

SCHOOL ANNUAL RESULTS REPORT

Banff Community High School

Canadian Rockies Public Schools

01

SCHOOL CONTEXT

“BCHS provides a safe and inclusive space for my child and I am grateful because it fosters a sense of belonging and helps to keep our focus on his education.” Marie-Eve J.



Principal's Message

Chris Rogers -

Students at BCHS experience a safe, caring and respectful learning environment in which they model excellent citizenship. In 2023, students did well compared to the province particularly in Science: Grade 9 PAT, Science 30 and Physics 30 and EAL students did well compared to the province in Science, Math and Social Studies PATs. Parents note that there are supports in place for their child's learning. Both students and teachers report that they are acquiring knowledge and understanding of First Nations, Métis, and Inuit people. BCHS is an inclusive school with PAT participation rates being high.

Despite the supports and the positive environment at BCHS for students, they are above the national averages in the number reporting low self-esteem, high levels of anxiety and depression, and not feeling supported by an advocate in the school. PAT results were lower than the provincial average except in Science 9. This cohort of students did not take Grade 6 PATs due to the pandemic. Diploma exams for English 30-1, Socials 30-1, Math 30-1, Math 30-2, Biology 30 and Chemistry 30 were below the provincial average for this cohort of students.

The implications for the next School Education Plan (SEP) update will be to continue to focus on mental health of students and to improve the engagement, motivation and challenge of students so that the perception of the quality of broad education at BCHS matches students' actual experience.



Our Mission

Inspiring the hearts and minds of every student.

Our Vision

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

Our Motto

We are BEARS: Belonging, Excellence, Accountability, Respect, Safety.



School

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Profile

Grades 9-12
174 students
10.4 teachers
2.3 support staff
1.3 administrators



Unique Features

- New commercial kitchen
- BAM (Banff Arts and Makerspace) lab
- Fashion Studies lab
- Multi-ethnic school community
- Located in a national park
- 18% students EAL

Assurance Statement

I, Chris Rogers, certify that the School Annual Results Report for Banff Community High School was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.



Principal Signature

02 OVERVIEW

“We are grateful for the amazing teachers at BCHS. There have been some excellent teachers in the last few years that have really made my children's learning journey great.” Anon

Overview of Accomplishments

Priority 1 Health and Wellness:

- BCCHS students feel safe at school.
- BCCHS has a learning environment that is welcoming, caring, respectful and safe.
- Active citizenship of students is excellent.

Priority 2: Engaged Learning

- Science 9 PATs' acceptable standard and standard of excellence are higher than the province
- Three year graduation rates are very good for all students and for English as an Additional Language (EAL) students
- PAT participation rates are higher than the province.
- Physics 30 and Science 30 diploma performance are higher for acceptable and standard of excellence than the province.
- Three year graduation rates for all students are excellent at BCCHS and this is the end goal for all students during their K-12 education pathway.

Priority 3: Student Supports

- Students and teachers have foundational knowledge about First Nations, Metis and Inuit people.
- Parents recognise that students have access to appropriate supports and services at school.



Priority Areas for Future SEP

Priority 1 Health and Wellness:

- Continue to support teachers in fostering effective relationships and establishing inclusive learning environments as defined by the Teaching Quality Standard (TQS).
- Focus on students' social-emotional needs, recognizing that academic catch-up can occur when students are emotionally ready.
- Continue to identify and implement strategies that support student and teacher well-being.
- Establish staff advocates within the school to support students; promote family and student outreach for help and support.
- Implement Universal Mental Health Strategies consistently in all classrooms.

Priority 2: Engaged Learning

- Continue to focus on providing students with authentic, relevant, and hands-on learning activities in order to improve interest and motivation.
- Focus on student achievement across all subject areas, in particular in Humanities and Math.
- Develop further opportunities for student voice and develop student leadership.
- Continue to ensure collaborative opportunities support teachers in advancing their understanding of the Teaching Effectiveness Framework (TEF) in assessment practice that is fair, bias resistant and motivational.

Priority 3: Student Supports

- Continue to promote and support involvement of parents in decision-making for their children's education.
- Continue the support provided to teachers in recognizing and addressing the learning needs of First Nations, Métis, and Inuit students and English as an Additional (EAL) students.



03

HEALTH AND WELLNESS

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

Local performance measure

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	86	14
CRPS	95	5

Analysis:

BCHS teachers are mostly aligned with other staff in CRPS with regard to their belief that they are well resourced and supported in this measure.

