN ENGINEERING ACADEMIC EXCELLENCE SCHOLARSHIP Braeden Soetaert

26. INTERNATIONAL BACCALAUREATE PROGRAM

CERTIFICATE CANDIDATES

Jesse Aikens	Brian Cheung	Duncan MacIver
Colin Andrews	Mariko Collins	Julianne McDonald
Melanie Banasch	Janel Comeau	Glenn Meyer
Serena Barrett	Brian DeRoy	John-David Mulder
Lauren Beaupre	John Delorme	Celyna Napier
Ileana Berezanski	Alex Donaldson	Meghan Poplacean
Adam Bokenfohr	Stephen Doyle	Aaron Raham
Ian Bolen	Sarah Duguay	Meghan Reiser
Josh Bornia	Erica Eperjesy	Haylee Ritchie
Andrea Bucyk	Lauren Frederick	Janna Slevinsky
Rachel Buehl	Taylor Grundberg	Nattiya Thatset
Helen Burns	Josh Hillaby	Yuri Walkiw
Zack Caines	Jonathan Loran	Jill Witschen

DIPLOMA CANDIDATES

Brett Commandeur	Kevin Hartmetz	Richard Neys
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THEORY OF KNOWLEDGE TOP MARK: Brett Commandeur, Sarah Duguay, Joshua Hillaby, Richard Neys

EXTENDED ESSAY TOP MARK

English Essay Recipient: John-David Mulder
Politics Essay Recipient: Brett Commandeur

27. HANS VAN KESSEL INTERNATIONAL BACCALAUREATE MEDAL 2010

Presented by: Miss Heather Glassman, 2009 IB Medal Recipient
Recipient: Brett Commandeur

28. ALEXANDER RUTHERFORD SCHOLARSHIPS

Jesse Aikens	Shafiya Contractor	Angela Komarnicki	Aaron Raham
Victoria Aldred	Katelynn Couling	Chelsea Kovacs	Meghan Reiser
Jesse Alldis	Brian DeRoy	Spencer Kryzanowski	Haylee Ritchie
Colin Andrews	John Delorme	Matthew Kujala	Lexy Ross
Katheryn Avramenko	Stephen Doyle	Tyler Lisitza	Nicholas Ross
Melanie Banasch	Ashley Easthope	Savannah Long	Brendon Shabani
Serena Barrett	Jean Enzie	Jonathan Loran	Amy Simmers
Sarah Batchelor	Erica Eperjesy	Duncan MacIver	Holly Smith
James Beaudry	Karynn Flory	Julianne McDonald	Braeden Soetaert
Lauren Beaupre	Lauren Frederick	Ally McNamara	Nattiya Thatset
Ileana Berezanski	Tara Fyffe	Joanna McNeilly	Ella Thomson
Meghan Biggar	Ian Gadowsky	Robin Mentz	Eryn Thorsley
Adam Bokenfohr	Tyler Gatehouse	Glenn Meyer	Kathryn Tingley
Ian Bolen	Brittany Granoski	John-David Mulder	Patricia To
Josh Bornia	Taylor Grundberg	Jordan Murphy	Victoria Urmetzer
Nicole Boucher	Hammad Hameed	Celyna Napier	Chelsea Vaxvick
Andrea Bucyk	Matthew Hamson	Taylor Nelson	Yuri Walkiw
Rachel Buehl	Zachary Harris	Braeden Newton	Emma Warmington
Nicole Burns	Kevin Hartmetz	Richard Neys	Christopher Waters
Zack Caines	Kassandra Harvey	Sarah Ormandy	Lindsay Whiting
Graham Charles	Katrina Hertz	Bryce Page	Steven Wing
Brian Cheung	Samantha Hooke	Brandon Paul	Jill Witschen
Mariko Collins	Taylor Horvat	Bailey Pearson	Jessie Zaylo
Janel Comeau	Danielle King	Rae-Lynn Pedersen	Jonathan Ziarko
Brett Commandeur	Mitch Kluthe	Meghan Poplacean	Christina Zoernig

