

# École Camrose Composite School

## Be True To Yourself



## Annual Education Results Report

2024-25

September 2024

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## Alberta Education Assurance Measures

### **What is Assurance?**

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

### **What is measured?**

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

### **What is “local data”?**

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

# 2023-2024 Accountability Statement

## Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

## Accountability Statement

The *École Camrose Composite School Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This *Annual Education Results Report* for 2023-2024 was approved by our School Council.

***Pam Boyson***

November 30, 2024

***Shane Gau***

November 30, 2024

Parent Council Chair

Date

Principal

Date

## École Camrose Composite School

### Profile

École Camrose Composite High School (ÉCCHS) is a Grades 9-12 school where around 850 students and 60 staff interact. Teachers encourage students to excel academically as well as establish friendships and participate in many of the wide variety of activities. ECCHS offers an extensive program in Career Technology Foundations (CTF) to about 500 Junior High School students from Hay Lakes, Round Hill, Bawlf and Charlie Killam. ÉCCHS offers a broad program of academic, physical education, fine arts, and career and technology studies courses. The school offers a Senior Opportunity Room and a Knowledge and Employability Program in support of a diverse student population. The school also offers French Immersion (FIM), an Academic Placement Program (AP), and an extensive Cooperation Education (Work Experience) program. The students benefit from a broad counseling program, a modern media center, extra curricular programs, and cafeteria service.

***Our Vision: Every Student, Every Day, Opportunities for Success.***

***Our Mission: Our mission is to provide the best possible educational opportunities for all of our students.***

***Our Beliefs or Values: Be true to yourself.***

## Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Camrose Composite 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	<a href="#">Student Learning Engagement</a>	77.6	79.7	79.2	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	65.1	66.4	67.8	79.4	80.3	80.9	Very Low	Maintained	Concern
	<a href="#">3-year High School Completion</a>	84.0	74.4	83.3	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	93.2	91.0	90.9	88.1	88.6	87.3	Very High	Maintained	Excellent
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	66.0	48.7	48.7	62.5	62.6	62.6	Low	Improved Significantly	Good
	<a href="#">PAT9: Excellence</a>	14.5	6.4	6.4	15.4	15.5	15.5	Intermediate	Improved Significantly	Good
	<a href="#">Diploma: Acceptable</a>	75.8	66.3	66.3	81.5	80.3	80.3	Low	Improved Significantly	Good
	<a href="#">Diploma: Excellence</a>	10.8	7.0	7.0	22.6	21.2	21.2	Low	Improved	Acceptable
Teaching & Leading	<a href="#">Education Quality</a>	82.3	83.5	84.9	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	76.0	77.0	78.2	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	78.5	79.2	79.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	70.0	70.2	72.8	79.5	79.1	78.9	Very Low	Maintained	Concern

## Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

### SCHOOL GOAL(S)

ÉCCHS will embody a school culture where all students and staff find success in numeracy.

ÉCCHS will embody a school culture where all students and staff find success in literacy.

### Assurance Domains:

**Student Growth and Achievement-** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching and Learning-** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

### Provincial Achievement Test (PAT) & Diploma Exam Results

PAT Grade 9 Results												
	School				BRSD				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Acceptable Standard %	n/a	58.3	48.7	66.0	n/a	57.7	57.5	61.7	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	10.6	6.4	14.5	n/a	9.5	10.4	12.2	n/a	16.8	15.5	15.4
Comments: ECCHS saw a 8.1% increase in Standard of Excellence from 2023 to 2024. In 2024, ECCHS was above the Province in achieving the Acceptable Standard. ECCHS also saw a 17.3 % increase in students achieving the acceptable standard over the previous year's results.												

Diploma Exam Results												
	School				BRSD				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Acceptable Standard %	n/a	70.8	66.3	75.8	n/a	67.6	67.6	67.9	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	9.7	7.0	10.8	n/a	8.8	7.7	7.9	n/a	18.2	21.2	22.6
Comments: It is recognized that a higher percentage of ECCHS students participate in more diploma exams than the Province. For instance, in 2023, 72.1% of ECCHS students wrote 3 or more diploma exams whereas the Province saw 64.7% of students write 3 or more diploma exams. Additionally, 60.2% of ECCHS students wrote 4 or more diploma exams while the Province saw 52.7% of students write 4 or more diploma exams. This tells us that more ECCHS students are writing Math/Science exams than the rest of the province (due to English and Social being required courses) and perhaps speaks to the program and scheduling choices offered to students.												