Local performance measure

Percentage of students who experience anxiety and/or depression.

	Depression (%)	Anxiety (%)
Grade	Gr. 7- 12	Gr. 7- 12
BCHS	36	36
CRPS	33	32
Canadian Norm	24	26

Analysis:

The percentage of students at BCCHS students who report that they experience anxiety and/or depression is similar to that in all schools in CRPS. At BCCHS, girls have almost twice the percentage reporting that they have moderate to high levels of depression than boys. Grade 9 student report the highest percentages overall of anxiety and depression compared to other grades.

Local performance measure

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

	Positive Self Esteem (%)	Feel Safe at School (%)
Grade	Gr. 7 - 12	Gr. 7 - 12
BCHS	55	72
CRPS	58	61
Canadian Norm	73	66

Analysis:

The percentage of BCHS students reporting positive self esteem is similar to other students in CRPS, whereas their feeling of safety is higher. Girls have lower self esteem than boys in all grades. Grade 9 report the lowest feeling of safety compared to other grades. There is a discrepancy between this local survey and the provincial survey on the question of feeling safe at school (see slide 21). Grade 9 reports 70% feel safe at school, whereas Grade 10-12 report 88% feel safe at school.

Local performance measure

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	2.2/10	6.2/10	6.2/10	7.2/10
CRPS Gr. 7-12	2.7/10	6.2/10	6.1/10	6.9/10
Canadian Norm Gr. 7-12	2.9/10	6.5/10	6.4/10	7.4/10

Analysis:

There is a similar percentage of students at BCBS reporting that they have an advocate at school, experience positive teacher student relations, are in a positive learning climate and know that there are expectations for success to those in CRPS Grades 7-12. However, the reported advocacy is lower than the Canadian norm, which seems at odds to the other positive indicators and this will be explored further as the SEP is created for Spring 2024.

Provincial performance measure

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

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	90.3	83.0	84.7
Parents	92.1	83.2	85.6
Students	90.0	73.5	76.6
Teachers	97.6	92.2	92.0

Analysis:

The measures for all groups are above the reported percentages for CRPS and Alberta and for students is much higher than in Alberta.

Provincial performance measure

The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	79.2	78.9	80.6
Parents	83.5	79.5	75.7
Students	72.7	75.4	79.9
Teachers	81.4	81.9	86.2

Analysis:

The percentage of parents at BCHS that agree that students have access to appropriate supports and services at school is higher than the province and for all groups is in line with CRPS percentages and has improved significantly.

04

ENGAGED LEARNING

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

Local performance measure

Percentage of Gr. 7 to 12 students who find their learning interesting and relevant.

	Teachers Use Real World Problems (%)			Teachers Use Hands-On Activities (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
BCHS	69	14	17	50	25	25
CRPS	68	10	21	55	31	14

Analysis:

The percentages are the same for teachers using real world problems compared to CRPS and a little lower for teachers using hands-on activities.

Local performance measure

Percentage of students who indicate teachers regularly use real world problems and examples to help them learn.

	Relevance of Instruction	Interest and Motivation
BCHS	5.9/10	28%
CRPS Gr. 7-12	6.1/10	28%
Canadian Norm Gr. 7-12	6.2/10	40%

Analysis:

The number of students reporting relevance of instruction is similar to CRPS Grades 7-12 and the same as CRPS for interest and motivation for the same grades but this measure is low. There is very little variance between the grades and between the genders for reported relevance, Grade 9 and Grade 12 reported the lowest levels of interest and motivation (19% and 22%).

Local performance measure



Percentage of Gr. 7 to 12 students who indicated student feedback is valued and used to make decisions at their school.

	Student Feedback is Valued (%)		
	Agree	Disagree	Unsure
BCHS	47	22	30
CRPS	56	18	26

Analysis:

The percentage of students who indicate that student feedback is valued and used to make decision at their school is lower than for CRPS.

Local performance measure

Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.



	Agree (%)	Disagree (%)
BCHS	71	29
CRPS	87	13

Analysis:

The percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth is lower than that for CRPS.

Local performance measure

Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.



	Agree (%)	Disagree (%)
BCHS	86	14
CRPS	79	21

Analysis:

The percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction is slightly higher than that for CRPS.

Provincial performance measure

The percentage of teachers, parents, and students who agree that students are engaged in their learning.

