



Education Plan 2021-2025

Banff Community High School

Year 1 Review of 2021-2022
& Year 2 2022-2023

March 2023



WE ARE BEARS



B A N F F
BEARS

Overview

1. Vision, Mission, Motto
2. School Profile

Priorities

- Health and Wellness
- Engaged Learning
- Student Supports



Vision, Mission, Motto

Vision: Creating a better world through transformational education that celebrates nature, diversity and well-being.

Mission: Inspiring the hearts and minds of every student.

Motto: We are Bears: Belonging, Excellence, Accountability, Respect, Safety

School Profile

School Community:

Banff Community High School is located on Banff Avenue in Banff, Alberta and is one of two high schools in the Canadian Rockies School Division in the Bow Valley. We are located in Banff National Park and our town has 9000 residents but thousands of tourists visit every day. There has been a school in Banff since the 1880s and the current school building was modernised in 2005 and today hosts 173 Grade 9-12 students from Banff, Lake Louise, Canmore and from the CRPS international student program.

Here at BCHS we act as a team for our students.

- We value our Banff community and actively seek community input in the school.
- We are privileged to work and live on Treaty 7 land, the ancestral and traditional land of the Stoney Nakoda Bands, which include Wesley (now changed to Goodstoney), Bearspaw and Chiniki and the other Treaty 7 tribes of the Kanai, Pikani and Siska as well as the Tsuu T'ina First Nations and we are in awe of the majestic environment around us.
- We value the input of parents and strive to communicate with them the successes of their children and to involve them in their children's progress and learning pathways.
- We welcome all students to our school: whether their families have lived here for generations, whether they have recently arrived in Canada, whether they are part of the international student program and also regardless of their gender, gender identity, religion, nationality or abilities.
- We are strong advocates for young people and we believe in their potential to succeed in all they strive for.

School Profile

2021-2022

2022-2023

	Local	International	Totals	%		Local	International	Totals	%
Grade 9	40	1	41	23	Grade 9	39	1	40	23
Grade 10	49	3	52	29	Grade 10	41	2	43	25
Grade 11	39	4	43	24	Grade 11	48	2	50	29
Grade 12	41	1	42	24	Grade 12	36	4	40	23
<u>Totals</u>	<u>169</u>	<u>9</u>	<u>178</u>		<u>Totals</u>	<u>164</u>	<u>9</u>	<u>173</u>	

School Profile

2021-2022

- ELL
 - 35 students
 - 19% of population
- Indigenous
 - 4 students
 - 2% of population
- Coded Learners
 - 17 students
 - 9% of population
- International
 - 9 students
 - 5% of population

2022-2023

- ELL
 - 33 home students
 - 19% of population
- Indigenous
 - 4 students
 - 2% of population
- Coded Learners
 - 20 students
 - 11.5% of population
- International
 - 9 students
 - 5% of population

School Profile

Our Staff 2022-2023

Teaching Staff	9.4 fte
Teacher counsellor	0.5fte
Learning Support Teacher	0.5fte
Administrative Assistant	1.0 fte
Library Technician	0.33 fte
Education Assistants	2.0 fte
Administrators	1.2 fte
School Wellness Worker	0.2 fte
ELL teacher	0.1 fte



Program Offerings

- A complete and broad range of academic programming (Biology, Chemistry, Physics, Calculus)
- Cross curricular Division III program with a focus on STEM (Science, Technology, Engineering and Math) and Humanities (Social Studies and English)
- Cross curricular Division IV program (Grade 10) with a focus on STEM (Science, Technology, Engineering and Math) and Humanities (Social Studies and English)
- Option Courses including: Art, Design and Media, Construction, Foods, Music, French, Guitar, Fashion Studies
- Courses connected to the Canadian Rockies Outdoor Learning Centre (Wilderness Inspired Leadership)
- Aligned schedule with Canmore Collegiate High School to increase flexibility and course options for all our students: Agriculture, Mechanics, Leadership, Cosmetology, Environmental Sustainability and Engineering and Industrial Foods
- Flexible Education to further broaden learning opportunities in CTS, languages, Social Sciences
- Work Experience and Career Exploration courses and programming Grade 9-12