29. PREMIER'S CITIZENSHIP AWARD : Jonathan Ziarko

30. HIGHEST ACADEMIC ACHIEVEMENT AWARDS

HIGHEST ACADEMIC ACHIEVEMENT – GRADE 10: Graeme Matichuk

HIGHEST ACADEMIC ACHIEVEMENT – GRADE 11: Danielle Tougas

31. BCHS GRADE 12 HONOUR ROLL

Jesse Aikens	Lauren Frederick	Thomas O'Hara
Victoria Aldred	Tara Fyffe	Bryce Page
Colin Andrews	Ian Gadowsky	Brandon Paul
Kathryn Avramenko	Taylor Grundberg	Rae-Lynn Pedersen
Melanie Banasch	Kevin Hartmetz	Meghan Poplacean
Lauren Beaupre	Katrina Hertz	Aaron Raham
Ileana Berezanski	Samantha Hooke	Meghan Reiser
Adam Bokenfohr	Angela Komarnicki	Haylee Ritchie
Ian Bolen	Spencer Kryzanowski	Amy Simmers
Josh Bornia	Matthew Kujala	Braeden Soetaert
Nicole Boucher	Savannah Long	Ella Thomson
Andrea Bucyk	Duncan MacIver	Eryn Thorsley
Rachel Buehl	Julianne McDonald	Patricia To
Mariko Collins	Ally McNamara	Victoria Urmetzer
Janel Comeau	Joanna McNeilly	Chelsea Vaxvick
Brett Commandeur	Robin Mentz	Yuri Walkiw
Katelynn Couling	John-David Mulder	Steven Wing
Brian DeRoy	Braeden Newton	Jill Witschen
Stephen Doyle	Richard Neys	Jonathan Ziarko
Jean Enzie	Sarah Ormandy	Christina Zoernig

32. GOVERNOR GENERAL'S ACADEMIC MEDAL: Duncan MacIver

Highest Grade 12 Subject Awards

COURSE	RECIPIENT
ENGLISH LANGUAGE ARTS & SECOND LANGUAGES DEPARTMENT	
English 30-1	Patricia To
English 30-2	Brittany Lausen
English 30-4	Brooke Belcourt
French 30	Collin Tittle
French 31A	Danielle Tougas
French 31B	Lauren Frederick
Japanese 30	Duncan MacIver
SOCIAL STUDIES & FINE ARTS DEPARTMENT	
Social Studies 30-1	Brett Commandeur & Duncan MacIver
Social Studies 30-2	Jean Enzie
Art 30	Amanda Payne
Art 31	Robert Amos
Choral 30	Devon Manning
Jazz Choral 35	Meaghan McKinstry
Concert Band 30	Joanna McNeilly
Jazz Band 35	Rachel Buehl
Drama 30	Camille LeBlanc
Performing Arts 35	Meaghan McKinstry
Musical Theatre 35	Spencer Kryzanowski
PHYSICAL EDUCATION DEPARTMENT	
Phys Ed 30B	Tad Augustyn
Phys Ed 30G	Tara Fyffe & Amanda Johnson
CAREER & TECHNOLOGY SERVICES DEPARTMENT	
Computer Multimedia 3G	Matt Lang
Communication Tech 3C	Amber-Lynn Morris
Construction Tech 3C	Mitch Kluthe
Cosmetology 3C3H	Nicole Richmond
Design Studies 3C3H	Tylor Landstad
Foods 3C	Savannah Long
Food Prep 30-4	Chris Kelk
Mechanics 3C3H	Justin Iskiw
WORK RELATED COURSES	
RAP	Ryan Lafferty
Work Experience 35	Celyna Napier
SCIENCES DEPARTMENT	
Biology 30	Duncan MacIver
Chemistry 30	Braeden Soetaert
Physics 30	Duncan MacIver
MATHEMATICS DEPARTMENT	
Algebra 35	Martin Robson
Applied Math 30	Martin Robson
Pure Math 30	Collin Tittle
Math 31	Duncan MacIver

Student Achievement and Participation in Athletics

BULLDOG ATHLETIC PRIDE was strong again. Students, supported by staff and community coaches, represented BCHS and the district as they competed in athletic competitions within the Alberta High Schools Athletics Association on 21 teams in Badminton, Basketball, Cheer Team, Curling, Cross Country Running, Football, Golf, Soccer, Track and Field, Rugby, Swimming, Volleyball, and Wrestling. Students and coaches are to be commended for their participation and sportsmanship, as well as for athletic success. Sixty-two students were recognized with as MVPs and with Coach's Awards at the annual **PRIDE ATHLETICS & RECOGNITION CEREMONY**.

SOURCE FOR SPORTS BELLEROSE SPORTS ACADEMY SCHOLARSHIP presented to the student athlete enrolled in the BCHS Sports Academy who best exemplifies excellence in academics, athletics, and leadership, and demonstrates a commitment to the development and growth of the ideas of the Academy. Presented to **Davis Jones**.

BRIAN O'TOOLE ATHLETE OF THE YEAR AWARDS to **Jonathan Ziarko and Tara Fyffe**.
BCHS GRADE 11 ATHLETES OF THE YEAR to **Lewis Biamonte and Madison Porisky**
BCHS GRADE 10 ATHLETES OF THE YEAR to **Jake Mentz, Robert Blunden and Katelyn Moorehouse**.