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	80.8	79.9	84.4
Parents	81.3	79.4	87.3
Students	72.3	69.3	70.9
Teachers	88.0	90.9	95.1

Analysis:

The percentages of parents and students who agree that students are engaged in their learning is slightly higher than CRPS but for teachers is lower. This data set does not seem to agree with the local data from students who state that only 28% of them are interested in their learning (slide 25). Performance in this measure has been maintained.

Provincial performance measure

The percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	82.5	84.5	88.1
Parents	78.9	77.7	84.4
Students	79.6	83.3	85.7
Teachers	88.9	92.4	94.4

Analysis:

The overall percentage of those satisfied with the overall quality of basic education is similar to CRPS but lower than the province. This is an improved measure and deemed acceptable overall.

Provincial performance measure

The percentage of teachers, parents, and students agree that students model the characteristics of active citizenship.

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	85.4	77.2	80.3
Parents	83.5	75.7	79.4
Students	76.1	65.8	71.3
Teachers	96.6	90.0	90.3

Analysis:

Overall, the percentage of parents, student and teachers reporting that students model the characteristics of active citizenship is higher level than in the division and also the province. Overall, this is measured as excellent by all groups.

Provincial performance measure

Gr. 9 Provincial Achievement Participation Rates

	Grade 9 (%)					
	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL
LA	90.0	82.4	83.9	88.9	92.9	84.8
Math	85.0	83.0	84.0	100	100	86.1
Science	85.0	79.5	84.2	100	100	85.6
Social	87.5	82.4	84.2	100	100	85.8

Analysis:

At BCBS, participation rates for students writing PATs is higher than the division and provincial average and is 100% for all EAL students in all courses except for ELA.

Provincial performance measure

Gr. 9 Provincial Achievement Test Results

	Acceptable (%)						Excellence (%)					
	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL
LA	83.3	84.8	85.1	75.0	69.2	73.4	8.3	10.3	15.9	0.0	0.0	7.8
Math	61.8	56.8	64.7	55.6	57.1	58.1	14.7	8.2	16.0	11.1	7.1	13.9
Science	85.3	80.7	78.8	77.8	78.6	69.4	29.6	17.9	23.9	22.2	14.3	17.5
Social	65.7	65.5	69.3	33.1	28.6	58.7	17.1	15.9	18.9	11.1	7.1	12.8

Provincial performance measure

Gr. 9 Provincial Achievement Test Results

Analysis:

With the background context that all students at BCHS participate in PATs at a higher level than they do across the province it is noted that:

- Students achieved slightly lower acceptable levels than the province in ELA, Social Studies and Math but students achieved higher acceptable levels in Science and Math higher than the divisional and provisional level.
- Students achieved considerably higher in the standard of excellence in Science compared to the division and to the province.
- EAL students achieved higher than the provincial average for the acceptable standard in Science and LA and in the standard of excellence for Science but were significantly lower in Social Studies for the acceptable standard compared to the province.

Provincial performance measure

Three and Five Year High School Completion Results

	(%)		EAL (%)	
	Three Year	Five Year	Three Year	Five Year
BCHS	90.0	87.8	94.0	78.7
CRPS	86.2	89.4	95.4	80.8
Alberta Education	80.7	88.6	72.8	88.7

Analysis:

The three year high school completion rate is very high and measured at an excellent level in comparison to the province for all students and for EAL students. The five year high school completion is acceptable for all students and seen as an issue for EAL students, being lower than the province.

Provincial performance measure

Gr. 12 Diploma Exams

	Acceptable (%)						Excellence (%)					
	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL
ENG. 30-1	76.5	84.7	83.7	*	*	63.3	0.0	10.2	10.5	*	*	3.7
ENG. 30-2	*	85.0	86.2	*	*	71.5	*	20.0	12.7	*	*	5.5
FR. 30-1	n/a	n/a	93.1	n/a	n/a	85.2	n/a	n/a	6.1	n/a	n/a	0.0
SOC. 30-1	75.0	90.2	83.5	n/a	n/a	72.7	5.0	23.0	15.9	n/a	n/a	8.8
SOC. 30-2	86.7	88.6	78.1	*	66.7	62.5	13.3	24.1	12.3	*	0.0	7.8