At A Glance

Strengths in 21/22

- Survey results show that BCCHS is considered an excellent Safe and Caring School
- Students report that they have a positive sense of belonging higher than the national average at BCCHS
- Higher than provincial average in 2022 Grade 9 Provincial Achievement Tests in all subjects in acceptable standard and in Language Arts and Science in excellence standards
- High level of students achieving Excellence in Socials 30-1, Chemistry, Physics and Science in June 2022 Diploma Exams
- Increased flexibility and opportunities for student learning

Growth Areas for 22 → 25

- English Language Learners' results on Provincial Assessments are improving although lower than provincial average in Humanities courses
- Increase students reporting engagement in their learning
- Increase reported satisfaction on the overall basic quality of education
- Increase self esteem and decrease reported depression particularly amongst female students

What are Students Saying

Performance Measures: (2022 Our School Survey- What students are saying)

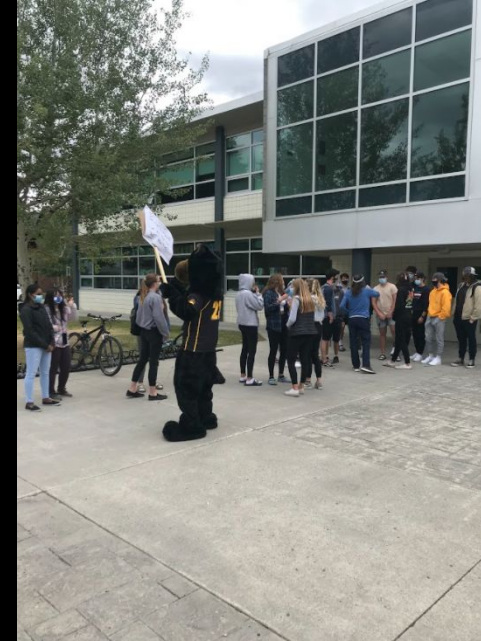
The Positives:

Compared to the Canadian norms:

- Students have friends at school that they trust and who encourage them to make positive choices
- Students have a high sense of belonging and feel accepted and valued by their peers and others in the school
- Students display positive behaviour at our school
- Important concepts are taught well and class time is used efficiently

Students also:

- Report that student feedback is valued and used to make decisions at our school
- Report that they have learned a lot about Indigenous peoples at school



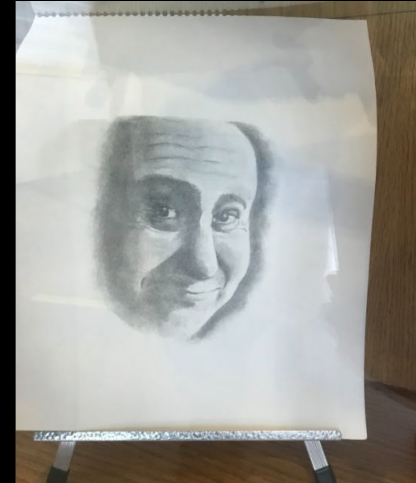
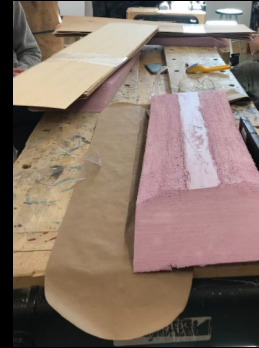
What are Students are saying

(2022 Our School Survey- What students are saying)

Growth Areas:

Compared to the Canadian norms:

- Students feel they need someone at school who consistently provides encouragement and can be turned to for advice
- Students' do not report high levels of self esteem
- Some students report that they are not interested or motivated in their learning



PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Continue the implementation of AP271, Healthy School Communities, to support active living and healthy eating

School Actions:

- Universal Strategies to support student and staff wellness.
- Curriculum that promotes healthy living (foods, Physical Education 20/30, CALM, Health 9)
- Expand school wide initiatives that promote active living (Turkey Trot, Hike day) and sense of belonging.
- Seek ways to gather and respond to student voice when it comes to building a strong cross grade school culture.



PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Foster inclusive learning environments with high expectations for all, where all learners feel a sense of belonging and are treated with dignity and respect

School Actions:

- Universal use of the BCHS/CCHS code of conduct
- Universal use of our BEARS code (Belonging, Excellence, Accountability, Respect, Safety)
- Mandt training for targeted staff
- Fourth R program in grade 9 health along with the [HEROES Program](#)
- Annual Wellness plan



PRIORITY 1: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Performance Measures:

- (CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.