SCHOLAR ATHLETES OF THE YEAR presented annually to the individual who best combines academic excellence with athletic ability. Presented to **Andrea Bucyk**.

CITIZEN ATHLETE OF THE YEAR presented to the athlete who best demonstrates a high level of service and citizenship to the school and community presented to **Nattiya Thatset**.

PETE ROSE SOCCER LEGACY AWARD for sportsmanship and leadership in athletics presented to **Kim Roche**.

ASAA Zone Golf Champions

2010 Metro Edmonton Athletic Association Senior Boys and Senior Girls Rugby Champions

2010 Edmonton Journal Metro Edmonton Most Valuable Female Volleyball Player: Madison Porisky

Student Achievement and Participation in Fine Arts

Cappies and The Sound of Music

Bellerose students were nominated for six top awards at the Cappies (a critics and awards program sponsored by the Edmonton Journal) Gala held June 20 at the Citadel Theatre and **won in one category**:

Outstanding Female Vocalist: Melanie Galbreath

Also nominated for awards (which means they made it into the top four for the Greater Edmonton Region):

Outstanding Achievement in Creativity: Spencer Kryzanowski

Outstanding Orchestra-Bellerose Sound of Music Orchestra

Outstanding Song: Climb Every Mountain

Outstanding Ensemble in a Musical-Von Trapp Children (Meaghan McKinstry, Darcy Robinson, Miranda Holmes, Josh McGann, Gwen Rosser, Riley Myck, Sarah Holmes).

Outstanding Feature Performance by an Actor in a Musical: Devon Manning

It was an amazing evening - The Edmonton Journal and the Citadel are fine community partners! Congratulations to all our nominees and winners!

Atlantic Band Festival-Halifax, April 2010

Gold-Concert Choir (Bellerose/Paul Kane)

Silver- Vocal Jazz

Silver- Jazz Band

Silver- Concert Band (Bellerose/Paul Kane)
Festival of Bands- Red Deer, May 2010
Excellent (rating) 4 out of 5
Concert Band (Bellerose/Paul Kane)
Choralfest North (Edmonton) March 2010
Silver-Bellerose Concert Choir

Student Achievement In Relation To Citizenship and Participation

Students are encouraged and supported to become involved in programs and activities that will develop and strengthen values, skills and achievement in citizenship. It is our goal that students will encompass these attributes as an integral part of school and community spirit.

BELLEROSE FAMILY AWARDS presented to two students who exemplify the ideals and spirit of BCHS with integrity and enthusiasm presented to **Janel Comeau and Jonathan Ziarko**.

BCHS STUDENT CLUBS and ACTIVITIES, supported by staff advisors and sponsors, offer students the opportunity to participate in activities covering a wide range of interests. Many of the activities and events raise awareness and/or funds for a variety of causes: Blood Donor Clinics, Christmas Food Drive Supporting St. Albert Kinette Club with Food Items, United Way, Hardcore Adventure Race, Random Acts of Kindness, Recycling Team, Remembrance Day Ceremony, and Sound Team.

In addition, many other clubs and activities are available for students to join for personal interest and to serve their school community: Anime Club, Coffee House, Edmonton Journal Games, Inside Scoop Student Newspaper, Intramurals, Ski and Snowboard Club, Web Designers, Weight Training Club, Math Club, Science Olympics, Yearbook and Students' Council.

CHARITABLE ORGANIZATIONS continued to receive support from Bellerose students and staff as they participated in a number of fundraising activities such as the Terry Fox Run, which raised over \$2000.00 with over 400 participants. Daffodil Project, Run for the Cure, PI Day, Coffee Houses, Cupcake Festival and Operation Christmas Child. Contributions to Change for Children done mainly through school recycling and the Bellerose Math Club have been used to start a school in Guatemala. A school in Thailand has already been completed with previous funds. The BCHS Bike-a-Thon 7, 540 students and staff raised in excess of \$120,000.00 for the Cancer Foundation. An Anime festival coordinated through the Anime club at Bellerose raised \$4800.00 plus a grant for \$1500.00 for the Angels With Wings Assistance Dog Society. Our Leadership students welcomed Beckie Scott as part of our own Olympic celebrations. They also joined the city of St. Albert Torch Relay Committee working with elementary students to celebrate the Olympic spirit. The St. Albert Leaders of Tomorrow Award was awarded to our Leadership students.

Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. Response rates are also included:

Student Survey Questions Grades 10 and 12	% Satisfied			
	2008-2009	2009-2010		
1. Overall, I am satisfied with the quality of education that I am receiving in my school.	94	94		
2. I am satisfied with the variety of courses and programs that are offered in my school.	90	94		
3. I can talk to a teacher, counselor or other school staff about problems I am having.	80	87		
4. I am encouraged to do my best	89	90		
5. I can get extra help with my school work when I need it.	91	92		
6. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, technology, presentations, etc.)	69	77		
7. I feel that my learning needs are being met.	91	90		
8. Opportunities, resources and counseling are available for course selection and career planning if I want it.	92	90		
9. The school helps me become a good, caring citizen.	74	81		
10. I am satisfied with opportunities in my school to participate in volunteerism and community contribution.	80	87		
11. I am satisfied with the administration within my school.	87	90		
12. I am satisfied that my input is considered, respected and valued by my school.	76	80		
13. I am satisfied that the school provides students opportunities to assume leadership roles.	87	88		
14. The staff keeps me informed of my progress (e.g. report cards, interviews, agendas, etc.).	88	88		
15. The staff at my school care about their students.	88	89		
16. I feel safe in my school.	86	87		
17. My school is a positive and welcoming place	87	89		
18. Expectations for student behaviour are clear	85	91		
19. I am satisfied with how discipline is dealt with at school	70	80		
20. The school is effective in deterring students from bringing illegal drugs and substances to the school.	62	73		
21. Are you subjected to ongoing harassment, intimidation and/or bullying in your school?	Yes 16%	No 84%	Yes 11%	No 89%

Participation Rates

Year	Respondents	Rate
2009-2010	329 of 446	74%
2008-2009	393 of 602	65%
2007-2008	412 of 665	62%

Bellerose Composite High School Education Plan 2010

Parent Survey Questions (Grades 10 and 12 Random Telephone Survey) How satisfied are you...	% Satisfied		% Satisfied	
	2008-2009	2009-2010	2008-2009	2009-2010
1. with the quality of education that your child is receiving?	98	96		
2. with the choice of courses and programs available in your school?	98	100		
3. with the choice of courses and programs available in your school district?	96	100		
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	84	89		
5. that your child is encouraged by his or her teachers to achieve high standards?	85	94		
6. that your child's learning needs are being met?	92	91		
7. with the extra help available, if your child requires it?	85	84		
8. that teachers help your child to achieve learner outcomes?	86	92		
9. that your child is developing the skills and attitudes to become a lifelong learner?	85	91		
10. that the school helps your child become a good, caring citizen?	97	98		
11. that the school provides your child with activities that promote volunteerism and community contribution?	90	92		
12. that the school provides students opportunities to assume leadership roles?	95	96		
13. with the leadership provided by district office?	83	83		
14. with the leadership within your child's school?	93	96		
15. with the Board's resource allocation, policies, priorities and processes?	88	85		
16. with how the district manages financial resources?	90	83		
17. with how the school manages its financial resources?	96	91		
18. that your input is considered, respected, and valued by the St. Albert Protestant School Board?	90	84		
19. that your input is considered, respected, and valued by your school?	93	92		
20. that the School Council plays a meaningful role in your school?	96	96		
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	88	86		
22. with the school's partnerships with community agencies and organizations?	98	91		
23. with the communications you receive from the school?	92	93		
24. with how the school keeps you informed about your child's progress and achievement?	90	87		
25. that there is a caring environment at the school?	95	98		
26. that the school is safe?	92	98		
27. that your child's school is a positive and welcoming place?	97	100		
28. that expectations for student behaviour are clear?	100	98		
29. with the way discipline matters are dealt with by school staff?	92	98		
30. with the bus service?	89	89		
31. with the image of the school in the community?	98	98		
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	87	88		
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 10%	No 90%	Yes 11%	No 89%

Participation Rates

Year	Respondents
2009-2010	22 grade 10/32 grade 12
2008-2009	Telephone interview of 30 Grade 10 parents and 30 Grade 12 parents
2007-2008	Telephone interview of 45 Grade 10/12 parents

Special Education Parent Survey Questions	% Satisfied	% Satisfied
How satisfied are you...	2008-2009	2009-2010
1. with the quality of education your child is receiving at this school?	87	88
2. that the special education programs and services provided by the school are meeting your child's needs?	78	67
3. with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	78	71
4. with the communication you receive about your child's educational progress?	91	69
5. with your child's educational achievement?	83	65
6. with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	82	63
7. with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	76	53
8. with the school district funding for special education services?	82	65

Participation Rates

Year	Respondents
2009-2010	26 Telephone Interviews
2008-2009	25 Telephone Interviews
2007-2008	20 Telephone Interviews

