

New Sarepta Community High School

2022-2023



Photos



Art



Terry Fox



Grad



Grade 9 Ski trip



Alumni Basketball Game



Junior High Band Camp

New Sarepta Community High School Education Assurance Plan

2022/23

School Profile

NSCHS is a small secondary school located in the village of New Sarepta, about 30 KM South East of the offices of Black Gold School Division (BGSD) which are located in Nisku, AB.

- o The school serves approximately 207 students in grades 7 to 12.
- o Grade 7 – 35 students
- o Grade 8 – 41 students
- o Grade 9 – 36 students
- o Grade 10 – 39 students
- o Grade 11 – 36 students
- o Grade 12 – 20 students
- o 23 students self-identify as Indigenous (6 First Nations Status, 8 First Nations NonStatus, 9 Metis)
- o Currently we have 1 student in high school K&E programming.
- o We currently have 55 students who receive special accommodations.
 - o Of these 33 students are coded with either learning or medical disabilities and 6 of those are classified as severe.
 - o we have 2 students who are ESL
 - o There are 7 students receiving K&E instruction
- o NSCHS has 13 certificated staff, 2 of which are part time. We have a counsellor and a learning support teacher who share some duties as they also teach classes. We have one full-time principal.
- o NSCHS has 3 educational assistants (one that is part time), 2 front office staff, 2 custodians, and 1 part-time school librarian.
- o Our school library is open to the students during school hours on Monday, Wednesday, and Friday. The school library is also the town's public library, which is open to the community on Tuesday and Thursday evenings, and during the day each Saturday.
- o There were only a few facility upgrades in the last year. New boilers are being installed to improve heating.
- o NSCHS offers a full slate of academic programming in Math, English, Social Studies and Science classes. Biology is offered every year while Physics and Chemistry are cycled. We are continuing to offer Dual Credit programming to the high school students and an increase of up to 16 complementary courses for our junior high students. Recent additions to our options include Entrepreneurship, Ukulele, Sewing, and American Sign Language!
- o In 2022/23, NSCHS continues to offer "Inreach" programming to our high school students. Inreach programming allows students to select, module-based courses from a wide-array of CTS and social sciences. These are very flexible learning opportunities. These courses are self-paced and allow

students to complete courses that are of interest and applicable to future career goals. Two new courses have been added to Inreach for students who may be interested in trades: Primary Resources, focusing on Alberta's energy sector and Foundations in Industry Workplace Safety which provides certification for up to 7 different trades sectors.

NSCHS offers a broad range of complimentary programming including:

- o Woods/Construction
- o Cosmetology
- o Foods
- o Drama
- o Music
- o Art
- o Leadership
- o PE
- o Recreational Sports/Arena Games
- o Robotics/Computers
- o Outdoor Education
- o Off Campus programs (Work Experience, Green Certificate, and RAP)
- o Academic Support
- o Film and Media studies
- o Photography
- o Dual Credit Programming
- o Sixteen 40-minute, quarterly option blocks.

NSCHS offers a broad range of opportunities for athletics including:

- o Basketball
- o Volleyball
- o Badminton
- o Track
- o Archery
- o Tripleball
- o Handball
- o Cross Country
- o Golf

NSCHS Celebrations

One of the biggest successes of the 2021/22 year was returning back to in person special events. On March 1, we were able to welcome parents and the community back into our building to watch team sports. That day was a grade 7 basketball game. The bleachers were packed and the gym erupted with each basket. Later that year, students took 5 different awards at the drama festival in front of live audiences who cheered and laughed. Our bands were able to perform a couple of different times to packed houses and received gold standard recognition at the Leduc music festival. That connection was greatly missed.

Individual achievements - We had two grade 12 girls attend provincials in badminton and in track and field.