	Agree	Disagree
BCHS	50%	50%
CRPS	81%	19%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd)

- (CRPS) Percentage of students who indicate that they have positive self esteem and who feel safe attending school.

	Positive Self Esteem	Feel Safe at School
	Grades 7-12	Grades 7-12
BCHS 9-12	59%	69%
CRPS	63%	63%
Canadian Norm	73%	66%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd)

- (CRPS) Percentage of students who experience anxiety and/or depression.

	Depression	Anxiety
	Grades 7-12	Grades 7-12
BCHS 9-12	33%	27%
CRPS	31%	29%
Canadian Norm	24%	26%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd):

- (CRPS) Percentage of students who feel that their learning environment is inclusive.

	Advocate at School	Positive Teacher Student Relations	Positive Learning Climate	Expectations for Success
BCHS 9-12	2.1/10	6.1/10	6.3/10	7.3/10
CRPS Grades 7-12	2.3/10	6.4/10	6.3/10	7.3/10
Canadian Norm Grades 7-12	2.9/10	6.5/10	6.4/10	7.4/10

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd):

- (AbEd) 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.

	BCHS 9-12	CRPS	Alberta Education
Overall	87%	82.9%	86.1%
Parents	81%	82.2%	86.9%
Students	80.1%	72.9%	77.7%
Teachers	100%	93.5%	93.6%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd):

- (AbEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

	BCHS 9-12	CRPS	Alberta Education
Overall	66%	74.5%	81.6%
Parents	41.7%	67.7%	77.4%
Students	76.4%	75.0%	80.1%
Teachers	80%	80.9%	87.3%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd):

- (AbEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	BCHS 9-12	CRPS	Alberta Education
Overall	79.2%	82.0%	85.1%
Parents	73.3%	83.8%	88.7%
Students	70.5%	68.5%	71.3%
Teachers	93.8%	93.6%	95.5%

PRIORITY: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Strategy: Develop K-12 students' core competencies for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.

School Actions:

- 1:1 comprehensive transition planning for all BCHS students
- Meaningful career planning grade 9 - 12 (CALM, counselling, Grade 9 career explorations, Work Experience, internship on half day Fridays, RAP)
- School based PD to focus on design to improve students' engagement



PRIORITY: Engaged Learning



Outcome: Students and staff are meaningfully engaged in their learning.

Strategy: Develop K-12 students' core competencies for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.

School Actions:

- Transformational programming through High School Alignment: Cosmetology, Syn Bio, WILD, Environmental Sustainability, Financial Planning, Fashion Studies,
- Designing using the elements of the Teacher Effectiveness Framework
- Engaging Outdoor Education programming for all Grade 10 (WIMWE inc. AST Level 1)
- Increased Participation in School Council and parental involvement in school



PRIORITY 2: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Performance Measures:

- (CRPS) Percentage of students who find their learning interesting and relevant.

	Relevance of Instruction	Interest and Motivation
BCHS grades 9-12	5.7/10	28%
CRPS grades 7 - 12	6.1/10	29%
Canadian Norms Grades 7 - 12	6.2/10	40%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (CRPS) Percentage of students who indicate that they have had many opportunities to engage in real world, experiential learning.

	Teachers use Real World Problems			Teachers use Hands on Activities		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
BCHS Grades 9-12	72%	11%	17%	46%	17%	38%
CRPS Grades 7-12	72%	10%	17%	52%	16%	32%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (CRPS) Percentage of students who state that student voice counts in their school.

	Agree	Disagree	Unsure
BCHS Grades 9-12	55%	16%	28%
CRPS Grades 7-12	50%	21%	29%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.
- (CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.

	PL opportunities are effective		Digital Citizenship is incorporated into their instruction	
	Agree	Disagree	Agree	Disagree
BCHS	90%	10%	80%	20%
CRPS	90%	10%	85%	15%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	BCHS	CRPS	Alberta Education
Overall	77%	85.7%	89.0%
Parents	63.3%	80.3%	86.1%
Students	76.8%	82.9%	85.9%
Teachers	90.9%	94.1%	95.0%

PRIORITY 2: Engage Learning

Performance Measures (Cont'd):

- (AbEd) Citizenship: The percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.