Bellerose Composite High School Education Plan 2010

School Staff Survey Questions	% Satisfied 2008-2009	% Satisfied 2009-2010
1. I am satisfied with the quality of education that students are receiving in this school.	100	97
2. I am satisfied with the choice of courses and programs available for students in the school district.	99	99
3. I am satisfied with how the school assigns support to special education programs.	82	80
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	89	90
5. The professional development opportunities are useful in helping me meet the needs of my job.	73	76
6. There is sufficient computer-related training available.	74	83
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	64	60
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	80	61
9. Students are developing the skills and attitudes to become lifelong learners.	93	96
10. The school helps students become good, caring citizens.	99	100
11. The school provides students with activities that promote volunteerism and community contribution.	99	100
12. The school provides opportunities for students to develop leadership roles.	99	99
13. I am satisfied with leadership provided by district office.	92	93
14. I am satisfied with the leadership within my school.	97	96
15. I am satisfied with the opportunities to assume leadership roles.	92	93
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	86	88
17. I am satisfied with how the district manages financial resources.	86	82
18. I am satisfied with how the school manages its financial resources.	99	90
19. (Teaching staff only) I am able to meet individual student needs.	96	96
20. The district provides adequate support / resources to meet diverse student needs.	83	82
21. My input is considered, respected, and valued by Alberta Education.	68	65
22. I have the opportunity to be involved in decision-making at the district level.	66	73
23. My input is considered, respected, and valued by the St. Albert Protestant School Board.	76	86
24. I have the opportunity to be involved in decision making at my school.	92	93
25. My input is considered, respected, and valued by my school.	95	93
26. Overall, staff morale is positive.	96	91
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	92	97
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	94	94
29. I have the support necessary to be effective and successful in my job.	95	95
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	62	89
31. My work or teaching assignment matches my knowledge and skills.	96	99
32. There is a caring environment at the school.	99	97
33. I feel safe in the school.	99	100
34. The school is a positive and welcoming place.	99	99
35. The facilities are satisfactory.	92	92
36. Expectations for student behaviour are clear.	82	81
37. I am satisfied with how discipline is dealt with within the school.	81	83

School Staff Survey Questions	% Satisfied 2008-2009	% Satisfied 2009-2010
38. My school is free from verbal harassment and other forms of workplace bullying.	80	91
39. The image of the school in the community is positive.	97	95
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	75	91

Participation Rates

Year	Respondents	Rate
2009-2010	76 of 78	97%
2008-2009	74 of 76	97%
2007-2008	72 of 83	87%

School Evaluation of Satisfaction Surveys

Results:

According to the results, our school's strengths are:

Students

- 80% or greater satisfaction in 18 out of 21 questions.
- 90% or greater student satisfaction
 - With the variety of courses and programs offered at the school
 - That there is extra help available if they need it
 - That learning needs are being met
 - Encouraged to do my best
 - Satisfied with administration
 - Expectations of student behaviour are clear
 - With opportunities, resources and counselling available for course selection and career planning
- 94% satisfaction with the overall quality of education.

Parents

- 83% or greater satisfaction in 33 out of 33 questions and 90% or greater satisfaction in 22 out of 33 questions.
- 95% or greater satisfaction
 - With the quality of education their child is receiving
 - With the choices available for courses and programming in the school and school district
 - That the school helps students become good and caring citizens
 - That the school provides opportunities for students to assume leadership roles
 - That the school council plays a meaningful role in the school
 - With the school's partnerships with community agencies and organizations
 - That there is a caring environment at the school
 - That the school is a positive and welcoming place
 - That expectations for student behaviour are clear
 - With the image of the school in the community
 - That the school is safe
 - The way that discipline matters are dealt with
 - With leadership within the child's school

Special Education

- Greater than 80% satisfaction in 1 of the 8 questions.
- 88% satisfaction with the overall quality of education received

Staff

- Over 90% satisfaction in 23 out of 40 questions including:
 - 100% satisfaction with the quality of education
 - 99% satisfaction with the choices available for courses and programming
 - 99% satisfaction that the school helps students become good caring citizens
 - 99% satisfaction that the school promotes activities, volunteerism, community contributions and development of leadership roles
 - 99% satisfaction with the school providing opportunities for students to assume leadership roles
 - 96% satisfaction with the leadership in the school
 - 90% satisfaction with how the school manages its financial resources
 - 96% satisfaction with teachers being able to meet individual students needs
 - 93% satisfied their input is considered, respected and valued by the school
 - 91% satisfaction that staff morale is positive
 - 95% satisfied there is the support necessary to be effective and successful in their job
 - 99% satisfaction with work and teaching assignments matching knowledge and skills

- 100% satisfaction with the school being safe
- 99% satisfaction with the school being caring
- 99% satisfaction with the school being positive and welcoming
- 95% satisfaction with the image of the school in the community
- 90% satisfaction with the access to the support services offered by teachers, counselors, administration and other staff in my school
- 96% satisfaction that students are developing the skills and attitudes to become lifelong learners
- 93% satisfaction with the opportunities to assume leadership roles

According to the results, areas in need of development are:

Students

- 73% of students felt the school was effective deterring students from bringing illegal drugs to school
- 77% satisfaction with the variety of learning activities

Parents

- 53% of special education parents are satisfied with the way services from other agencies are coordinated
- 67% satisfaction that the special education programs and services provided by the school are meeting their child's needs

Staff

- 61% satisfaction that the annual growth plan helps improve skills of non-teaching staff
- 65% satisfaction that my input is considered, respected, and valued by Alberta Education.

