

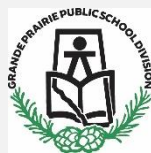


# Charles Spencer High School

Principal: Jason Wall

## Annual Education Results Report

2022/2023



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



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   **GPPSD2357**

# Charles Spencer High School

## Fall 2023 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	80.5	81.7	81.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.2	68.1	71.3	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	78.3	84.5	81.9	80.7	83.2	82.3	Intermediate	Declined	Issue
	5-year High School Completion	87.6	87.1	84.0	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	61.6	60.9	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	12.3	9.2	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	81.0	72.6	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Diploma: Excellence	11.2	12.1	n/a	21.2	18.2	n/a	Low	n/a	n/a
	Education Quality	86.5	82.8	83.4	88.1	89.0	89.7	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.5	76.5	76.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.0	78.9	78.9	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	74.2	77.0	77.1	79.1	78.8	80.3	Low	Maintained	Issue

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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	81.1	81.7	80.5
	Citizenship	75.8	74.6	67.8	68.1	71.2
	3-year High School Completion	71.3	77.7	83.5	84.5	78.3
	5-year High School Completion	96.7	85.2	79.7	87.1	87.6
	PAT: Acceptable	66.3	n/a	n/a	60.9	61.6
	PAT: Excellence	14.3	n/a	n/a	9.2	12.3
	Diploma: Acceptable	81.3	n/a	n/a	72.6	81
Teaching & Leading	Diploma: Excellence	12.8	n/a	n/a	12.1	11.2
	Education Quality	86.3	83.9	83.6	82.8	86.5
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	78.2	76.5	77.5
	Access to Supports and Services	n/a	n/a	79.0	78.9	85
Governance	Parental Involvement	82.9	77.2	75.8	77	74.2

\* 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. We continuously work to improve communication to students and parents regarding opportunities to prepare for and get involved in the world of work.

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

- Workplace Readiness – option course offered primarily to grade 10s. Students work on modules that are focused on job preparation including the prerequisite course required to earn work experience credits.
- Maverick Market – Student run café and store, which both a course and a club. Students learn real life skills related to hospitality and business planning. Net profits are used to support snack and lunch programs for students in need.
- 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	2022-2023
<b>Work Experience Credits</b>	157	1313	906
<b>RAP Credits</b>	25	60	135
<b>CTS Credits</b>	3864	4383	5194
<b>Total Credits</b>	25257	27290	26629.50

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**

<b>Division Assurance Survey – Percentage of parents, students and staff agree that</b>	<b>Parents</b>	<b>Students</b>	<b>Staff</b>
My child is learning for successful life after high school			
2021	<b>76%</b>		
2022	<b>81%</b>		
2023	<b>80%</b>		
Learning prepares me for high school and after			
2021		<b>61%</b>	
2022		<b>66%</b>	
2023		<b>61%</b>	
Our school has strategies to help students successfully complete high school			
2021			<b>100%</b>
2022			<b>100%</b>
2023			<b>100%</b>

## 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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	84.8	83.5	80.2	85.7	82.4	82.2	75.5	80.6	81.9	81.4	81.9	79.9
Parent	74.3	73	65.2	72.1	78.1	76.1	66.1	68.3	75.2	73.7	75.2	73.0
Teacher	95.2	93.9	95.2	100	86.7	88.2	84.9	92.9	88.5	89.0	88.5	86.4

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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	79.2	89.3	81.2	84.5	80.4	85.4	76.4	78.8	82.7	82.3	80.7	81.5
Parent	64.3	81.6	66.2	73.6	72.7	79.3	66.7	71.4	75.6	74.3	73.3	75.7
Teacher	94.1	97.1	96.2	94.1	88.0	91.4	86.0	86.2	89.8	90.3	88.0	87.2

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	<b>71</b>	87	<b>68</b>	77	<b>91</b>	84
2022	<b>73</b>	88	<b>63</b>	73	<b>94</b>	88
2023	<b>76</b>	87	<b>67</b>	76	<b>94</b>	91

## Provincial Assurance Measures

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.												
Grade 10-12 Only	CS				GPPSD				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	77	76	77	74	76.6	73.6	75.7	70.8	78.6	75.8	76	75.8
Parent	63	63	62.9	63	71.1	68.3	67.3	62.6	72.8	69.9	72	71.5
Teacher	92	89	90.5	83.5	82.0	78.9	84.0	79.0	84.4	81.6	79.9	80.0

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.
- 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. School leadership is also working to offer practical workshops for parents during parent teacher interviews, such as a PowerSchool workshop.

