

SCHOOL EDUCATION PLAN

Banff Community High School
Canadian Rockies Public Schools



inspiring hearts  minds

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

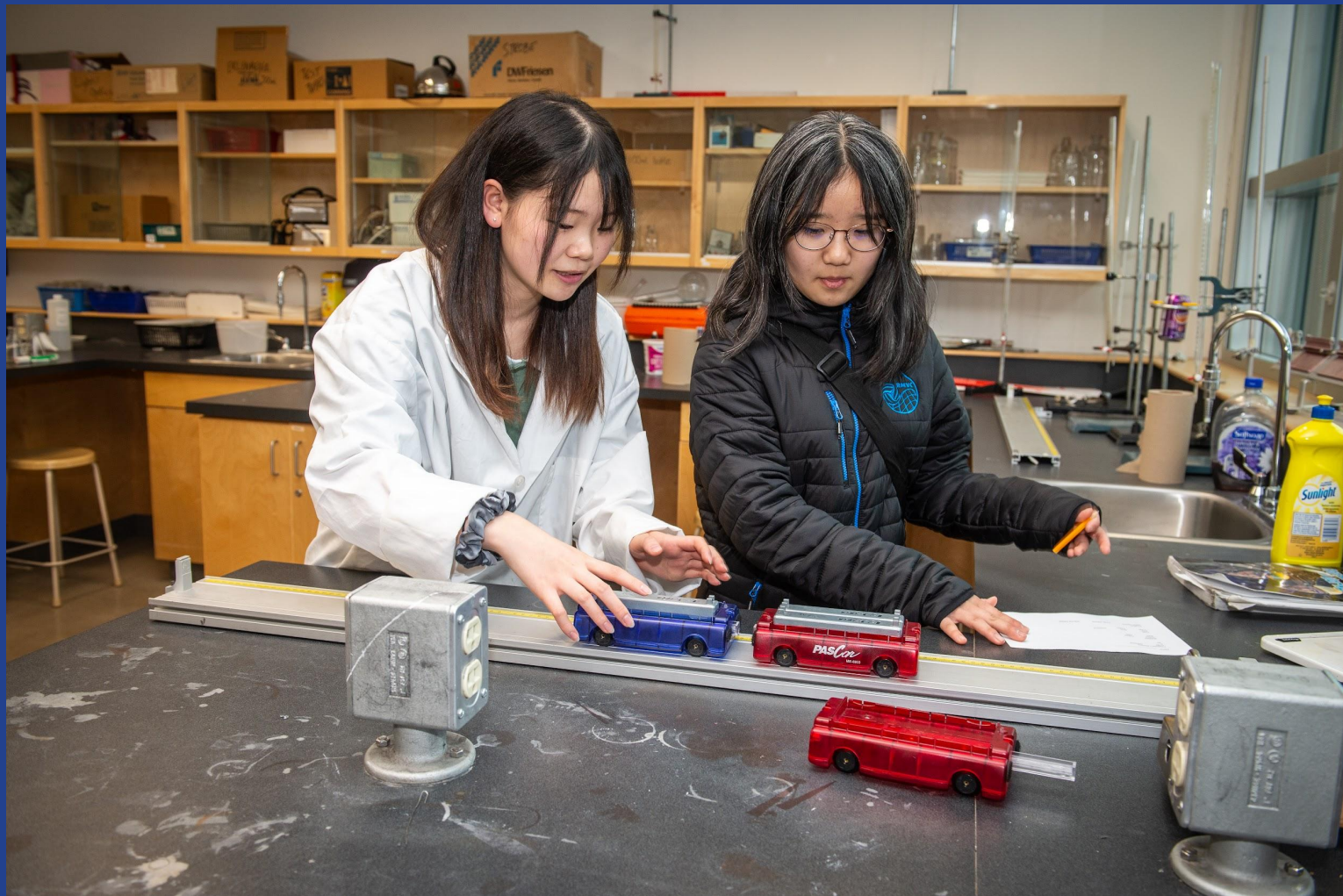
Inspiring the hearts and minds of every student.