General Comments

- The BCHS community is very satisfied with overall survey results from all groups involved. We are pleased to see that school community stakeholders demonstrate a high level of satisfaction with the educational opportunities available to our students, and we will continue to work hard to ensure our stakeholders' satisfaction levels remain high.
- Programming for the diverse needs of our student population, through district sponsored special needs programs and school based alternative programs, is an ongoing priority. These programs provide opportunities for the entire student population to experience success at school.
- We will continue providing the support and resources necessary for staff to enable them to meet the needs of students and feel they have the ability to be effective in their jobs.
- Parents are integral partners in the educational process and we encourage their involvement by keeping open lines of communication.
- Bellerose conducts their own site based parent survey in order to collect further feedback from stakeholders.
- Results from the Special Education Parents portion are a concern to be addressed

Next Steps for Continuing Progress

- BCHS continues to be a school of choice for a large number of students, which is supported by high enrolment numbers. Continuing to provide quality programs will be a challenge with particular concerns in CTS and fine arts because of the confines of the physical plant.
- The expectations for student behavior and consequences of student actions must continue to be stressed. Staff needs to continue to enforce school rules and encourage appropriate behavior in students.
- Continue with rewarding positive student behavior through the school Renaissance Program.
- Continue with telephone surveys to the parents of Special Education students. The number of responses increased but still needs to remain a focus. Greater response numbers will provide a more accurate reflection of parent satisfaction.
- Communicate and encourage staff to be involved in district-sponsored initiatives, professional development sessions, and in-servicing/workshops, as a way for staff to have input into the direction of the district. In addition, an accessible senior administration appreciates opportunities for open dialogue as a way to address staff concerns.

- Continue to encourage teachers to use a variety of teaching strategies and learning activities, including the integration of technology, to enhance the learning process for students.
- Continue to address the concerns of all stakeholders in regards to drug use through diligent enforcement of the Drug Free Protocol. In addition, BCHS will participate in the community based drug response committee in conjunction with the city administration, RCMP, the school districts and other agencies in an attempt to develop solutions to prevent drug use. This community based anti-drug initiative recognizes many partners will need to work closely together to combat this problem in St. Albert. Continue with the use of the drug dog searches in the school.

Participation Rates:

According to the results, our school's strengths with regards to participation rates are:

- There were a large number of student and staff surveys returned. Student surveys were up slightly at 74% with 329 out of 446 surveys completed and 97% of staff surveys were completed.

According to the results, areas in need of attention with regards to participation rates are:

- The number of responses from parent surveys (60) and Special Education parent surveys (25) are both low when looking at the number of students in each category. They also do not indicate the number of attempted or incomplete surveys. There was a decrease from 60 to 54 parent surveys and an increase from 25 to 26 special education surveys.

General Comments

- A high completion of student surveys remains difficult because students have no home room. Distribution of surveys to Grades 10 and 12 students may fail when they have spares or a Grade 11 course, therefore missing those students.

Appendix IV – Accountability Pillar Results

Annual dropout rate of students aged 14 to 18	School	3.0%
	Province	4.3%

Diploma examinations participation rate: percentage of students who take four or more diploma exam courses	School	49.9%
	Province	53.5%

Percentage of Grade 12 students meeting Rutherford Scholarship eligibility criteria	School	62.1%
	Province	56.9%

High school completion rates: percentage of students who complete high school within 3 years of entering Grade 10	School	77.8%
	Province	71.5%

High school to post-secondary transition rate within six years of entering Grade 10	School	72.2%
	Province	59.8%



BELL SCHEDULES 2010-2011

Monday to Thursday			
Block 1	8.00	-	9.15
Break	9.15	-	9.25
Block 2	9.25	-	10.40
Block 3 Flex Block	10.40	-	11.50
Block 4	11.50	-	1.05
Break	1.05	-	1.15
Block 5	1.15	-	2.30
Block 6	2.30	-	3.45
Block 7	3.45	-	5.00

Friday & Early Dismissal Days (for Parent-Teacher Interviews on October 19 & March 22)			
Block 1	8.00	-	9.10
Break	9.10	-	9.20
Block 2	9.20	-	10.30
Block 3 Brunch	10.30	-	11.00
Block 4	11.00	-	12.10
Break	12.10	-	12.20
Block 5	12.20	-	1.30