Provincial performance measure

	Acceptable (%)						Excellence (%)					
	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL
MATH 30-1	59.3	74.3	70.8	*	*	61.1	22.2	29.7	29.0	*	*	23.3
MATH 30-2	66.7	67.4	71.1	n/a	n/a	58.5	16.7	10.9	15.2	n/a	n/a	9.7
BIO. 30-1	73.5	85.5	82.7	n/a	n/a	72.8	20.0	39.5	32.8	n/a	n/a	24.7
CHEM. 30	59.1	83.6	80.5	*	*	73.5	22.7	31.3	37.0	*	*	29.9
PHYSICS 30	90.0	82.5	82.3	n/a	n/a	75.7	50.0	37.5	39.9	n/a	n/a	32.3
SCI. 30	90.9	87.0	79.9	*	*	67.4	45.5	43.5	23.1	*	*	16.1

Provincial performance measure

Gr. 12 Diploma Exams

Analysis:

- English 30-1, Socials 30-1, Math 30-1, Math 30-2, Biology 30 and Chemistry 30 are all below the provincial average for acceptable performance.
- Physics 30 and Science 30 are above the provincial average for acceptable performance.
- English 30-1, Socials 30-1, Socials 30-2, Math 30-1, Biology 30, Chemistry 30 are all below the provincial average for excellence.
- EAL students taking Socials 30-2 achieved higher than the provincial average in acceptable performance. This was the only subject in which six or more EAL students took the exam.
- Math 30-2, Physics 30 and Science 30 are all above the provincial average for excellent performance.
- At BCHS students can continue onto a 30 level course as long as they pass the 20 level course. This allows them as to study a course they are interested in and to allow them to have more choice in their post secondary education.
- All students who studied these courses passed them: Math 30-2, English 30-1, English 30-2, Physics 30, Biology 30, Science 30, Socials 30-1, Socials 30-2.
- All Grade 12 students graduated from BCHS in June 2023 apart from one student who is on a four year pathway.
- Exams results with (*) indicate they were suppressed by the province.

05

STUDENT SUPPORTS

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

Local performance measure



Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.

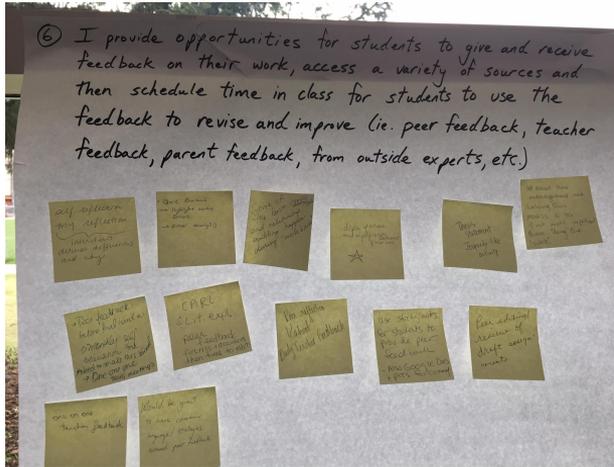
	Agree (%)	Disagree (%)
BCHS	71	29
CRPS	93	7

Analysis:

The percentage of teachers who indicate that professional learning focused on the TEF is effective and has contributed to their ongoing professional development is lower than the division's percentage.

Local performance measure

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.



	Agree (%)	Disagree (%)
BCHS	100	0
CRPS	98	2

Analysis:

This percentage in regard to the incorporation of feedback loops had an unanimous self reporting by teachers that they do use this formative assessment method in their instructional design.

Local performance measure

Percentage of students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

#	Gr. 7 - 12
BCHS	6.3/10
CRPS	6.4/10
Canadian Norm	6.6/10

Analysis:

The number of students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn is the same as for CRPS. There is little variance across the grades and between genders.

Local performance measure

Percentage of teachers who indicate that they have been provided the opportunity to build their foundational knowledge of First Nations, Metis, and Inuit people.



	Agree (%)	Disagree (%)
BCHS	100	0
CRPS	85	15

Analysis:

All teachers at BCBS indicate that they have been provided the opportunity to build their foundational knowledge of First Nations, Métis and Inuit people.

Local performance measure

Percentage of students who indicate that they have learned a lot about First Nations, Metis, and Inuit people.

	Gr. 7 - 12 (%)		
	Agree	Disagree	Unsure
BCHS	79	14	8
CRPS	76	13	12

Analysis:

The percentage of students who indicate that they have learned a lot about First Nations, Métis and Inuit people is in line with the school division's percentage.