## PAT Results Course Summary - By Number Writing

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)											
		2019		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	ECCHS	77.0	8.6	n/a	n/a	n/a	n/a	77.4	7.7	74.0	5.5	69.9	9.8
	Province	84.9	16.7	n/a	n/a	n/a	n/a	85.4	15.8	85.1	15.9	69.5	11.8
French Language Arts 9 année	ECCHS	92.9	7.1	n/a	n/a	n/a	n/a	65.0	0.0	65.0	0.0	84.2	10.5
	Province	85.6	12.8	n/a	n/a	n/a	n/a	79.4	10.7	80.8	11.5	76.6	10.6
Mathematics 9	ECCHS	53.3	9.5	n/a	n/a	n/a	n/a	51.2	11.8	49.3	11.6	56.8	11.5
	Province	67.4	21.4	n/a	n/a	n/a	n/a	63.7	20.1	64.7	16.0	52.7	14.0
Science 9	ECCHS	72.7	16.5	n/a	n/a	n/a	n/a	78.6	20.8	63.5	10.3	74.3	24.0
	Province	84.5	29.6	n/a	n/a	n/a	n/a	82.1	27.3	78.8	23.9	67.6	20.8
Social Studies 9	ECCHS	65.5	14.4	n/a	n/a	n/a	n/a	71.2	11.2	44.2	3.9	63.2	13.7
	Province	77.0	23.1	n/a	n/a	n/a	n/a	72.8	20.6	69.3	18.9	60.5	15.8

**Notes:**

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

## Diploma Exam Results Course By Course Summary With Measure Evaluation

Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)											
		2019		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	ECCHS	85.1	8.0	n/a	n/a	n/a	n/a	86.0	7.0	76.1	0.0	82.2	1.1
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1
English Lang Arts 30-2	ECCHS	91.3	8.7	n/a	n/a	n/a	n/a	90.0	20.0	87.9	3.0	80.7	5.3
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9
French Language Arts 30-1	ECCHS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0	n/a	n/a
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6
Mathematics 30-1	ECCHS	69.7	18.2	n/a	n/a	n/a	n/a	57.9	5.3	59.2	12.2	81.6	28.9
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9
Mathematics 30-2	ECCHS	65.1	7.9	n/a	n/a	n/a	n/a	66.7	0.0	42.9	6.1	74.2	6.5
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4
Social Studies 30-1	ECCHS	77.0	9.8	n/a	n/a	n/a	n/a	61.5	5.1	62.7	1.0	75.6	7.8
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7
Social Studies 30-2	ECCHS	80.0	5.3	n/a	n/a	n/a	n/a	65.0	0.0	73.7	2.6	71.4	1.8
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7
Biology 30	ECCHS	69.6	37.0	n/a	n/a	n/a	n/a	54.5	13.6	68.3	17.5	67.7	16.1
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7
Chemistry 30	ECCHS	80.0	25.7	n/a	n/a	n/a	n/a	72.7	18.2	69.2	26.9	73.7	26.3
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0
Physics 30	ECCHS	75.0	15.6	n/a	n/a	n/a	n/a	73.7	26.3	58.8	2.9	71.9	21.9
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1
Science 30	ECCHS	84.3	19.6	n/a	n/a	n/a	n/a	n/a	n/a	52.9	2.9	70.0	5.0
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6

**Notes:**

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

## Implications for Education Plan

In 2023, a higher percentage of ECCHS students wrote -1 Diploma Exams when compared to the Province. This perhaps speaks to choices in scheduling provided to our students as well as a focus on maximizing learning opportunities. ECCHS students appear to be committed to challenging themselves as learners by taking more -1 courses.