	BCHS	CRPS	Alberta Education
Overall	79.6%	76.0%	81.4%
Parents	70%	70.8%	80.4%
Students	70.7%	64.4%	72.1%
Teachers	98.1%	92.8%	91.7%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (AbEd) High school completion results.

	Students		ESL	
	3 Year	5 Year	3 Year	5 Year
BCHS	80.9%	90.7%	81.1%	84%
CRPS	88.1%	90.3%	85.7%	88.4%
Alberta Education	83.2%	87.1%	78.5%	86.1%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (AbEd) Provincial achievement test results: **Grade 9.**

	Acceptable						Excellence					
	School	CRPS	AB	School ESL	CRPS ESL	AB ESL	School	CRPS	AB	School ESL	CRPS ESL	AB ESL
LA	87.2	76.3	69.6	55.6	53.6	61.9	23.1	11.8	12.9	11.1	7.7	7.0
Math	73.7	55.6	53.0	50.0	33.3	47.0	10.5	9.3	16.7	12.5	8.3	12.9
Science	92.1	76.8	68.0	87.5	75.0	55.8	31.6	26.5	22.6	12.5	8.3	13.7
Social	79.5	69.7	60.8	44.0	53.8	54.5	10.3	17.8	17.2	0.0	7.7	12.6

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (AbEd) Diploma exam results (Cont'd).

	Acceptable						Excellence					
	School	CRPS	AB	School ESL	CRPS ESL	AB ESL	School	CRPS	AB	School ESL	CRPS ESL	AB ESL
Eng. 30-1	n/a	89.0	78.8		-	55.6		14.3	9.4		-	2.6
Eng. 30-2	n/a	-	80.8		-	63.9		-	12.3		-	3.7
Soc 30-1	84.6	85.7	81.5	n/a	-	68.7	26.9	28.6	15.8	n/a	-	19.2
Soc 30-2	41.7	62.9	72.5	n/a	14.3	55.6	0.0	22.9	13.2	n/a	0	7.1

PRIORITY 2: Engaged Learning

- (AbEd) Diploma exam results. (Cont'd)

	Acceptable						Excellence					
	School	CRPS	AB	School ESL	CRPS ESL	AB ESL	School	CRPS	AB	School ESL	CRPS ESL	AB ESL
Math 30-1	n/a	73.7	63.6	n/a	-	52.2	n/a	10.5	23.0	n/a	-	19.2
Math 30-2	n/a	72.4	61.5	n/a	-	46.9	n/a	10.3	11.8	n/a	-	6.3
Bio. 30	n/a	88.9	74.3	n/a	-	61.0	n/a	38.9	25.2	n/a	-	18.0
Chem 30	100	89.3	77.1	n/a	-	67.9	58.3	46.4	31.1	n/a	-	23.5
Physics 30	75	75.0	78.6	n/a	-	63.1	41.7	41.7	34.6	n/a	-	26.4
Science 30	80	80.0	75.7	n/a	-	59.7	20	20.0	17.2	n/a	-	11.8

PRIORITY 2: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Performance Measures:

- (AbEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

See [slide 22](#)

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Target Indigenous student growth and success from K-12, using multiple methods, to close the achievement gap.

School Actions:

- Ongoing professional development around Truth and Reconciliation and our shared history
- Connections to community knowledge keepers and experts to build multiple perspectives in classroom learning
- Shared celebration of our communities history (tradition and land recognition, visuals)

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Facilitate teacher and leader collaborative engagement in the ongoing collection and analysis of student evidence to improve formative assessment practices and the creation of authentic, intellectually engaging learning as per the Teaching Effectiveness Framework (2009)

School Actions:

- Grade Book Assessments are up to date and live for parents.
- Focus teacher learning on the three pillars of assessment: accuracy, bias resistant and motivational (Grading for Equity by Joe Feldman)
- NEIL (Nurturing Excellence in Instruction and Leadership)
- Collaborative coaching around evidence of student learning through formative assessment that is equitable, accurate and motivational

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Develop students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals;

School Actions:

- Effective Formative Assessment Practices in all classrooms
- Informative Learning Team Meetings (Parent information nights)
- Supportive Graduation Planning

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- (CRPS) Percentage of teachers who indicate that professional learning focussed on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth

	Agree	Disagree
BCHS	80%	20%
CRPS Teachers	90%	10%

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

- (CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning
- (CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn

	% teachers who indicate they incorporate feedback loops	
	Agree	Disagree
BCHS	90%	10%
CRPS	98%	2%
Canadian Norm		

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

- (CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis and Inuit peoples.
- (CRPS) Percentage of students who indicate that they have learned about First Nations, Métis and Inuit people in school.