We are proud of the feedback that was gathered from all educational stakeholders (parents, students, staff). NSCHS continues to offer an incredible variety of learning opportunities and a wide array of universal and targeted supports for mental health and wellness. We remain proud of providing students the support and care that a “small-school” provides. Below is a comprehensive snapshot of the proud successes enjoyed during the 2021/22 school year:

Career, Health and Wellness

- o Continuing Jr High Health program delivery - through presentations with various stakeholders. We were limited to virtual presentations from outside partners, but we still had presentations from Seventh Step, AHS, and Jack.org. In other years, and hopefully again soon, we have had presentations from the RCMP, MHCB team FLSW Liaison Workers, etc.
- o In connection with jack.org, we held a mental health and wellness day in March that allowed us to bring in various speakers who focus on activities or ideas that allow all of us to stay positive during our challenges.
- o We are an active school and promote healthy living by inviting various guest speakers, including MHCB, who have expertise in promoting proper nutrition, healthy relationships, mental health, inclusivity, sexual health, active living, budgeting, first aid, substance abuse, stress management, drivers training, taking healthy risks and leadership.
- o To help students prepare for the future, CALM students used *myblueprint* to take personality, skill set and interest surveys that then match with specific careers which were researched. Further, we were able to have virtual presentations by Augustana and NAIT admission counsellors. In previous years, we also would have had presentations from many post-secondary institutions, including those from Lakeland, MacEwan, Norquest, U of A, Concordia, and King's University. Our Grade 11 and 12 students also focused on revisiting *myblueprint* to keep career planning and goal setting at the forefront of their thoughts.
- o We continue to offer Career Exploration counselling program for grades 9 – 12, led by our school guidance counselor.
- o In the spring of 2022, we held Gr 7 and Gr 10 Orientation Nights to ease the transition of new students and families into “different” levels of programming.
- o Our Grade 9 and 10 students took part in the PARTY program being offered by the New Sarepta Fire Department.
- o The annual Terry Fox Run emphasized wellness, Canadiana, and the importance of philanthropy.
- o Students actively participated in “Pink Shirt Day” (anti-bullying & acts of kindness), “Orange Shirt Day” (focus on reconciliation).
- o We continue to offer food to students who were unable to bring breakfast or a lunch through help from the Leduc Food Bank and other kind donations. This enables students who came to school without

breakfast, to energize their brains for better learning. A generous donation from the Breakfast Club of Canada has allowed us to buy lots of different foods for Wellness Wednesdays.

- o NSCHS offered our Hot Lunch program again from March to the end of the year which is greatly appreciated by students and staff.
- o NSCHS is incredibly lucky to have a thriving School Council. The parents on this Council provide great feedback and are a huge support to our school. We struggled to find someone to take the role of chairperson, but the rest of the executive and the other parents who organized fundraisers and events still made it one of their most successful years.

Complimentary Courses

- o NSCHS continues to have an incredibly supportive Band Parent Association that holds a Spaghetti Supper and Silent Auction. This last year, the supper was transformed into a dessert night and auction. All fundraisers were very successful and NSCHS is incredibly appreciative of the great community involvement.
- o The Senior Band and other students participated in the NSCHS/NSE Virtual Remembrance Day Ceremony.
- o Traditionally, our junior and senior high bands were part of numerous Christmas events: the NSCHS Christmas concert, Cloverlawn Community Centre Family Christmas Evening (senior band only) and the Planeview Place Senior Residence Christmas Performance (Senior band). Proudly, students once again performed live in the second half of the year.
- o Traditionally, in the first semester, the Sr. High Drama class put on a scary haunted house for the students at NSCHS and presented a powerful, dramatic performance at the Remembrance Day Ceremony. In the second semester, the class participates in the one act festival. Hopefully, some of that can return this year.

Enriched Learning Activities

- o NSCHS and NSE combined for a wonderful Remembrance Day Ceremony. This also served as our community ceremony.
- o Leadership theme days, Star Wars, Halloween, 12 Days of Christmas, etc.
- o NSCHS continued Wellness Wednesdays that include an opportunity to ponder and respond to fun, thought-provoking questions, as well as a monthly fun class activity, like pumpkin decorating or creating the biggest St. Patrick's day symbol.

Individual and Athletic Achievements

- o NSCHS had 5 volleyball teams, 6 basketball teams, a full slate of participants for badminton, golf and quite a few individuals who competed for cross-country, track and field.
- o We introduced a new team to the school in January with two esports teams who competed against students from as far away as California and Texas.

NSCHS Challenges

NSCHS remains vigilant and focused on the relentless pursuit of school improvement. There are always areas where we can strive for better. We continue to focus our attention in the areas of better student achievement on the Junior High provincial achievement exams. As has been the pattern in recent years, NSCHS needs to better assist our students in demonstrating excellence in both the PAT and Diploma standardized exams. Our focus of improving student academic achievement will involve every single faculty member in our building. Improving student achievement is the result of focusing on the academic performance of our students from the start of Grade 7 and only ends after the graduating class finishes in Grade 12. Placing increased emphasis on literacy and numeracy, at home and in school, will assist in bolstering our students' performance.