From the 2024 Fall AEAM School Report (Page 156): Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

Exam	ECCHS	Province
ELA 30-1	64.6	56.4
ELA 30-2	20.8	28.1
Social Studies 30-1	64.6	45.0
Social Studies 30-2	23.6	36.2
Mathematics 30-1	33.3	32.1
Mathematics 30-2	29.9	24.6

## Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

### Assurance Domains:

**Student Growth and Achievement-** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching and Learning-** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

### Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.7	79.7	77.6	82.7	82.3	81.9	85.1	84.4	83.7
Parent	83.3	76.8	72.6	84.0	83.4	84.6	88.7	87.3	86.7
Student	63.4	69.3	69.4	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	89.2	93.1	90.8	96.1	93.3	95.3	95.5	95.1	95.1

### Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	88.3	75.1	75.3	77.2	75.4	76.4	81.0	80.4	79.9
Parent	83.3	62.1	64.1	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	93.2	88.1	86.5	90.1	85.8	86.2	87.4	87.3	86.6

## Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	84.9	76.0	73.1	82.8	79.3	80.1	84.9	83.1	82.8
Parent	83.3	69.7	62.5	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	86.5	82.4	83.8	92.8	89.0	90.3	92.5	91.3	90.7

## High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
3 Year Completion	90.2	74.4	84.0	85.0	75.6	83.5	83.2	80.7	80.4
4 Year Completion	90.8	92.9	81.2	88.8	87.3	79.6	87.1	86.5	85.1
5 Year Completion	94.1	91.0	93.2	89.6	90.0	87.7	87.1	88.6	88.1
Comment: ECCHS has a strong 3 and 5 year completion rate.									

## High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
4 Year Rate	23.8	32.7	33.2	36.3	39.4	33.5	41.2	40.2	41.1
6 Year Rate	59.9	58.2	51.0	57.2	54.4	55.6	60.3	59.7	60.1

## Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Rutherford Scholarship Eligibility Rate	77.6	78.5	70.8	75.4	76.6	75.9	70.2	71.9	70.7

## Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	86.3	83.5	82.3	86.8	87.0	86.8	89.0	88.1	87.6
Parent	91.7	81.0	73.4	80.4	82.5	81.9	86.1	84.4	83.8
Student	75.3	78.8	80.7	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	91.9	90.6	92.7	96.3	94.3	96.1	95.0	94.4	93.9

## School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	74.6	70.7	72.8	70.7	73.8	74.5	74.2	75.2	75.8
Parent	82.4	71.0	71.0	59.6	66.7	74.4	70.0	72.5	75.2
Student	64.4	67.6	71.9	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	77.1	73.5	75.7	79.2	80.9	80.9	76.3	78.0	78.2

## Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	88.2	86.1	87.0	79.4	80.5	79.5	82.9	82.9	82.8
Parent	89.1	80.4	86.0	80.1	79.5	79.8	82.4	82.2	82.3
Student	77.3	78.9	77.8	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	98.3	98.9	97.3	88.6	88.9	88.2	89.3	89.3	89.2

## Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	75.5	70.2	70.0	73.3	75.2	76.3	78.8	79.1	79.5
Parent	75.9	61.7	63.2	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	75.1	78.7	76.8	84.9	83.9	83.1	85.2	85.7	84.6

### Implications for Education Plan

ECCHS has strong graduation rates, Rutherford Scholarship eligibility, and the school community is highly satisfied with the program of studies that are being offered. This speaks to the strength and flexibility in the programs offered to support student success and the quality of teaching at ECCHS. Areas to focus on include parental involvement, lifelong learning, and student learner engagement.