Provincial performance measure

Three and Five Year High School Completion results for First Nation, Métis, and Inuit students.

	Three Year (%)	Five Year (%)
BCHS	n/a	n/a
CRPS	38.4	84.8
Alberta Education	57.0	71.3

Analysis:

BCHS had fewer than six Grade 12 First Nations, Métis, and Inuit students attending and graduating from BCBS in 2023.

Provincial performance measure

Gr. 9 Provincial Achievement Participation Rates for First Nation, Métis, and Inuit students.

	Grade 9 (%)		
	BCHS	CRPS	AB
LA	n/a	52.9	69.5
LA (FI)	n/a	*	92.6
Math	n/a	55.9	69.0
Science	n/a	50.0	70.7
Social	n/a	52.9	70.8

Analysis:

BCHS did not have any First Nation, Métis and Inuit students in Grade 9 in 22/23.

Provincial performance measure

Gr. 9 Provincial Achievement Test Results for First Nation, Métis, and Inuit students - Number Writing

	Acceptable (%)			Excellence (%)		
	BCHS	CRPS	AB	BCHS	CRPS	AB
LA	n/a	50.0	70.8	n/a	0.0	6.4
LA (FI)	n/a	*	70.6	n/a	*	4.8
Math	n/a	10.5	41.5	n/a	0.0	5.5
Science	n/a	35.3	59.6	n/a	5.9	10.0
Social	n/a	16.7	48.2	n/a	0	7.0

Analysis:

BCHS did not have any First Nations, Métis and Inuit students in Grade 9 in 22/23.

Provincial performance measure

Gr. 12 Diploma Exams for First Nation, Métis, and Inuit Learners

	Acceptable (%)			Excellence (%)		
	BCHS	CRPS	AB	BCHS	CRPS	AB
ENG. 30-1	*	*	78.3	*	*	6.1
ENG. 30-2	n/a	77.8	86.5	n/a	22.2	9.9
FR. 30-1	n/a	n/a	n/a	n/a	n/a	n/a
SOC. 30-1	*	*	73.0	*	*	8.6
SOC. 30-2	n/a	54.5	72.3	n/a	0.0	5.4

Analysis:

BCHS had fewer than six Grade 12 First Nations, Métis and Inuit students in 2023 taking diploma exams.

Provincial performance measure

	Acceptable (%)			Excellence (%)		
	BCHS	CRPS	AB	BCHS	CRPS	AB
MATH 30-1	*	*	60.6	*	*	15.0
MATH 30-2	n/a	n/a	65.8	n/a	n/a	12.1
BIO. 30-1	n/a	n/a	72.5	n/a	n/a	19.1
CHEM. 30	*	*	70.0	*	*	24.0
PHYSICS 30	n/a	n/a	72.0	n/a	n/a	26.8
SCI. 30	*	*	75.3	*	*	18.7

Analysis:

BCHS had fewer than six Grade 12 First Nations, Métis and Inuit students in 2023 taking diploma exams.

Provincial performance measure

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	64.7	70.8	79.1
Parents	68.4	61.4	72.5
Teachers	61.0	80.2	85.7

Analysis:

The overall percentage for parental involvement is lower than CRPS and the province. BCHS parents reported parental involvement is higher than the division. Teachers at BCHS reported that parental involvement is lower compared to the jurisdiction.

05

STUDENT SUPPORTS

Outcome: Students are literate and numerate.

Local performance measure

Percentage of teachers who indicate that literacy and numeracy are a priority within their instructional design process.



	Agree (%)	Disagree (%)
BCHS	100	0
CRPS	95	5

Analysis:

All teachers at BCBS indicated that literacy and numeracy are a priority in their instructional design process.

Local performance measure

Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy and numeracy.



	Agree (%)	Disagree (%)
BCHS	29	71
CRPS	82	18

Analysis:

The percentage of teachers that indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy and numeracy is much lower than that for CRPS.

Local performance measure

Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

	BCHS Gr. 7 - 12 (%)	CRPS Gr. 7 - 12 (%)	Canadian Norms Gr. 7 - 12 (%)
Challenged and Confident	64	67	62
Confident and Not Challenged	12	14	17
Not Confident and Challenged	21	17	18
Not Confident and Not Challenged	3	2	3

Analysis:

The percentages of students who feel various level of challenge and confidence are similar to both CRPS and the Canadian norms.