



Georges P. Vanier School

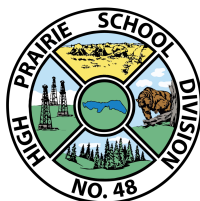
Education Plan 2021-22

Mission

Opportunity, Community, Achievement.

Vision

The Georges P. Vanier staff will create opportunities through strong connections within the school and community so students achieve independence, gain confidence, and acquire the skills and knowledge necessary to be successful locally and globally.





Principal

Pam Heckbert

Vice Principal

Carolyn Giroux

About Us

Georges P. Vanier School, a part of High Prairie School Division, is centrally located in the village of Donnelly within the Municipal District of Smoky River No. 130. It is located near the intersection of Highway 2 and Highway 49, located approximately 65 km south of Peace River.

We offer dual-track programming in French Immersion and English for students in grades 7 to 9 with a full array of courses for our senior high students. Our school has a student population of approximately 260 students and is situated in the heart of northwestern Alberta's Smoky River region. This is an area comprised of approximately 5,000 residents and is predominantly driven by the agriculture sector as well as the oil and gas industry.

About the Plan

We developed this plan in collaboration with staff, students, and parents through discussion and analysis of survey data. We will use it as a guiding document to address the needs of our students and community both now and in the future.

Successes**Student Engagement:**

Vanier staff has worked hard to engage students both in person and digitally. In periods of government mandated online learning or student/staff isolation, we have been able to retain high levels (90% and greater) of online engagement. As a result, we have increased our digital literacy and technological skills in parents, students, and staff. Students have been able to finish curricular expectations successfully through these mediums, due to successful implementation of online teaching programs and a one-to-one device to student ratio.

Student Opportunity:

We have focused on generating student opportunities through a variety of educational programming. Effectively providing a wide range of student choice in Career and Technology Studies, fine art, Registered Apprenticeship Programs, dual credit, and academic courses has not only increased student engagement, but also wellness, credit opportunities, and completion rates. We are especially proud of our robust French Immersion program, and see students choosing French Language Arts courses consistently to the 30 level.

Quality Teaching:

Consistent literacy rates and high mathematics standards continue to support quality teaching. Math Intervention Programming Instrument scores and literacy data remain relatively consistent in grades 7-9, as has our graduation rate. This year we are home to a divisional Edwin Parr nominee, and a 90% online engagement statistic according to Schoology through Google Classroom. Campus St. Jean (University of Alberta) recognizes Vanier as an effective training ground for prospective French Immersion teachers as we successfully mentored a field placement student. Implementing a variety of reliable and triangulated assessment practices has become commonplace through teacher professional development and consistent coaching.

Wellness:

The Breakfast Club of Canada adopted Vanier as one of their schools. Long term funding will be available to implement a breakfast program to all students. Our wellness coach involved students in the planning and logistics as part of their required community service hours. School sports and daily intramurals, although logistically altered, continued in some capacity.

Challenges**Parental Involvement:**

Statistically, scores on government surveys indicate adequate parental involvement, but turnout and participant apathy is an issue. School council member numbers are low, as are parent-teacher interview, and community boards and committee participants. Attendance for some students and families has also been challenging under the added stress of the pandemic, and ability to connect with families to rectify attendance issues has been problematic.

Lack of ability to travel for extra-curricular sports, field trips, live music concerts, and career exploration decreased the opportunity to engage parents and community in school life.

Inhibited access to these types of experiences has negatively affected student wellness, confidence, and workplace readiness also.

Programming:

Future anticipated decreased enrollment and no access to courses through the Alberta Distance Learning Centre make providing student choice in programming difficult. Anticipation of academic needs and support increasing while staffing remains the same will require flexibility and creativity.

Results of the Successes/Challenges

In efforts to connect with parents and the greater community and to replicate extra-curricular and curricular events outside the school building, staff discovered many new and exciting programs. This year, students partnered with other French speaking schools in other countries for a virtual exchange, participated in a virtual Skills Canada competition in robotics, Skills Canada Exploration in Industrial Arts, Culinary Arts, and Coding, virtual science fair, and a virtual environmental summit through GenR8. Continuing to seek out and engage in virtual opportunities are a priority for our staff and students.

To replace mentorship activities and promote wellness, we have implemented Vanier Olympics, Breakfast Club, cohorted daily intramurals, more outdoor activities, and use of a therapy dog.