## Priority 3: Equity

All student's unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

### SCHOOL GOAL

**ECCHS will embrace a culture where student diversity will be fostered and honoured through high-quality teaching and optimum learning in an equitable and inclusive environment.**

### Assurance Domains:

**Learning Supports-** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

## Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	79.3	77.0	76.0	85.4	83.3	83.4	86.1	84.7	84.0
Parent	75.7	75.2	69.4	84.1	82.9	85.9	86.9	85.6	85.3
Student	67.4	67.9	68.2	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	95.0	87.8	90.3	96.7	91.5	93.2	93.6	92.0	91.6

## Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	69.1	66.4	65.1	79.4	76.8	77.3	81.4	80.3	79.4
Parent	58.4	60.2	50.6	75.5	73.2	76.7	80.4	79.4	78.7
Student	56.6	55.1	57.0	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	92.4	84.0	87.6	93.2	87.3	90.2	91.7	90.3	89.8

## Safe and Caring

Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	84.1	81.5	81.6	88.4	86.7	86.8	88.8	87.5	87.1
Parent	82.2	79.5	76.7	87.7	86.6	88.8	89.5	88.1	88.0
Student	75.0	74.5	77.3	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	95.1	90.6	90.8	97.0	93.2	94.1	94.3	93.0	92.9

## Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	76.3	77.3	76.3	71.2	69.6	69.5	72.6	72.9	71.9
Parent	66.7	62.6	63.4	63.7	63.6	67.4	67.4	68.4	67.8
Student	77.6	82.1	81.5	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	84.6	87.2	84.1	75.4	66.2	68.8	77.0	76.0	74.8

Comments:

## Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	80.2	79.2	78.5	76.5	75.2	76.5	81.6	80.6	79.9
Parent	71.6	68.3	66.0	68.1	69.3	73.7	77.4	75.7	75.4
Student	74.8	76.3	77.1	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	94.1	92.9	92.4	84.1	76.6	78.9	87.3	86.2	85.6

## At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	80.1	79.6	79.7	78.1	76.5	78.0	81.9	81.2	80.6
Parent	67.3	66.3	64.9	67.9	67.1	71.5	75.3	73.7	73.5
Student	74.8	76.3	77.1	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	98.2	96.1	97.3	89.3	82.9	85.4	90.3	89.9	89.5

## Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Drop Out Rate	1.9	1.4	3.2	2.5	1.7	3.5	2.3	2.5	2.5
Returning Rate	13.5	8.5	26.3	15.3	15.3	21.9	17.3	17.2	16.6

### Implications for Education Plan

The school community is satisfied with the support for at-risk students, access to supports and services, and access to programs. These are areas the school will continue to focus on to maintain its high quality of support and ensure fair and equitable access to programs. We will focus on how to improve in the areas of citizenship and providing safe and caring learning environments. ECCHS is committed to creating a safe and caring learning space for all, through its numerous curricular and non-curricular activities and initiatives.

# Attendance

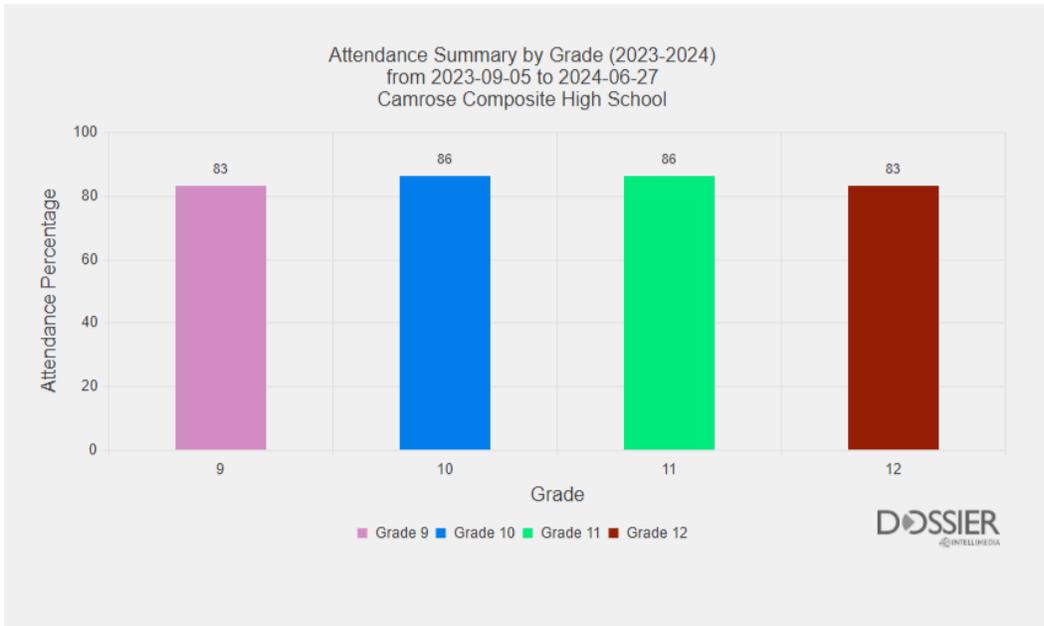


Figure 1: Average Attendance/grade at ECCHS for the 2023-2024 school year.