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**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.
- Indigenous Mentorship Program (Starting with FMNI students but planning on expanding).
- Grade 9 Math structure, 10C prep, and Math cohorts.
- Multiple Professional Growth Plan meetings with all teaching staff.
- We are working with Dr. Pam Adams this year to work with our departments on their inquiry work and to complete our 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
<b>2022-2023</b>	81/11	74/10	80/21	82/6	78/7	75/11	71/9	47/4	67/14
<b>2021-2022</b>	73/12	73/12	75/18	72/19	66/11	69/9	55/0	51/9	59/11
<b>2020-2021</b>	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
<b>2019-2020</b>	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
<b>2018-2019</b>	<b>81/13</b>	78/13	84/24	<b>74/8</b>	70/6	77/11	n/a	60/10	73/15
<b>2017-2018</b>	<b>81/16</b>	78/14	84/24	<b>79/9</b>	77/8	77/11	n/a	53/6	74/17
<b>2016-2017</b>	<b>78/10</b>	78/11	83/22	<b>73/8</b>	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 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
<b>2013-14</b>	88	78.6	*	<b>2015-16</b>	93.7	81.1	*	<b>2017-18</b>
<b>2014-15</b>	71.6	59.5	53.4	<b>2016-17</b>	85.2	76.4	*	<b>2018-19</b>
<b>2015-16</b>	71.3	67.5	*	<b>2017-18</b>	79.7	81.7	*	<b>2019-20</b>
<b>2016-17</b>	77.8	72.1	*	<b>2018-19</b>	87.1	81.5	*	<b>2020-21</b>
<b>2017-18</b>	83.5	79	83.3	<b>2019-20</b>	<b>87.6</b>	<b>80.4</b>	<b>86.5</b>	<b>2021-22</b>
<b>2018-19</b>	84.5	71.3	*	<b>2020-21</b>				
<b>2019-20</b>	78.3	68.1	*	<b>2021-22</b>				



As indicated below, parents, students and staff agree 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
2023	81	87	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
2023	86	90	85	90	97	89
Students are engaged in learning						
2021	77	90	73	83	98	91
2022	78	91	73	81	98	91
2023	80	90	74	82	99	93
Students are engaged at school						
2021	87	95	78	85	97	92
2022	88	95	78	83	98	92
2023	88	93	79	84	98	92
They are satisfied with Teaching & Learning						
2021	83	92	78	87	97	93
2022	85	93	78	85	97	91
2023	86	90	78	86	96	91
They are satisfied with the quality of education						
2021	84	93	81	89	97	92
2022	86	94	80	87	96	91
2023	87	91	81	88	95	91
Overall satisfaction						
2021	83	92	81	86	94	91
2022	84	93	79	85	97	91
2023	85	91	75	84	96	92


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 Year 1 (2021-22)

	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
<b>Charles Spencer High School</b>  <b>Semester One</b>  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
	<b>TOTAL</b>	157	471	192	60	<b>219</b>	<b>47% Completion Rate</b>	<b>60% Potential Completion Rate</b>
	<b>Some things to note:</b> * 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 %
<b>Charles Spencer High School</b>  <b>Semester Two</b>  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
	<b>TOTAL</b>	164	542	190	<b>375</b>	<b>68% Completion Rate</b>
	<b>Some things to note:</b> * 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)					

### Data from the Independent Learning Centre Year 2 (2022-23)

	Credit Amount	Total # of Courses Registered in based on Credit Amount	Total Potential Credits	Total Withdrawn Credits	Number of Credits Moved to FY/S2 to be finished S2	Total Completed Credits Verified and Reported S1	Completion Rate %
<b>Charles Spencer High School</b>  <b>Semester One</b> <b>Students Registered = 74 Students</b>	5	52	260	75	85 Credits	100	57% 5 Credit Courses
	3	15	45	12	9 Credits	24	67% 3 Credit Courses
	1	30	30	7	1 Credit	22	76% 1 Credit Courses
	<b>TOTAL</b>	97	335	94	100 Moved to FY	141	80% Completion Rate for S1 *Does not include credits moved to FY

