



Charles Spencer High School

Principal: Chris Dextrase

Annual Education Results Report

2021/2022



**Grande Prairie
Public School
Division**
Every Student Succeeds



www.gppsd.ab.ca/school/charlesspencer

   **GPPSD2357**

Charles Spencer High School

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Charles Spencer 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	81.7	81.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	68.1	67.8	75.2	81.4	83.2	83.1	Low	Declined	Issue
	3-year High School Completion	84.5	83.5	77.5	83.2	83.4	81.1	Intermediate	Improved Significantly	Good
	5-year High School Completion	87.1	79.7	87.2	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	60.9	n/a	66.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	9.2	n/a	14.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.6	n/a	81.3	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	12.1	n/a	12.8	18.2	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	82.8	83.6	85.1	89.0	89.6	90.3	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.5	78.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.9	79.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.0	75.8	80.1	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results		Charles Spencer High School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	81.1	81.7
	Citizenship	71.4	75.8	74.6	67.8	68.1
	3-year High School Completion	71.6	71.3	77.7	83.5	84.5
	5-year High School Completion	*	96.7	85.2	79.7	87.1
	PAT: Acceptable	69.1	66.3	n/a	n/a	60.9
	PAT: Excellence	12.8	14.3	n/a	n/a	9.2
	Diploma: Acceptable	81.2	81.3	n/a	n/a	72.6
	Diploma: Excellence	15.9	12.8	n/a	n/a	12.1
Teaching & Leading	Education Quality	85.3	86.3	83.9	83.6	82.8
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	78.2	76.5
	Access to Supports and Services	n/a	n/a	n/a	79.0	78.9
Governance	Parental Involvement	79.5	82.9	77.2	75.8	77

* Data has been suppressed due to less than 6 respondents/students.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority: High Quality Instruction and Learning

Outcome: Whole school community involved in preparing students for lifelong learning and the world of work.

Preparing students for life after High School is a shared responsibility of all the school stakeholders. Working together we can provide the learning and experiences that students can rely on whether they are going on to post-secondary, training for a trade or going straight into the world of work. It is important to expose students to a wide variety of activities that mirror life outside of school and give them a chance to apply classroom knowledge to these experiences. These can be made more authentic through strong community partnerships. As part of these we will continue to work on doing a better job of communicating to parents about these opportunities.

We have in and out of class opportunities for students to explore the world of work.

- Workplace Readiness – option course offered primarily to grade 10's. Students work on modules that are focused on job prep.
- Maverick Market – Student led business opportunity is now an option course for students.
- Business 10-30 and Investment Finance 30 courses.
- RAP (Registered Apprenticeship Program), Dual Credit and Work Experience.
- Enriched Academy (Financial Literacy Program) embedded in the required course CALM 20.
- Re-initiate Try a Trade and Tours of the Trades.
- Skills Competitions – students compete in trade related areas locally and provincially.
- Grade 9 Career Convention – Over 40 community members shared information on a wide variety of careers.
- Job Fair – held in May last year and to be held again this coming May.
- WISEST SET Conference – 19 female students went in late November 2022.
- Take Your Kids to Work Day - Grade 9 students.

Evidence

	2020-2021	2021-2022
Work Experience Credits	157	1313
RAP Credits	25	60
CTS Credits	3864	4383
Total Credits	25257	27290

Only 30 to 40 percent of our students transition to post-secondary schooling directly out of High School. For the other 60 to 70 percent of our students, programs like RAP and Work Experience are very important. We are evaluating ways to expand these numbers. We continue to partner with Careers: The Next Generation and are looking at ways to foster new partnerships with larger companies in Grande Prairie. We are highlighting the Work Experience, RAP and Dual Credit programs with our grade 10 students through the Workplace Readiness option. In it, students complete HCS 3000, a 1 credit prerequisite module that needs to be completed before students can start Work Experience. As a result, we have already seen an increase in HCS 3000 course completions this year. We had a significant surge in students attaining work experience credits from the year previous, 1313 up from 157. This shift is largely due to moving out of COVID restrictions, however it would have also been impacted by our focus on increasing the number of students enrolling in work experience.

Directly through our Job Fair last May, some students secured jobs with Brogan Safety and Aquatera. Several others got jobs indirectly because of the connections made during the Job Fair as many took opportunities to fill out job applications. The success of last year’s fair points to it being an important event to continue as a strategy to support our students.