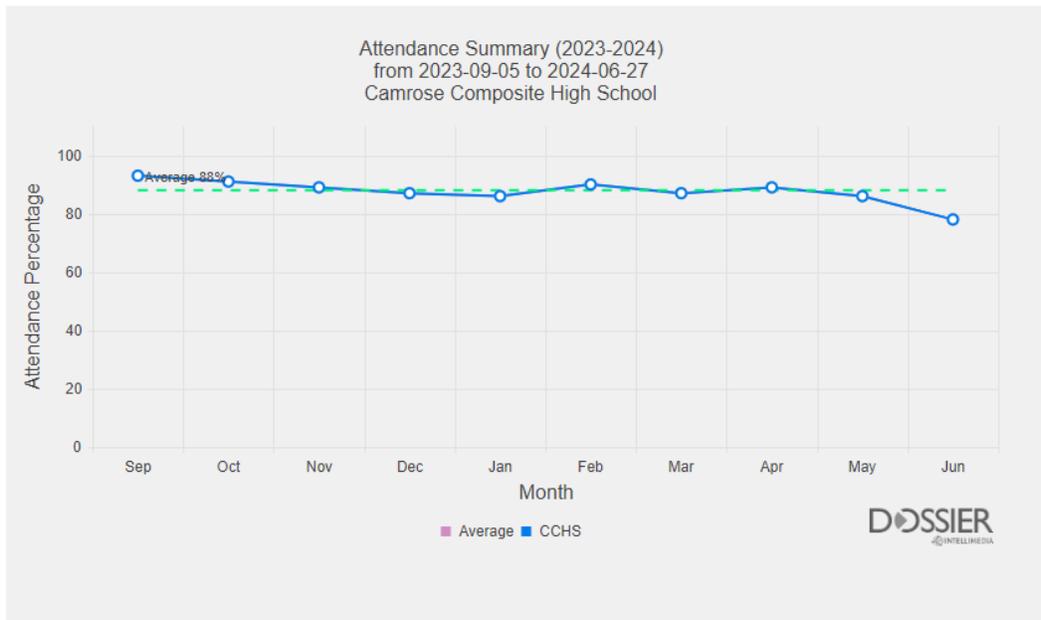
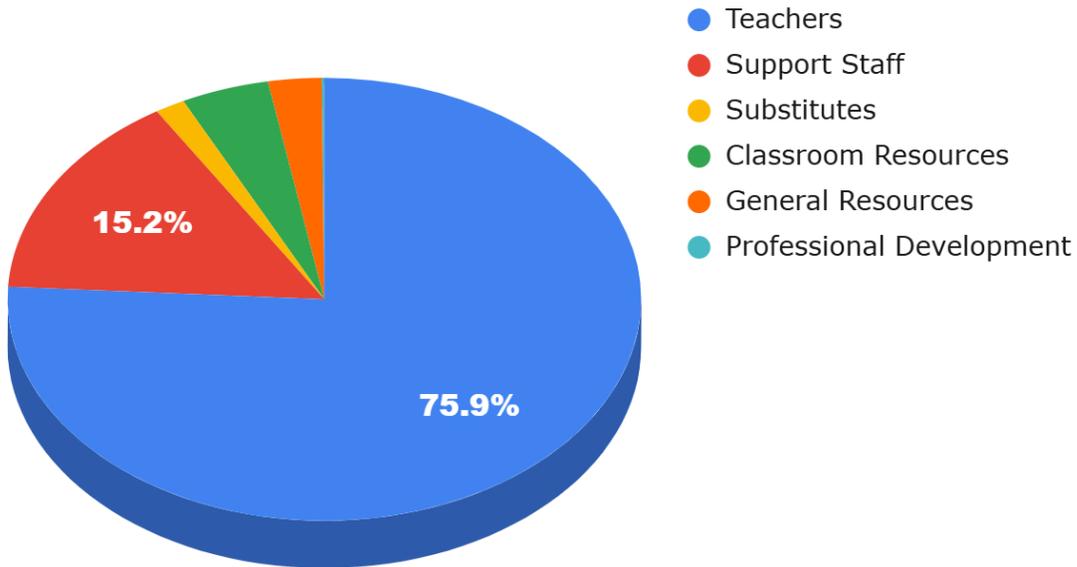