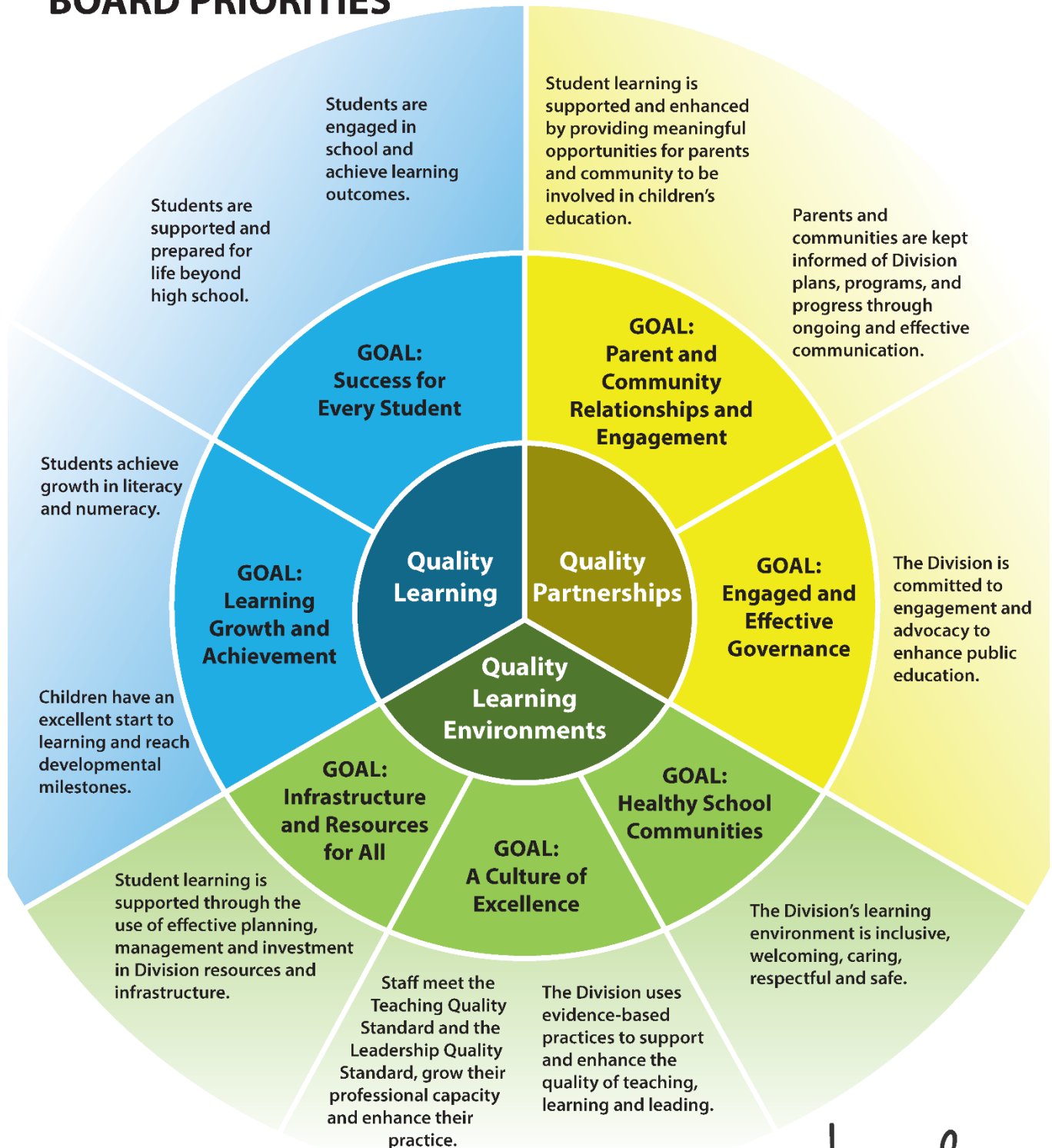
We have established a newfound commitment to a team approach to meet student needs and align curriculum vertically in our building through collaborative response model (CRM) training, tracking student data, and both in house and divisional professional learning community (PLC) work.

We will continue to promote and discuss the adoption of a common divisional high school block to address the closure of the Alberta Distance Learning Centre (ADLC) and provide new Career and Technology opportunities.