The chart below highlights a continued large gap between how well the staff, students and parents feel we are preparing students for life after High School. This suggests that we need to keep working on communicating the things we are doing, why we are doing them and how they support students beyond High School. We have made a sincere effort to improve our communication about these topics with parents, especially in our newsletter and that may be responsible for the increase for the parent response below.

School Assurance Survey Measures

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents	Students	Staff
My child is learning for successful life after high school			
2021	76%		
2022	81%		
Learning prepares me for high school and after			
2021		61%	
2022		66%	
Our school has strategies to help students successfully complete high school			
2021			100%
2022			100%

Provincial Assurance Measures

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish high school.									
Grade 10-12 Only	CS			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	84.8	83.5	80.2	82.4	82.2	75.5	81.9	81.4	81.5
Parent	74.3	73	65.2	78.1	76.1	66.1	75.2	73.7	75.4
Teacher	95.2	93.9	95.2	86.7	88.2	84.9	88.5	89.0	87.6

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.									
Grade 10-12 Only	CS			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	79.2	89.3	81.2	80.4	85.4	76.4	82.7	82.3	80.7
Parent	64.3	81.6	66.2	72.7	79.3	66.7	75.6	74.3	73.3
Teacher	94.1	97.1	96.2	88.0	91.4	86.0	89.8	90.3	88.0

The results above, from the Provincial Assurance Survey in the areas of preparing students for life after High School are similar to the division survey results. As in our division survey, there is a significant difference between how parents feel we are doing and how teachers feel we are doing. Even though we have made the effort to engage parents more through a parent corner in our newsletter, and sharing back how their input has been considered, we still need to keep working on different ways to have parents feel included in our school community. We will continue to gather student input on key decisions and make sure to communicate back to them how we are using their input.

School Assurance Survey Measures

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	CS	GPPSD	CS	GPPSD	CS	GPPSD
There are opportunities to collaborate and be involved in decision making						
2021	72	87	68	77	94	84
2022	74	88	63	73	98	88

Provincial Assurance Measures

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.									
Only Grade 10-12	CS			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	77	76	77	76.6	73.6	75.7	78.6	75.8	76
Parent	63	63	62.9	71.1	68.3	67.3	72.8	69.9	72
Teacher	92	89	90.5	82.0	78.9	84.0	84.4	81.6	79.9

We will continue to work on involving parents in the decision-making process and increasing opportunities for parents to engage. Current opportunities for parent involvement include:

- Parent Teacher Conferences.
- Case Management Meetings.
- School Council (meets monthly).
- Sports Teams – coaching and support.
- School Events and Celebrations - i.e. Remembrance Day Ceremony, Striving for Excellence.
- Grad Events.
- Surveys in a “Parent Corner” of our newsletter.
- Mission Vision committee and Dress Code working group.
- Grade 9 Career and High School Job Fairs.
- Musical Theatre Production.

We had limited parent response to the questions in Parent Corner when we introduced this strategy. We brought this up at School Council and their feeling was that we should continue the effort. The January 2022 newsletter question on Student Dress code increased to 10 respondents. Last year we also prepared a video for new grade 9 parents to help in their gradual release of expectations (like PowerSchool usage) and we will work to improve the video before sending it out to grade 9 parents this year.

Outcome: Provide a learning environment that supports success for all students.

Success for all students will mean different things depending on the individual goals each student has. It may mean increased attendance and the impact on achievement, completing High School in 3 years, or achieving the grades necessary to be accepted into a post-secondary program. Meeting these goals starts with high quality instruction in the classroom and includes various needed supports along the path to graduation. Some of the supports include:

- Learning Support Teachers (Learning accommodations and support).
- Student Services (Academic counselling, grad planning, career planning, post-secondary applications).
- ILC (Independent Learning Center) - online courses with teacher support.
- K & E courses (Knowledge and Employability).
- ELL (English Language Learners) support.
- Maverick Mentorship Program (Starting with FMNI students but planning on expanding).
- Multiple Professional Growth Plan meetings with all teaching staff.
- Grade 9 Math structure, 10C prep, and Math cohorts.
- We are working with Dr. Pam Adams this year to work with our departments on their inquiry work and to support our effort to create a new Mission and Vision.
- Division supported Graduation Completion support teacher (2-year position started this year).