Figure 2: Average Attendance for each month at ECCHS in the 2023-2024 school year.

## School Budget Summary 2023-2024

Categories	Amount (\$)
Teachers	4493636.83
Support Staff	901646.32
Substitutes	90077.79
Classroom Resources	265930.7
General Resources	161335.07
Professional Development	7868.24



## School Year Summary

ECCHS achieved remarkable academic progress in 2024, showing improvements in both Standard of Excellence and Acceptable Standards compared to 2023. The school outperformed provincial averages in many measures, reflecting its commitment to academic excellence. A notably higher percentage of ECCHS students participate in writing diploma exams than their provincial peers, with 72.1% writing three or more exams and 60.2% writing four or more, highlighting the diverse program offerings and scheduling flexibility. Many students also challenge themselves with -1 courses, further demonstrating their academic ambition. ECCHS continues to excel in graduation rates, Rutherford Scholarship eligibility, and community satisfaction with its program of studies, which showcase the quality and adaptability of teaching and learning.

While the school provides strong support for at-risk students and equitable access to services and programs, areas for improvement include enhancing parental involvement, fostering lifelong learning, and increasing student engagement. Additionally, a focus on citizenship and creating safe, caring learning environments will further enrich the school community. ECCHS remains committed to supporting student success through its robust curricular and extracurricular initiatives.

## Stakeholder Engagement

Engaging stakeholders is essential for the success of any education plan, and this begins with ensuring that every voice is heard—teachers, support staff, students, and parents. The plan will prioritize opportunities for all stakeholders to share their insights into our school goals and strategies. Parents will be encouraged to take an active role in their children’s education through initiatives that promote a deeper understanding of the educational system and the teaching and learning processes. This will include workshops, resources, and regular opportunities to participate in school activities. A strong commitment will be made to enhance communication between home and school, leveraging technology and personal connections to ensure timely, clear, and meaningful exchanges of information. Together, these efforts aim to foster a collaborative environment where all stakeholders work as partners in the educational journey.

# EDUCATION PLAN 2024-2025

## Learning Success For All

### OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.  
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.  
Recognize and support the diverse and unique learning needs of all students.

**SCHOOL GOAL: All students will demonstrate growth in literacy and numeracy.**

### Assurance Domains:

**Student Growth and Achievement:** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### Strategies:

- Continue the use of numeracy and literacy screeners to determine and ensure student progression and success.
- Implementation of new Grade 9 courses in Competencies in Literacy and Numeracy.
- Staff will work collaboratively in subject areas to determine areas of strength, areas of growth, and supports required for student success.
- Promote the use of evidence-based literacy and numeracy instruction strategies, including:
  - Increase writing assessment that is completed in-class.
  - Intentional exploration of key vocabulary and terminology
  - Increased in-class reading and annotation
  - Scaffold writing assessments to increase thinking on the spot.
  - Consistent assessment category weightings.
  - Increased opportunities for students to work on resiliency
  - Encourage students to connect to concepts personally to increase engagement
  - Create opportunities that enable students to drive their own learning such as offering choice and encouraging inquiry-based projects
- WIN for Math offered every day and an after-school math help program this year.
- Strategize on most effective assessment practices (assessment for learning approach) and how to provide effective feedback.
- Collaboration as a school on division on vertical alignment and visible learning.
- Build collective teacher efficacy through opportunities to work together on a consistent basis, share effective evidence based strategies with one another (many of which learned from recent PD, research studies), make plans to implement various strategies into practice.
- Encourage teachers to attend different PD opportunities
- Build leadership capacity among teachers through opportunities such as becoming numeracy leads and representatives of the school and leading discussions during team meetings.

