

2021-2022 Annual Education Results Report Breton High School



School Profile:

Breton High School is a grades 7 to 12 school which caters to students in Wild Rose School Division. It currently has 155 enrolled students, 7.78 FTE Teaching Staff, 5.75 FTE Support Staff, 0.5 FTE Family Wellness Worker and 0.6 FTE Student Support Facilitator. We are situated between two school divisions and the high schools of Buck Mountain and Warburg.

Our community members are highly engaged within the lives of their children, and relationships between school and community have enabled the school to run a variety of extra-curricular (Drama, Students Union) and sporting activities (Cross-Country Running, Football, Volleyball, Basketball, Track and Field, Badminton) which cater to the development of our students.

The socio-economic base of our community is farming and the oil and gas industry.

Breton High School Vision:

Creating “**RICHER**” Learning Environments

RESPECT

INTEGRITY

COURAGE

HARD WORK

EXCELLENCE

RESPONSIBILITY



Mission:

To develop responsible students through positive partnerships in RICHER and safe learning environments with empathetic staff enabling all students the opportunity to achieve one's full potential.

November 2022 Assurance Survey Results Summary

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 3202 Breton High School

Assurance Domain	Measure	Breton High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.7	84.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.9	74.4	73.2	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	85.0	81.2	79.3	83.2	83.4	81.1	High	Maintained	Good
	5-year High School Completion	86.2	97.2	90.6	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	54.7	n/a	47.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	9.4	n/a	6.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	39.3	n/a	65.5	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	7.1	n/a	8.6	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	87.7	89.4	81.4	89.0	89.6	90.3	High	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.1	82.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.1	85.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.5	89.5	74.9	78.8	79.5	81.5	Very High	Maintained	Excellent

Assurance Survey Summary

Strengths

- 5% increase in Student Learning Engagement- Exceeds Provincial results
- 3.8% increase in 3-year High School Completion Rate- Exceeds Provincial results
- 5.5% increase in Citizenship
- 5.5% increase in Welcoming, Caring, Respectful and Safe Learning Environments- Exceeds Provincial results

Growth Opportunities

- 11% decrease in 5-Year High School Completion
- 1.7% decrease in Education Quality
- 2.2% decrease in Access to Supports and Services- Exceeds Provincial results
- 4% decrease in Parental Involvement- Exceeds Provincial results

Provincial Achievement Tests

- 7.1% increase in acceptable standard of Provincial Achievement Tests as compared to the previous 3-year average- Below Provincial Standard
- 2.9% increase in standard of excellence as compared to the previous 3-year average- Below Provincial standard

Diploma Exams

- 26.2% decrease in acceptable standard of Diploma Examinations as compared to the previous 3-year average- Below Provincial standard
- 1.5% decrease in standard of excellence of Diploma Exam as compared to the previous 3-year average- Below Provincial standard

2021/2022 Inquiry Question

How do we create personalized learning for students that are struggling, need support, or are excelling with curricular outcomes?

Analysis of Results

- Through use of the Collaborative Response Model (CRM) staff communicated frequently regarding the needs (academic, social/emotional, behavioral) of our students. These conversations guided what support the school could provide for the student.
- Connection with Drayton Valley Community Outreach School provided an opportunity for students to take/retake courses not provided at the time from BHS. BHS provided a space for students to complete this work, as well as support from admin and educational assistants for work completion and/or communication with DVCOS staff.
- Individual Program Plans and Behaviour Support Plans created for students provided school support regarding the specific needs of our students. Support/ Program Plans were developed through the collaboration of staff, students and parents/guardians.
- Some gaps in learning were evident within our student body, largely due to the effects of the COVID-19 school closures/on-line learning. Staff recognized the need to review previous years' curriculum, as well as provide intervention support.
- Intervention programs such as Leveled Literacy Intervention helped to address literacy needs of students in our school. The success from this program determined it would be advantageous to continue this programming for the 2022/2023 school year.
- Further understanding of the need for students to have support with curriculum led to providing students with opportunities to work on outstanding assignments during Assignment Recovery, working in smaller group settings with teacher and EA support.
- Teacher review of PAT and Dip exam results to better understand where our students have found success or identified as areas for improvement.

Assurance and Accountability

Results were shared with our School Council at our October 13th meeting through the sharing of the above graph and comparing the results from the 21/22 and 20/21 surveys. Review of school-based supports was also provided, including programs that have been implemented in the 22/23 school year such as Teacher Advisory for our Jr. High students.

On our Nov 1 PD day, staff reviewed the above data. Strategies on how to better address the needs of our students included continued collaboration through monthly CRM meetings, or on an immediacy basis. Staff expressed the importance of working collaboratively with colleagues from other schools, collaborating specifically within department-based cohorts (Literacy, Numeracy, Science, Social) to diversify and share teaching strategies and assessments. Opportunities for collaboration between schools will be explored throughout the school year.