Evidence

We will be using data from the Alberta Education Assurance Measures on Provincial Achievement Tests (PATs) and Diploma exams. The summary table on the first page shows a previous 3-year average for PATs that was 6 % lower between our PAT results and the province for Acceptable and Excellence level. These numbers from the province include grade 9 and grade 6 PAT results so it is hard to properly compare. Individually, none of our PAT results for Acceptable level (other than French Language Arts) were more than 5% different from the province. We have been slowly narrowing the gap between our levels of excellence and the province's but still have more work to do. The table below shows we were close but still below the province in terms of the number of students achieving an acceptable level and level of excellence on the diploma exams. The focus of moving more students to achieve at the level of excellence has and will continue to be the focus of most of our departments. One example is the math department tracking the progress of students from their grade 9 cohort groupings on to graduation. As the students move toward graduation, we should have some valuable data to learn from.

Diploma Examinations	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	CS	GPPSD	Prov	CS	GPPSD	Prov	CS	GPPSD	Prov
2021-2022	73/12	73/12	75/18	72/19	66/11	69/9	55/0	51/9	59/11
2020-2021	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
2019-2020	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
2018-2019	81/13	78/13	84/24	74/8	70/6	77/11	n/a	60/10	73/15
2017-2018	81/16	78/14	84/24	79/9	77/8	77/11	n/a	53/6	74/17
2016-2017	78/10	78/11	83/22	73/8	71/7	77/11	n/a	71/16	73/17

The Provincial Assurance Measures below show a continuous increase in 3-year high school completion rates for the last two years to the point that it is now 83.5% and at the provincial average. We focused on the individual needs of students in the context of completing high school during a pandemic. A lot of effort was put into students who were close to graduating but needed a little extra support to get meet the goal. At the end of last year, we looked at the data on students who did not graduate in three years in the 2019/2020 school year and found that 74% of the students did not graduate because they did not finish English or Social at the –2 level. For many, it was because they had issues getting the 20-2 level or had to do it more than once. This year we are taking notice of those students struggling to get through Social and English 20-2 and looking at how we can support those students to complete the course on the first try. We will continue target individual student needs to support high school completion. The new position of Graduation Completion support teacher is meant to provide support for this. We chose to share this position between two teachers, and we have already seen the impact in some students re-attending and focused support in moving other students closer to graduation. The province’s direction, for the past two years, to apply unallocated credits also contributed to the graduation rates.

CS Grade 10 Year	High School Completion 3 Year Rate			High School Completion 5 Year Rate				
	All	FNMI	ELL	Completion Year	All	FNMI	ELL	Completion Year
2013-14	88	78.6	*	2015-16	93.7	81.1	*	2017-18
2014-15	71.6	59.5	53.4	2016-17	85.2	76.4	*	2018-19
2015-16	71.3	67.5	*	2017-18	79.7	81.7	*	2019-20
2016-17	77.8	72.1	*	2018-19	87.1	81.5	*	2020-21
2017-18	83.5	79	83.3	2019-20				
2018-19	84.5	71.3	*	2020-21				

As indicated below, parents, students and staff are in agreement that CSHS endeavors to meet the learning needs of all students.

School Assurance Survey Measures



Percentage of Parents, Students and Staff agree:



	Parents	Students	Staff
Students are able to access supports to meet individual learning needs			
2021	81	87	100
2022	84	83	100

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	CS	GPPSD	CS	GPPSD	CS	GPPSD
There are high expectations for student achievement						
2021	86	93	85	90	95	93
2022	88	94	84	89	95	90
Students are engaged in learning						
2021	77	90	73	83	98	91
2022	78	91	73	81	98	91
Students are engaged at school						
2021	87	95	78	85	97	92
2022	88	95	78	83	98	92
They are satisfied with Teaching & Learning						
2021	83	92	78	87	97	93
2022	85	93	78	85	97	91
They are satisfied with the quality of education						
2021	84	93	81	89	97	92
2022	86	94	80	87	96	91
Overall satisfaction						
2021	81	92	83	86	94	91
2022	79	93	84	85	97	91

Our high staff results in the areas of High Expectations, Student Engagement and Quality of Education (above) suggest we are and continue to work on improving this as a school. The student results suggest that most are seeing the impact of this work. The numbers are not as high as the results for younger students (the Division results are slightly higher).