NOTE: Blocks 6 & 7 are used only for Work Experience, Musical Theatre/Advanced Acting

Staff Meeting Days			
Block 1	9.30	-	10.30
Break	10.30	-	10.40
Block 2	10.40	-	11.40
Block 3 Brunch	11.40	-	12.20
Block 4	12.20	-	1.20
Break	1.20	-	1.30
Block 5	1.30	-	2.30
October 6	March 2		
November 3	April 6		
December 1	May 4		
January 5	June 1		

BELL SCHEDULE WITH BLOCK GRID 2010-20111



Semester 1	
Monday to Thursday	
Day 1	Day 2
8.00-9.15 A	B
9.15-9.25 BREAK	BREAK
9.25-10.40 C	D
Flex 10.40-11.50 I	I
11.50-1.05 E	F
1.05-1.15 BREAK	BREAK
1.15-2.30 G	H
2.30-3.45 J	J
3.45-5.00 K	K

Semester 2	
Monday to Thursday	
Day 1	Day 2
8.00-9.15 A	B
9.15-9.25 BREAK	BREAK
9.25-10.40 C	D
Flex 10.40-11.50 I	I
11.50-1.05 E	F
1.05-1.15 BREAK	BREAK
1.15-2.30 G	H
2.30-3.45 J	J
3.45-5.00 K	K

Semester 1	
Friday	
<i>& Early Dismissal for Parent-Teacher Interviews on October 19 & March 22</i>	
Day 1	Day 2
8.00-9.10 A	B
9.10-9.20 BREAK	BREAK
9.20-10.30 C	D
Brunch 10.30-11.00 I	I
11.00-12.10 E	F
12.10-12.20 BREAK	BREAK
12.20-1.30 G	H

Semester 2	
Friday	
<i>& Early Dismissal for Parent-Teacher Interviews on October 19 & March 22</i>	
Day 1	Day 2
8.00-9.10 A	B
9.10-9.20 BREAK	BREAK
9.20-10.30 C	D
Brunch 10.30-11.00 I	I
11.00-12.10 E	F
12.10-12.20 BREAK	BREAK
12.20-1.30 G	H

Staff Meeting Days	
<i>October 6</i> <i>November 3</i> <i>December 1</i> <i>January 5</i> <i>March 2</i> <i>April 6</i> <i>May 4</i> <i>June 1</i>	
Day 1	Day 2
9.30-10.30 A	B
10.30-10.40 BREAK	BREAK
10.40-11.40 C	D
Brunch 11.40-12.20 I	I
12.20-1.20 E	F
1.20-1.30 BREAK	BREAK
1.30-2.30 G	H

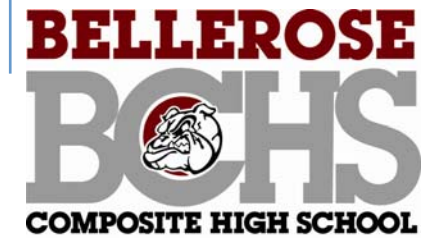
Timetable

MONDAY to THURSDAY

- Block 1: 8.00 - 9.15
- Break: 9.15 - 9.25
- Block 2: 9.25 - 10.40
- Flex Block (Block 3): 10.40 - 11.50
- Block 4: 11.50 - 1.05
- Break: 1.05 - 1.15
- Block 5: 1.15 - 2.30

FRIDAY

- Block 1: 8.00 - 9.10
- Break: 9.10 - 9.20
- Block 2: 9.20 - 10.30
- Brunch (Block 3): 10.30 - 11.00
- Block 4: 11.00 - 12.10
- Break: 12.10 - 12.20
- Block 5: 12.20 - 1.30



FLEX Block 2010-2011

49 Giroux Road
St. Albert, Alberta T8N 6N4
phone: 780.460.8490
fax: 780.459.0798
email: bellerose@spschools.org
www.bchs.spschools.org



ST. ALBERT
PROTESTANT
SCHOOLS



Shared Student, Parent & Teacher Findings

- Need for individual/remedial instruction
- Time to complete school work/homework during the day
- Time for activities (leadership, events, clubs, meetings...)
- Opportunity to access professional staff during the day for assistance/extra help
- Catch up on missed classes, work, exams, labs...
- More time for school culture time (breaks, lunch, social interaction)
- Recognition of numerous student commitments (work, athletics, clubs...)

Flex Block Activities

- Complete homework
- Get help in a subject you are struggling with
- Get help to improve grades
- Earn extra credits in various programs
- Complete missed exams and labs
- Catch up on assignments/work
- Eat
- Participate in teams and clubs
- Access athletic facilities
- Complete group work projects
- Everything you need to do to be successful and on time in class



Additional Points

- You can be assigned to a specific place during flex time, particularly if you fail to be in class, on time, completing your work
- You have no excuse to be late, or skip



This is an opportunity to make sound choices and act responsibly.