### Measures:

- Percentage of students who achieve the acceptable standard in English & Social Studies 30-1 & 30-2 is targeted at 100%.
- Percentage of students who achieve the standard of excellence in English & Social Studies 30-1 & 30-2 is targeted at 20%.
- Percentage of students who achieve the acceptable standard on the Grade 9 PATs will continue to be on par or higher than the province.
- Maintenance of the ECCHS diploma course mark closely aligning (+/- 5%) with provincial course mark.
- Percentage of students who achieve the acceptable standard in Math 30-1 & 30-2 continues to surpass the provincial average. Target at 80%.
- Percentage of students who achieve the standard of excellence in Math 30-1 to increase to 35%.
- Percentage of students who achieve the standard of excellence in Math 30-2 to increase to 15%.
- Percentage of students who achieve the acceptable standard on the Grade 9 Mathematics PATs will increase by at least 5% when compared to the 2023-24 result and continue to surpass the provincial average.
- The percentage of parents and students who strongly agree/agree that students are engaged in their learning at school, specifically that the numeracy skills that students are learning at school are useful will continue to increase.
- Increased completion rates of all high school math courses offered.

#### Implementation Plan:

- Collaborative response sessions with Humanities and Math teachers throughout the school year to share celebrations, identify trends, and collaborate on strategies.
- Review of results next year to gauge improvement to determine if measure targets have been met.
- EAL benchmarking with the entire teaching staff to create awareness of EAL literacy needs and universal support.
- SSP review with staff to collaboratively support student learning.
- Visible Learning PD.
- Competencies in Numeracy and Literacy ongoing in the 2024-2025 school year to address key skills and knowledge needed going into grade 9 Math and ELA.

#### Allocation of Resources:

- Ensure the budget has adequate resources available for staff.
- Prioritize PD opportunities that align with and support ECCHS's Numeracy and Literacy goals.

#### Professional Learning:

- Professional Learning Series with a focus on developing capacity with Artificial Intelligence tools for education, vertical planning and alignment, and visible learning.
- Collaboration Day sessions
- Staff Meeting celebrations, presentations, and sharing sessions
- Engage in ongoing literacy and numeracy discussions with teachers within ECCHS and with subject-specific teachers from across BRSD.

## Enhance High Quality Learning and Working Environments

### OUTCOMES

Prioritize resources to support student and system success.

Foster welcoming, caring and equitable learning and working environments.

Support and enhance the positive culture of teaching, leading and learning.

**SCHOOL GOAL: All staff are working to create an optimum learning environment for all students through high quality teaching.**

### Assurance Domains:

**Learning Supports:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Teaching and Learning:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

**Governance:** Processes that determine strategic direction, establish policy and manage fiscal resources.

### Strategies:

- Staff Meetings/Collaboration days will celebrate teacher/school accomplishments and provide PD opportunities for staff to work towards identified goals.
- Work with BRSD Division Office personnel to monitor student academic progress, CRM support, transitioning support, literacy/numeracy support, and provide resources for all students.
- Revise/refine attendance procedures and supports for students
- Continue to connect with Indigenous Knowledge Keepers on cultural teachings, historical impacts and instructional strategies to increase understanding of Reconciliation
- School (Parent) Advisory meetings will be inviting and allow for opportunities for input by Board Members, Teacher Reps, Admin teams, Students, and Parents around important educational matters.
- Build collective teacher efficacy through opportunities for teachers to work together on a consistent basis.

### Measures:

- Parent surveys
- Assurance Survey - analyze data related to student success.
- Record of the number of celebrations/acknowledgements throughout the year.
- Utilize transition notes, academic progress spreadsheets, PAT exams, Diploma exams, MIPI and Assurance Survey Results.
- Utilize data tools to inform attendance rates
- Track the quantity of Letters of Concern and communication to home from teachers to help encourage better attendance.
- Track the amount of times in meetings when staff speak about the work they are doing in their individual classes around Indigenous cultural teachings
- Utilize EAL tracking sheet to benchmark students and track progress.
- Utilize Meeting Agendas to track topics and engagement at meetings.

