

School Education Plan

Vegreville Composite High

2025-26



School Education Plan for the 2025-26 School Year

Vegreville Composite High

SCHOOL GOAL 1

By building the capacity for teachers to implement literacy and numeracy strategies in all courses, students will demonstrate one year's growth.

Related Division Goals

- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.

Strategy

Utilizing professional collaboration time on Wednesdays to support staff in the building of collective efficacy in numeracy instruction across subject areas.

Intentional collaboration work with colleagues from a partner school to enhance shared best practices.

Time with consultants to model, observe and discuss high-leverage instructional strategies in literacy and numeracy.







Teachers will analyze school data such as school surveys, common exams, diplomas and PATs (Provincial Achievement Tests) to improve and inform instruction.

Continue to encourage engagement with the Learning Commons through reading events, book talks, and guest speakers, and increasing the collection with high interest and new resources.

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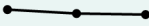
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M33	The percentage of students who achieve the standard of excellence in: Grade 9 Language Arts PAT.	8.60%	4.90%	No Result	
P1	G2	M34	The percentage of students who achieve the standard of excellence in: English 30-1 diploma examinations.	20.00%	7.10%	No Result	
P1	G2	M35	The percentage of students who achieve the standard of excellence in: English 30-2 diploma examinations.	20.60%	19.20%	No Result	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	72.33%	69.93%	72.73%	
P1	G2	M40	The percentage of students who achieve the standard of excellence in: Grade 9 Mathematics PAT.	4.30%	6.60%	No Result	
P1	G2	M41	The percentage of students who achieve the standard of excellence in: Math 30-1 diploma examinations.	23.10%	15.40%	No Result	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M42	The percentage of students who achieve the standard of excellence in: Math 30-2 diploma examinations.	11.10%	11.10%	No Result	
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	64.88%	62.24%	61.54%	

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SCHOOL GOAL 2

Increased percentage of students, parents and staff, indicating a positive school culture where students and families are connected in meaningful, authentic and engaging ways in an inclusive environment where diversity is embraced.

Related Division Goals

- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Strategy

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Utilizing professional collaboration time on Wednesdays to build collective efficacy among staff around fostering a positive school culture between students, families and staff.

Teachers will analyze school data pertaining to school culture trends to look for areas of improvement.

Family School Liaison Worker to support students needing mental health support and community resources.

Teachers will incorporate mindfulness practices and RESET Room strategies into their classes.

Build a strong connection between the school and community with events, athletics, and parental engagement opportunities.

Promote events within the school that highlight a variety of cultures, celebrating the diversity of students we have at VCHS.

Lunchtime clubs and opportunities for students to engage in social activities across all grades.

Mental Health Capacity Building will continue to provide group support, lessons, and activities throughout the year.

Participate in all EIPS special events such as Anti-Bullying, Orange Shirt Day, Pink Shirt Day, and Mental Health Week as they occur.

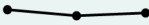

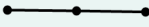



Encourage intentional, open, and ongoing communication with partners and families.

Student leadership is encouraged in the classroom and throughout the school.

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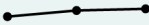

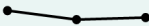


Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M17	The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.	73.79%	69.23%	71.33%	
P2	G2	M78	The percentage of teachers, families and students who agree students at their school model of active citizenship.	65.20%	68.60%	64.70%	
P2	G2	M79	The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.	72.77%	72.14%	71.33%	
P2	G2	M84	Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.	78.00%	81.10%	79.50%	
P2	G2	M85	The percentage of parents and caregivers who agree teachers care about their child.	74.30%	81.80%	83.30%	
P2	G2	M86	The percentage of students who agree their teachers care about them.	55.85%	65.35%	72.80%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M88	The percentage of EIPS stakeholders who agree staff care about students at their school.	68.14%	72.86%	74.13%	
P2	G2	M91	The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.	63.03%	77.94%	63.54%	
P2	G2	M92	The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly, if not.	58.88%	52.13%	53.66%	
P2	G2	M93	The percentage of students who agree they are safe at school.	56.15%	69.30%	60.45%	
P2	G2	M94	The percentage of EIPS stakeholders who agree their school is safe.	59.31%	66.43%	74.31%	

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SCHOOL GOAL 3

To implement a comprehensive system of student instructional feedback and assessment that fosters student engagement, increases students' ability to handle rigour, and improves students' motivation to succeed academically across all subjects and grade levels.

Related Division Goals

- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Strategy

Utilizing professional collaboration time on Wednesday to allow teachers to build collective efficacy around assessment and share best practices to promote continuous improvement.

Implement teacher assessment plans annually.

Develop a systematic feedback framework that aligns with the learning assessment administrative procedure.

Design clear guidelines and rubrics to ensure consistency in feedback delivery across all courses and grades.


Provide professional development opportunities to equip teachers with the necessary skills and knowledge to deliver effective instructional feedback.

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- Continue to celebrate student achievement through academic, athletic, and fine arts awards.
- Use universal instructional strategies such as audio and video recordings of content.
- Engage parents and guardians in regular communication to foster a supportive feedback culture at home.
- Foster autonomy and choice in assignments and content that connect to real-life situations, helping students see the value and purpose behind their academic efforts.
- Create a classroom environment where students feel safe to take intellectual risks, collaborate with their peers, and feel safe seeking and receiving feedback.
- Encourage students to actively participate in feedback by providing self-reflection opportunities and setting personalized goals.
- Teach students and parents how to interpret information on the PowerSchool portal to guide their learning journey.

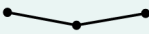


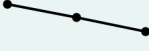
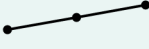
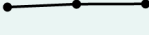
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M21	The percentage of Grade 12 students eligible for a Rutherford Scholarship.	71.20%	63.80%	57.60%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M23	The percentage of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.	54.30%	44.40%	53.50%	
P1	G2	M27	The percentage of self-identified Grade 12 students eligible for a Rutherford Scholarship.	66.70%	50.00%	22.20%	
P1	G2	M30	The percentage of EIPS stakeholders who agree students individual learning needs are met.	68.93%	74.83%	73.43%	
P1	G2	M56	The percentage of families who agree learners find schoolwork interesting.	77.10%	66.70%	55.60%	
P1	G2	M57	The percentage of parents and caregivers who agree their child's learning what they need to know.	57.10%	66.70%	76.50%	
P1	G2	M58	The percentage of teachers, families and students who agree learners are engaged in their learning.	76.50%	78.80%	79.00%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M59	The percentage of EIPS stakeholders who agree students are encouraged to do their best.	80.10%	85.21%	81.94%	
P1	G2	M60	The percentage of students, grades 9 and 12, who agree they're engaged in their learning, and the schoolwork's interesting.	50.46%	53.61%	42.68%	
P2	G1	M71	The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.	72.55%	70.00%	72.22%	
P2	G1	M72	The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.	69.12%	70.29%	66.67%	
P2	G1	M74	The percentage of teachers, families and students satisfied with the overall quality of basic education.	79.90%	81.20%	79.20%	