Data from the Independent Learning Centre (2021-22) Year 1

	Credit Amount	Total # of Courses Registered in based on Credit Amount	Total Potential Credits	Total Withdrawn Credits	Number of Credits Moved to Semester Two/Full Year to be finished late	Total Completed Credits Verified and Reported	Completion Rate %	Potential Completion Rate % Includes students moved to S2/FY from S1 that are finishing late
Charles Spencer High School Semester One Students Registered = 119 Students	5	68	340	31 Students = 155 Credits	10 Students = 50 Credits	135	40% 5 Credit Courses	54% 5 Credit Courses
	3	21	63	5 Students = 15 Credits	2 Students = 6 Credits	42	67% 3 Credit Courses	76% 3 Credit Courses
	1	68	68	22 Students = 22 Credits	4 Students = 4 Credits	42	63% 1 Credit Courses	68% 1 Credit Courses
	TOTAL	157	471	192	60	219	47% Completion Rate	60% Potential Completion Rate
	Some things to note: * The students that moved to Full Year/Semester Two from Semester One are on track to finish as soon as they meet the requirements. * Total Completed Credits of 219 for Semester One does not include the withdrawn credits or the students that moved to Full Year/Semester Two.							

	Credit Amount	Total # of Courses Registered in based on Credit Amount	Total Potential Credits	Total Withdrawn Credits	Total Completed Credits Verified and Reported	Completion Rate %
Charles Spencer High School Semester Two Students Registered = 126 Students	5	85	425	27 Students = 135 Credits	295	69% 5 Credit Courses
	3	19	57	12 Students = 36 Credits	36	63% 3 Credit Courses
	1	60	60	17 Students = 17 Credits	44	73% 1 Credit Courses
	TOTAL	164	542	190	375	68% Completion Rate
	Some things to note: * 126 students means that was the total number of individual students registered who took 1-10 credits each. * These totals are based off our shared sheet (Estimated from what could be seen)					

Part of the goal of our Independent Learning Centre (ILC) is to give students the opportunity to complete coursework online for courses that don't fit their schedule if they need a prerequisite or for courses students want to add. The completion rate for the online courses is well above the 25% that we would previously see in completion rates for courses through Alberta Distance Learning. However, it is still below our completion targets. One of the contributing factors to a lower completion rate was students who were not attending school at all were registered in online courses. These students tended not to be successful online either. We are learning as we move forward with this flexible programming and continue to adjust.

Priority: Student Growth and Well-Being

Outcome: Safe, caring and inclusive environment where students' physical, mental and emotional needs are supported.

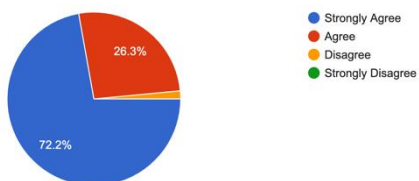
Students need to have the sense that they are safe and cared for and that they belong, in order to be ready to learn. We support students in a safe and caring and inclusive manner through:

- Focus on Grade 9s on their first day of school.
- Encouraging teachers to focus on healthy social emotional activities with students versus rushing into curriculum at startup.
- Providing different levels of support structures in the classroom.
- Student Services - access to academic counsellors, an indigenous support worker and a social worker.
- Continuing Social Emotional Learning integration into Health, CALM and Advisory.
- Focusing Indigenous programming efforts toward reconciliation (Tipi raising, Indigenous grad, beading tree, Maverick Mentorship...).
- Developing anti-bullying awareness week activities.
- Supporting a wide variety of extra-curricular opportunities to increase a sense of belonging.
- Focusing on understanding students feeling that they are not treating each other well with the goal of making steps to improve this.

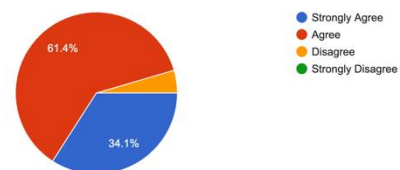
Evidence

Survey Responses from Grade 9's

I am glad that the first day of school was designed just for the Grade 9s
133 responses



I feel more confident moving around the school building and finding my classes after the first day
132 responses



At the end of the Grade 9 day, we surveyed the students on their thoughts of the day. The results suggest that it did help the students to feel more comfortable in their transition to High School. They were very similar results to the survey done last year with grade 9 students.

School Assurance Survey Measures

Percentage of Parents, Students and Staff agree:

		Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment				
	2021	88	76	99
	2022	89	75	98
Student emotional, physical well-being and mental health is supported				
	2021	85	73	99
	2022	87	73	100
Teachers care about me				
	2021		77	
	2022		76	
I am connected with at least one adult in the building				
	2021		75	
	2022		77	

Provincial Assurance Measures

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

Grade 10-12 only	CS		Province	
	2021	2022	2021	2022
Overall	78.2	76.5	84.5	83.0
Parent	74.8	69.1	82.2	82.2
Student	68.8	67.3	78.6	75.9
Teacher	91.1	92.9	92.8	90.9

Provincial Assurance Measures had 69 % positive parent responses to the Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measure which was below the Provincial Average. The difference between this and the 89% on the Division survey (top chart) may be related to a smaller subset of parents respondents. The Division survey was completed by 232 parents, but only 34 grade ten parents completed the Provincial Assurance survey. We continue to make changes based on the results from both surveys. Upholding COVID protocols negatively impacted relationships for two years in our building.