- Examine numbers of school advisory meeting attendees over the course of the school year to see if there is an increase.
- Track the amount of times that EAL students participate in the live morning broadcast sharing ECCHS announcements.
- Use of Languages In Motion as a translation resource for ELL and ESL students

**Implementation Plan:**

- Staff Meeting/Collaboration days that are aligned with our priority goals.
- Jordan’s Principle Funding

**Allocation of Resources:**

- Nutrition grant
- Ensure the school budget reflects adequate funding for PD opportunities that align with school priorities and student/staff resources.

**Professional Learning:**

- Vertical planning and alignment
- Mathology
- Division PD around Visible Learning

## Well Being

### OUTCOMES

Prioritize and enhance well-being and positive mental health for all.

Promote inclusive environments that celebrate diversity and support all.

Students who self-identify as Indigenous are supported to achieve success.

**SCHOOL GOAL:** Staff and students will foster a culture of well-being utilizing the five domains of wellness; mental and emotional wellness, social wellness, physical wellness, physical environment, and self care.

### Assurance Domains:

**Learning Supports-** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### Strategies:

- Strengthen and expand partnerships with post-secondary institutions and industry to facilitate program access to Green Certificate, Registered Apprentice Program, work experience, dual credit, and collegiate pathway opportunities.
- Staff Meetings/Collaboration days will support staff wellness.
- Continue to work with Indigenous Elders and Knowledge Keepers to build foundational knowledge around truth and reconciliation.
- Indigenous recruitment booth set up to promote post-secondary opportunities for Indigenous students
- SWF and MHCB support students through referrals to various community professionals and programs including CASA House, AHS, School Resources Officer, and the PCN.
- Utilize the School Resource Officer as an avenue for educating students
- Ensure all learners will be successful through a continuum of Supports (Universal, Targeted, Individualized), offering the support and services they may need.
- Through SSP development, foster parent partnerships to support student development and collaborative goal setting.
- Enhance programs (such as nutrition, teacher/student interest groups) to help address socio-economic diversity and ensure equitable education and inclusivity.
- Promote regular attendance to solidify academic success for all students.
- Use professional learning to support staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

### Measures:

- Utilize the quantitative and qualitative data gathered through FSLW referrals/meetings, MHCM student groups, Admin/teacher voice to help set direction for supports needed.
- Collaboration Day Staff Check Ins will indicate an increase in overall staff morale and teacher wellness
- Teachers develop their capacity in Dossier to better support students in CR work and SSP creation.
- Decrease in student absences indicating a sense of belonging.
- Increase in mental health referrals indicating students seeking help to manage wellness.
- Indigenous Learners feel more connected and experience more success in classes (attendance improves)
- Record of the number of visits from Indigenous Knowledge Keepers.

### Implementation Plan:

- Jordan's Principle funding
- Coordinate with Indigenous Elders, Knowledge Keepers, and community partners for input and collaboration
- Implement professional learning sessions with a focus on wellness, equity, and reconciliation. Promote self-care and wellness activities during staff meetings
- Include wellness topics at all staff meeting sessions including presentations from equity coordinator and MHCB team
- Provide access to mental health professionals through SWF and MHCB teams, AHS, and community referrals
- Revisit professional learning priorities to address emerging needs
- Adjust strategies based on data findings and feedback from all stakeholders

### Allocation of Resources:

- **Funding:** Jordan's Principle funding, grants for professional learning, and wellness initiatives.
- **Partnerships:** Collaboration with post-secondary institutions, Indigenous organizations, and community agencies.
- **Personnel:** Engagement of School Resource Officers, Equity Coordinators, and MHCB teams to support implementation.

### Professional Learning:

- PLS including presentation from Equity Coordinator
- PD on new supports including CASA House.
- Presentations from the MHCB team to staff