	Credit Amount	Total # of Courses Registered in based on Credit Amount	Total Potential Credits	Total Withdrawn Credits	Total Completed Credits Verified and Reported FY/S2	Completion Rate %
<i>Charles Spencer High School</i>	5	63	315	60	255	81% 5 Credit Courses
	3	37	111	21	90	81% 3 Credit Courses
	1	38	38	8	30	79% 1 Credit Courses
	<b>TOTAL</b>	138	464	89	375	81% Completion Rate for FY/S2
<i>Total Students for Charles Spencer = 144 Students</i>					<b>Total 2022-2023 Credits Reported = 516 Credits</b>	

Part of the goal of our Independent Learning Centre (ILC) is to give students the opportunity to complete coursework online for courses that do not 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...).
- Targeted learning objectives in all our advisory classes.
- 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.

Grade 9 Day Survey – following Day 1 staggered entry activities	Grade 9 Students
I am glad the first day of school was designed just for the Grade 9s	
2022	99
2023	100
I feel more confident moving around the school building and finding my classes	
2022	96
2023	96

At the end of the Grade 9 day, for the past two school years, we surveyed the students on their thoughts. The results suggest that it did help the students to feel more comfortable in their transition to High School. Grade 9 students universally appreciate easing into their first day in a high school. Moving forward, it is our plan to provide an introduction (tours etc) for students who are new to CSHS in grades 10, 11, and 12.

## 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
2023	89	76	100
Student emotional, physical well-being and mental health is supported			
2021	85	73	99
2022	87	73	100
2023	87	75	100
Teachers care about me	Q22	Q20	
2021	84	77	n/a
2022	84	76	n/a
2023	84	79	n/a
I am connected with at least one adult in the building			
2021	n/a	75	n/a
2022	n/a	77	n/a
2023	n/a	80	n/a

## Provincial Assurance Measures

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.						
	CS			Province		
	2021	2022	2023	2021	2022	2023
Overall	78.2	76.5	77.5	84.5	83.0	81.5
Parent	74.8	69.1	75.2	82.2	82.2	80.1
Student	68.8	67.3	65	78.6	75.9	75.0
Teacher	91.1	92.9	92.2	92.8	90.9	89.5

The Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measures on the Provincial Assurance survey continue to show lower results (directly above) compared to the Division survey (on the previous page). The difference between this and the 89% on the Division survey (top chart) may be related to a smaller subset of parent respondents. We continue to make changes based on the results from both surveys.

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	<b>47%</b>	<b>40%</b>	<b>94%</b>
Students at .. school respect each other	<b>48%</b>	<b>42%</b>	<b>83%</b>

One of our goals this year is to dig deeper into these numbers with students. We have shared this with our school council and we have hosted a variety of student engagement groups to discuss strategies for improvement in these areas. Additionally, we are strategically addressing topics relevant to wellbeing in our advisory classes and we are working with our staff to engage with students in positive ways when we are actively supervising in common areas.

**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 bounced back to 67% from 58% last year. Again, the results from our Division survey responded more 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 8s 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.
- Reinforcing our mission and vision with our students and gathering input from all stakeholders as we move forward into 2023-2024 school year.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.												
Grade 10-12 Only	CS				GPPSD				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	74.6	67.8	68.1	71.1	74.8	71.2	66.1	69.2	80.4	78.3	76.9	76.1
Parent	69.2	58	57.5	66.8	72.6	64.8	59.9	65.9	76.7	72.6	73.4	71.7
Student	57.4	57.2	56.4	54.3	60.6	62.0	57.7	55.3	72.5	70.9	68.8	68.8
Teacher	97.2	88.2	90.3	92.7	91.2	86.8	80.9	86.5	91.9	91.5	88.6	87.8

Division Assurance Survey – Percentage of parents agree that	Parents	
	CS	GPPSD
Students are learning responsible citizenship		
2021	<b>90</b>	96
2022	<b>90</b>	97
2023	<b>91</b>	94

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	<b>48%</b>	<b>32%</b>	<b>92%</b>
Students at .. school respect each other	<b>48%</b>	<b>42%</b>	<b>82%</b>

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. 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.