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

Banff Community High School
Mr Chris Rogers
330 Banff Avenue, Banff, Alberta
T1L 1K1
403 762 4411
chris.rogers@crps.ca
bchs.crps.ca



Profile

Grades 9-12
166 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 Education Plan 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 of Focus

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 through the implementation of Outcomes Based Assessment.

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.



Steps already taken in 2023/24



- Student Support Team has weekly meetings and shares responsibility and action for student wellness
- Prioritising student safety for students when safety reported as a concern
- Teachers share the universal message of hope and resilience in all classes in order to have a learning environment that is welcoming, caring, respectful and safe.
- Intentional instruction on community supports for mental health
- Surveyed students twice to undertake wellness checks and gain a better understanding of their overall wellness
- Student Leadership Council meets weekly, members act as welcome ambassadors and Green Team undertakes active citizenship projects in the school and community.
- Cross grade activities bolster sense of belonging: volleyball and badminton intramurals, hike day, annual Turkey Trot, spirit weeks and Through the Lens
- SWIS works with families connected to Settlement Services with the intent to maintain good attendance of students in order to lead to successful three, four and five year graduation
- Knowledge Keepers welcomed monthly into Humanities 10 classes and Student Leadership Council
- Teacher support sessions provided three lunchtimes a week to support students' academic progress
- Reading comprehension prioritised as a common focus in Grades 9-12 Humanities

03

HEALTH AND WELLNESS

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

Priority Action Steps

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

To improve students sense of well being, self esteem and connections to advocates

- Professional development for staff on the philosophy and purpose of cross grade groupings ('advisory groups') and year long planning with educational leaders at division and school level including lead learners ready to implement in the 25/26 timetable.
- Create a yearlong plan to implement Universal Mental Health Strategies consistently in all classrooms.



04

ENGAGED LEARNING

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

Priority Action Steps

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

The school will work toward achieving this outcome with a focus of increasing student engagement, student achievement in Humanities and Math, specifically in Social Studies and English 30-1 and 30-2, and acceptable standard in Math 30-1 and 30-2.

- Focus on collaboration between staff at both high schools to transition to Outcomes Based teaching, learning and assessment to leverage expertise in both buildings to create a more equitable, engaging learning environment
- Include stakeholders in both schools in furthering their understanding of how Outcomes Based Assessment teaching, learning and assessment can create a more equitable, engaging learning environment for our students.
- Provide PD for high schools in literacy and numeracy with a focus on engagement, curiosity and relevance
- Provide PD to all teachers on Benchmarks 2.0 and incorporate additional EAL support for students Benchmarked at Level 1/2
- Work with SWIS to support students who are on a four and five year graduation pathway



05

STUDENT SUPPORTS

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

Priority Action Steps

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

The school will work toward achieving this outcome with a focus on improving understanding and more active family participation in developing a student's graduation pathway; and 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.

- Continue to provide staff and students opportunities to work with our Knowledge Keepers
- Improve course selection process through information sessions and in-class guidance for students and parents to know whether or not students of Math and Social Studies dash 1 pathways meet their post secondary plans.



05

STUDENT SUPPORTS

Outcome: Students are literate and numerate.

Priority Action Steps

Outcome: Students are literate and numerate.

The school will work toward achieving this outcome with a focus improving understanding and more active family participation in developing a student's graduation pathway and improving literacy across the grades.

- Improving literacy across the grades through a focus on consistent reading comprehension strategies and greater focus on reading as a shared responsibility from Grades 9 to 12.
- Focus on numeracy strategies once a week Grades 9 to 12
- Provide PD for high schools in literacy and numeracy with a focus on engagement, curiosity and relevance
- Use a literacy (Tosrec) and numeracy screener (MIPI) at the start of Grade 9 to target in-class intervention in Grade 9 and inform teachers on designing for learner needs.
- Create dash 1 and blended dash 1/2 classes wherever possible in Grades 10-12
- Create more purposeful transition sessions for in-depth conversations with students and families with regard to graduation pathways.
- Change or complement novels and literary texts to be more contemporary and therefore more engaging, and inclusive to all students.
- Continue to prioritise Outcomes-Based Assessment PD in collaborative teacher time to focus on embedding the TEF in instructional and assessment practices.