We are most concerned over the feedback grade 10 students gave us related to the Welcoming, Caring and Respectful environment in our school. This is evident in the chart below.

	Parents (34 Grade 10)	Students (238 grade 10)	Teachers (39)
Students at .. school care about each other	47%	40%	94%
Students at .. school respect each other	48%	42%	83%

One of our goals this year is to dig deeper into these numbers with students. We have shared this with our school council and our next step is to host grade level focus groups to discuss strategies for improvement.

Outcome: Promote the Maverick Culture – perseverance, pride, creativity, innovation, and pushing boundaries.

Charles Spencer High School was founded on the ideal of Alberta author Aritha Van Herk “a unique character, an inspired or determined risk-taker, forward-looking, creative, eager for change, someone who propels Alberta in a new direction or who alters the social, cultural or political landscape.”

Evidence

As indicated below, parents’ level of satisfaction with students modeling the characteristics of active citizenship on Provincial Assurance Measures dropped to 58% from 79% the previous year. This is quite different than the 90% of parents, on our Division survey, who responded positively to the question whether their students were learning about citizenship. We will continue to promote active citizenship in a variety of ways which include:

- Through curricular areas and courses like Leadership and Positive Psychology.
- Clubs like the Maverick Movement, Interact and the newly formed Student Council.
- Continue to promote involvement in extracurricular activities with initiatives like the club fair we had at the start of the year and through the presentations to grade 8’s coming from feeder schools.
- Weekly recognition of Maverick Citizens / Ambassadors – students that are exhibiting Maverick ideals of positive attitudes towards our diverse population, leading others in words and actions, showing courage in defending the rights of others and treating others equitably.
- We continue to progress on “Mavericking” the school dress code policy. Input was garnered from parents and teachers last year, but we still need to get more input from students. In the interim we did make some minor changes to the dress code to take out language that just referred to females and to include language around making sure **not** to address students in a manner that shames them in front of other students. A committee with representatives from each group will work together to have something in place for next year.
- We are revisiting our Mission and Vision as a staff and will include input from students and parents before solidifying something for the start of the 2023-2024 school year.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.									
	CS			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	74.6	67.8	68.1	74.8	71.2	66.1	80.4	78.3	76.9
Parent	69.2	58	57.5	72.6	64.8	59.9	76.7	72.6	73.4
Student	57.4	57.2	56.4	60.6	62.0	57.7	72.5	70.9	68.8
Teacher	97.2	88.2	90.3	91.2	86.8	80.9	91.9	91.5	88.6

Division Assurance Survey – Percentage of parents agree that	Parents	
	CS	GPPSD
Students are learning responsible citizenship		
2021	90	96
2022	90	97

The Division survey suggests that parents feel that students are learning responsible citizenship and the sample size of 172 versus the 34 grade 10 parents who responded to the provincial survey this result more validity.

The parent and student results from the provincial survey show a need for improvement. The reported value comes from the responses to 5 different questions. The most concerning responses are shown below.

	Parents (34 Grade 10)	Students (238 grade 10)	Teachers (39)
Students at .. school follow the rules	48%	32%	92%
Students at .. school respect each other	48%	42%	82%

Despite dealing with pandemic issues last year and having to enforce the rules, teachers see that students are following the rules. The students clearly feel different about this. The response to respecting each other is tied to the low safe and caring measures that we have mentioned addressing in the previous section.

We continue to have more students participating in Extra-Curricular activities at the school. Both Volleyball and Basketball had over 100 students participating, and we have over 200 students involved in other clubs in the school including a photography club organized and run by one of the students. We have recognized many citizens/ambassadors already this year and there continues to be many students exhibiting the Maverick ideals in their actions and words. We will continue to encourage more student input into governance of the school. The Student Council was initiated last year, and it has given students a stronger presence in this area. As it becomes more embedded in school operations, we expect that it will be a vehicle to have students feel that they have increased efficacy. If we are improving in this area, we should an improvement in the student answers to the question “I am able to share ideas to improve things for students” on the next division survey. In the council’s first year of operation this percentage of students responding positively to this question dropped to 63% from 68% in the previous year. We will be embedding more opportunities for feedback in student advisories as we refine our mission and vision and take the time to inform students of the impact of their feedback.