	% teachers who indicate they have been provided with opportunities to build their foundational knowledge		Percentage of students who indicate they have learned about First Nations, Metis, and Inuit people in School		
	Agree	Disagree	Grades 7 -12		
			Agree	Disagree	Unsure
BCHS 9-12	70%	30%	83%	6%	11%
CRPS	98%	2%	76%	11%	13%

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

- (AbEd) Provincial achievement test results for First Nations, Metis and Inuit Students:

	Grade 6						Grade 9					
	Acceptable			Excellence			Acceptable			Excellence		
	School	CRPS	AB	School	CRPS	AB	School	CRPS	AB	School	CRPS	AB
LA	n/a	10.7	58.2	n/a	0	7.4	n/a	30.4	69.6	n/a	0	12.9
Math	n/a	0	40.3	n/a	0	3.7	n/a	13.0	26.3	n/a	0.0	4.1
Science	n/a	3.6	51.2	n/a	0	9.7	n/a	26.1	49.3	n/a	8.7	8.5
Social	n/a	3.6	46.8	n/a	0	7.3	n/a	21.7	34.7	n/a	0.0	4.1

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- (AbEd) High school completion results for students/First Nations, Métis and Inuit students

First Nation, Metis and Inuit Students High School Completion Results

	3 Years	5 Years
BCHS	n/a	n/a
CRPS	78.0%	69.7%
Alberta	59.5%	68.0%

PRIORITY 3: Student Supports : Performance Measures (Cont'd):

(AbEd) Diploma exam results for students/First Nations, Métis and Inuit students

Course	Acceptable			Excellence			Course	Acceptable			Excellence		
	School	CRPS	AB	School	CRPS	AB		School	CRPS	AB	School	CRPS	AB
Eng. 30-1		-	73.5		-	4.4	Math 30-1		-	50.9		-	10.5
Eng. 30-2		-	82.1		-	9.2	Math 30-2		-	55.2		-	7.3
French 30-1		-	83.3		-	0.0	Bio 30		-	58.9		-	11.5
Soc 30-1		-	66.0		-	5.4	Chem 30		-	62.5		-	15.4
Soc 30-2		-	72.5		-	13.2	Physics 30		-	68.6		-	25.2
							Science 30		-	70.0		-	7.2

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- (AbEd) Parental Involvement: The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	BCHS	CRPS	AB Ed
Overall	62.5%	71.2%	78.8%
Parents	63.8%	63.4%	72.3%
Teachers	61.1%	79.0%	85.2%

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.

See [Slide # 30](#)

- (AbEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

See [Slide # 21](#)

PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Strategy: Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard

- STEM and HUMANITIES Grade 9 and 10 teachers creating cross curricular learning opportunities
- Focus on inclusive practices and Continuum of Supports
- Student evidence that represents worthwhile cross curricular learning

PRIORITY 3: Student Supports

Outcome: Students are literate and numerate.

Performance Measures (Cont'd):

- (CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process

	Agree	Disagree
School Name	80%	20%
CRPS	90%	10%

PRIORITY 3: Student Supports

Outcome: Students are literate and numerate.

Performance Measures (Cont'd):

- (CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics

<i>In Language Arts, Math and Science I feel..</i>	BCHS Grades 9-12	CRPS Grades 7-12	Canadian Norms Grades 7-12
Challenged and Confident	72%	68%	62%
Confident and Not Challenged	17%	35%	17%
Not Confident and Challenged	17%	17%	18%
Not Confident and Not Challenged	1%	2%	3%

PRIORITY 3: Student Supports

Outcome: Students are literate and numerate.

Performance Measures:

- (AbEd) Provincial achievement test results for students/First Nations, Métis and Inuit students
 - See [Slide 43](#)
- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.
 - See [Slide #30](#)

Summary of Next Steps:

- 1. Health and wellness of students and staff**
- 2. Transformational programming in CRPS High Schools**
- 3. Assessment practice in CRPS High Schools that is: accurate, bias resistant and motivational**