Our staff will continue to attend a variety of virtual professional development opportunities including sessions delivered through the Alberta Teacher's Association, Connect 2 Learning (C2L) Assessment workshops, and virtual Educational Assistant's conferences. We will continue to implement the Math Intervention Programming Instrument (MIPI) and participate in the Highest Level of Achievement Test (HLAT) to garner student achievement data in math and Language Arts.

Prioritizing intentional efforts to reinvigorate extra-curricular programming to enhance wellness and parental involvement will be a focus. We will actively host mini-tournaments, concerts, art exhibitions, and community engagement events.

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2021

hpsd.ca

School Goals

1. **Goal: Increase Parent and Community Relationships and Engagement**

(aligns with Division priority Quality Partnerships, goal Parent and Community Relationships and Engagement – outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and community to be involved in children’s education)

Strategies

- Make personal phone calls to parents inviting them to events such as parent-teacher interviews, awards ceremonies, Colour Night, band concerts, tournaments, school council meetings, Indigenous People’s Day activities, Heritage Day, etc.
- Invite parents to share their expertise in workshop style opportunities in classes. For example, cake-decorating modules, carpentry, flower arranging, yoga, Taekwondo, municipal governance, agricultural diversity, etc.
- Invite parents and grandparents to appreciation events such as “Lunch with Grandparents”, science fair judging, in-class music concerts, and drama skits.
- Designate 2 staff members to manage Facebook and Instagram accounts to release footage of school activities and events, both curricular and extra-curricular.
- School events intentionally target participation from different stakeholder groups, such as Indigenous, Francophone, Filipino, fine arts community, athletics community, and special needs students.
- Organize 2 community engagement events to collect data from a representative cross-section of stakeholders concerning school goals and foci as per the government assurance model.

Performance Measures

- Although recent APORI Data reveals our parental involvement is at 83.6%, our survey participant rate is extremely low (6-11 participants each year over 3 years) Increasing our survey participant rate to 20% of those eligible on government and school based surveys will provide more accurate and meaningful data.
- School council participants increase by 20%
- Parent-teacher interviews and community engagement events attendance comprises 25% of school population.

2. **Goal: Prepare Students for Success Beyond High School**

(aligns with Division priority Quality Learning, goal: Success for Every Student – outcome: Students are supported and prepared for life beyond high school)

Strategies

- Explicitly teaching skills in time management, work ethic, accountability, and responsibility
- Delivering workshops in study skills, test taking, and collaboration with others

- Expanding Career and Technology Studies and Career and Technology Foundation opportunities to explore career opportunities in specific fields of study
- Engaging community in intentional career exploration opportunities ex) inviting guest speakers in, field trips to workplaces, and live and virtual demonstrations.

Performance Measures

- Increase work preparation statistics on Alberta Education report from 77.3% to 80.0%
- Increase transition rates on Alberta Education report from 61.7% to 65%
- The number of students eligible for the Rutherford Scholarship will maintain at 72.9% at the end of the 2021-22 school year (this number is an increase from the previous year's result of 58.0% which did not include a diploma exam mark)

3. Goal: To Foster a Culture of Academic Achievement

(aligns with Division priority Quality Learning, goal: Learning Growth and Achievement – outcome: Students achieve growth in literacy and numeracy)

Strategies

- Implement a Collaborative Response Model that addresses student deficits/challenges and uses a school/divisional based approach to addressing academic obstacles
- Implement varied teaching and assessment practices that focus on process and mastery learned through school-based assessment professional development.
- Teacher participation in divisional and school based professional learning communities from 7-12, subject specific.
- Give time for professional collaboration with other divisions for French Immersion, and French Language learning.
- Encourage teacher participation in field testing, item development, and diploma exam marking
- Continued data collection and analysis from MIPI, HLAT, and Accelerated Reader assessments

Performance Measures

- Georges P. Vanier Students will increase acceptable standards in Provincial Achievement Tests and Diploma exams in:
 1. Language Arts 9 from 79% to 84%
 2. English 30-1 from 80% to 85%
 3. English 30-2 from 90% to 92%
 4. Math 9 from 60% to 67%
 5. Math 30-1 from 72% to 76%
 6. Math 30-2 from 69% to 74%