School Council Annual Report

School: New Sarepta Community High School

Reporting Year: 2021/2022

SCHOOL COUNCIL ACTIVITIES:

Each meeting had a teacher representative present who gave updates on current school life and student activities. In March the teacher representative started presenting on a topic that related to them specifically. This gave parents a deeper understanding of detailed aspects of NSCHS that our teachers work on daily to enrich the student's learning experience. Topics included scheduling, our local Jack.org chapter, and the Learning Support Teacher's role and focus.

Parent involvement and participation was encouraged by sending messages via the principal's weekly announcement, school website, Facebook and Instagram groups, inviting parents and students to each meeting.

School Board Trustee, Esther Eckert, attended many meetings and was always happy to update us of BGSD activities with her trustee report. She is a strong supporter of the NSCHS council and encouraged participation in the Alberta School Council Association's conference in April. This year it was virtual, but no one from NSCHS council was able to attend.

NSCHS's Principal, David Holbrow attended each meeting. He has been available to consult with the executive and kept us updated on the life of the school.

September 2021 Meet the teacher event - Council Member spoke to parents about the importance of school council involvement and requested participation from parents for the coming year.

Sherry Krozser and Diana Doornbosch participated in the Council of School Communities

The engagement opportunities were limited due to the pandemic.

For 2022/23 the Council Executive will focus on involving parents and emphasizing the need for all roles to be filled.

Financial Statement (attached): N/A

Executive:

The year started with all the executive positions vacant.

Chair – Vacant Vice Chair – Sherry Kroszer

Treasurer – Michelle Kadatz Secretary – Diana Doornbosch

Meeting Dates: *List the dates of regular school council meetings:*

September 21, 2021

October 12, 2021

November 16, 2021

December 14, 2021

February 22, 2022

March 22, 2022

April 26, 2022

May 24, 2022

Date of AGM: September 21, 2021

Sherry Kroszer, Vice Chair

NSCHS School Council and PAA – 2021/22

Date September 11, 2022

Combined May 2021 Assurance Survey Overall Summary*Spring 2022 Required Alberta Education Assurance Measures - Overall Summary*

Assurance Domain	Measure	New Sarepta Community High Sch			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	77.2	74.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	73.6	73.4	76.4	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	92.4	93.1	91.6	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	93.5	91.9	90.3	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	69.4	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	16.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	88.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	29.9	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.1	77.3	86.4	89.0	89.6	90.3	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	79.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.4	83.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	67.0	80.0	78.6	78.8	79.5	81.5	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.
3. The “N/A” placeholder for the “Current Result” for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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 6, 9, 9 KAE), Français (6e et 9e année),

French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

6. 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 Examination 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.

School Goal 1: Build resiliency amongst staff and students by encouraging kindness, caring and compassion within our school.

Alignment with Division Values / Strat Plan / Tech plan, etc.: Wellness

Timeline: 3-year plan (2022-2025)

Rationale: While survey results suggest we are providing a safe and caring environment, we recognize that there is room for improvement. We especially want to keep aware of student resiliency while adjusting to a post-pandemic environment:

- Continuing to nurture an environment that is **safe and caring**. We will place more deliberate attention upon modelling healthy and respectful relationships.
- Respecting all types of diversity. **Diversity** will be respected, celebrated and understood as a strength.
- Creating opportunities for students to share mental health concerns and develop necessary bonds to others (staff, students, community) to keep students safe.

Timeline	Strategies	Supporting Data
<p>2022-23– (Year 1)</p> <p>2023-24 – (Year 2)</p> <p>2024-25 - (Year 3)</p> <p>Nurturing an environment that is safe and caring.</p>	<p><u>1) Increasing focus on Conflict Resolution</u></p> <ul style="list-style-type: none"> • The Mental Health Capacity Building (MHCB) team will work with NSCHS students and staff to develop presentations for classroom use. • An emphasis will be placed upon teaching bullying prevention and teaching the difference between conflict and bullying. • Continued counseling supports around being passive, assertive and aggressive. This can be achieved through personal and group counseling. • Wellness coaches will be offering Character education topics to our Division 3 students throughout the school year. • Guest speakers compliment the division 3 Health and division 4 CALM curricula where suitable. <p><u>2) Increasing Feelings of Community-Minded Citizenship</u></p> <ul style="list-style-type: none"> • Moving from a “me” mind-set to a more compassionate “we” approach. Our goal is to build empathy and more of a shared 	<p>Assurance Survey data - learning supports.</p>