Bellerose Composite High School

Flex Block Help Schedule

Learning Flexibility

Flex Block is Monday to Thursday from 10:40 to 11:50 am



Help is available in all subject areas - see your teacher for details.

Sciences

Physics & Science 10/14/20/30 - Monday to Thursday in Room 214

Biology & Chemistry - Monday to Thursday in Room 220

CTS

See your teachers for details for your specific classes

Mathematics

All levels - Monday, Wednesday & Thursday in Math classrooms
from 10:40 to 11:10 am

Languages

English - Monday to Thursday from 10:50 to 11:15 in English classrooms
French/Spanish Japanese - see your teacher for specific arrangements

Social Studies

Mondays - Ms. Jones in Room 232

Tuesdays - Mr. Gurnham in Room 167

Thursdays - Mr. Yick in Room 168

Fridays - Mr. Rush in Room 202

Fine Arts

See your teachers for details

Exam Centre

If you have missed an exam in any class, report to Room 219 on Tuesday or Thursday during Flex of the week you return in order to write the missed exam

Leadership

Tuesdays during Flex

Fitness Centre

Daily during Flex and also open until 4:00 pm



Feel free to make other arrangements with your teachers if necessary.

RESOURCE AND DISTRIBUTION

BELLEROSE SCHOOL

REVENUES	2010-2011 Fall Budget	2010-2011 Spring Budget	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
1. Basic Program Allocation	\$ 6,537,038	\$ 5,783,676	\$ 6,217,993	\$ 6,077,033	\$ 5,792,638
2. Remitted School Generated Funds (SGF)					
2.1 Learning Resource Fees	\$ 153,800	\$ 153,800	\$ 153,800	\$ 173,000	\$ 173,000
2.2 Cafeteria/Lunch Program	\$ 150,000	\$ 150,000	\$ 150,000	\$ 148,000	\$ 148,000
2.3 Donations			\$ 6,550		
2.4 International Students					
2.5 Other Remitted SGF	\$ 105,000	\$ 105,000	\$ 130,000	\$ 100,000	\$ 100,000
3. Surplus / Deficit Allocation (S/D)	\$ (276,338)	\$ (400,000)	\$ (174,127)	\$ (241,204)	\$ 22,484
TOTAL REVENUES	\$ 6,669,500	\$ 5,792,476	\$ 6,484,216	\$ 6,256,829	\$ 6,236,122

EXPENDITURES	2010-2011 Fall Budget	2010-2011 Spring Budget	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
1. Certificated Staff	\$ 4,787,585	\$ 4,489,121	\$ 4,741,747	\$ 4,476,715	\$ 4,515,365
2. Support Staff	\$ 746,919	\$ 750,413	\$ 862,481	\$ 877,862	\$ 838,392
3. Services	\$ 241,500	\$ 241,896	\$ 367,766	\$ 367,766	\$ 368,965
4. Supplies	\$ 422,441	\$ 278,320	\$ 403,150	\$ 403,150	\$ 401,950
5. Furniture, Equipment & Capital	\$ 365,862	\$ 278,696	\$ 323,441	\$ 323,259	\$ 68,814
6. Technology	\$ 28,015	\$ 27,875	\$ 72,823	\$ 72,823	\$ 109,188
7. Future Emergent Initiatives	\$ 77,178				
TOTAL EXPENDITURES	\$ 6,669,500	\$ 6,066,321	\$ 6,771,408	\$ 6,521,575	\$ 6,302,674

TOTAL REVENUES LESS EXPEND	\$ -	\$ (273,845)	\$ (287,192)	\$ (264,746)	\$ (66,552)
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ENROLMENT	2010-2011 Fall Budget	2010-2011 Spring Budget	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
FTE Enrolment (ECS @ .5)	946.00	835.00	895.00	865.00	956.00

STAFFING PERCENTAGES	2010-2011 Fall Budget	2010-2011 Spring Budget	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
Certificated Staff FTE	47.86	43.93	49.57	46.21	49.39
Support Staff FTE	15.53	16.23	19.53	19.83	20.69
Certificated Staff Percentage	74.68%	81.12%	76.56%	74.81%	75.72%
Support Staff Percentage	11.65%	13.56%	13.92%	14.67%	14.06%
TOTAL STAFFING PERCENTAGE (%)	86.33%	94.68%	90.48%	89.48%	89.78%
TOTAL STAFFING PERCENTAGE (%)	82.76%	88.30%	88.01%	86.02%	90.12%

Revenues used for calculating staff percentages purposes do not include Donations and Other Remitted SGF.