	<p>understanding. We need to nurture a sense of “school family”.</p> <ul style="list-style-type: none"> ● NSCHS is the first school in Black Gold to join the Jack.org organization that works to destigmatize mental health issues and promote positive steps towards better mental health. ● We will continue to promote participation in the Junior High Student Leadership club. ● Encouraging students to have greater participation in school spirit activities. ● The Jack.org group has taken on peer-mentorship. <p><u>3) Increasing Importance of Safety and Reporting</u></p> <ul style="list-style-type: none"> ● Mental Health Capacity Building (MHCB) team will work with NSCHS students and staff to develop presentations for classroom use. ● Use “Go-To” training for students to report concerns appropriately – Mrs. Osness and Mrs. Gartner. ● Presentations (ex. ATV, Train Safety, Weed Out the Risk) ● Create opportunities for students to reflect and share their thoughts and feelings through Google Surveys. ● Wellness Wednesdays promote fun discussions on random topics and once per month, bring students together for fun challenges and activities. 	
<p>2022-23 (year 1)</p> <p>2023-24 (year 2)</p> <p>All types of diversity will be respected, celebrated and understood as a strength.</p>	<p>1) <u>Promoting Diversity within the Classroom</u></p> <ul style="list-style-type: none"> ● Encouraging teachers to immediately address offensive statements in a way that is appropriate and respectful. ● Encouraging teachers and students to use inclusive language. ● Educating students to use appropriate terminology and language in an inclusive way. ● Be mindful of designing lesson plans that are multicultural and diverse. 	<ul style="list-style-type: none"> ● High graduation rates ● Welcoming, Safe and Caring ● Types of office referrals

	<ul style="list-style-type: none">● Be mindful of our classroom displays and publications to reflect the importance of diversity.● Choosing junior high options that embed diversity and multiculturalism within the classroom. <p>2) <u>Promoting Diversity within the School</u></p> <ul style="list-style-type: none">● Promoting events that increase multicultural awareness.● Creating displays that reflect greater diversity and promote awareness.● Inviting speakers, elders and other representatives of diverse groups that will raise student appreciation and diversity.	
<p><i>Goal 1 Reflection</i> School Goal 1: Build resiliency amongst staff and students by encouraging kindness, caring and compassion within our school.</p>		
<p>· Review & Reflection: (Narrative) Feedback, anecdotes,</p>		

School Goal 2: Improved Student Performance on Student Achievement.

Alignment with Division Goals / Strat Plan / tech plan, etc.: Success

Timeline: 3 year plan (2020-2023)

Rationale: While it is important to note that student performance on Provincial standardized exams is only one measure of student achievement, it is important for students with regards to graduation and post-secondary entrance. This goal was chosen based on PAT and Diploma Exam results from the past 3 years.

Timeline	Strategies	Supporting Data
STANDARDIZED EXAM FOCUS Sem 1 2020 Sem 1 2021 Sem 1 2022	<ul style="list-style-type: none"> • Group analysis of PAT and Diploma Results. We will look for trends or other indicators that may help us respond to this goal. To occur during staff meetings and school-based PD. • Group analysis of HLAT, 3Ts and MIPI results to determine 'gaps' in learning due to COVID school closures. • Each Diploma teacher will complete an analysis of last year's results. • Admin/Teacher 1 on 1 Collaboration meetings to discuss PAT/Diploma results and teacher strategies to address areas of need. 	<ul style="list-style-type: none"> • The analysis process will be complete by December. • Plan in place for day 1 of semester 2 • Focused scrutiny of synthesized data from Accountability Pillar, PAT, Diploma, and Our School results. • Focus of attention on the PAT and Diploma Standard of Excellence category for student performance.

<p>TEACHER COLLABORATION TO ENHANCE LEARNING</p> <p>Full year 2020-21</p> <p>Full year 2021-22</p> <p>Full year 2022-23</p>	<ul style="list-style-type: none"> • Increased time for core subjects at junior high level. Excess time for LA and Health has been re-tasked for Science, Math and Social Studies. Health will be integrated into the PE program with occasional classroom time taken from the above core support periods. • Collaboration between teachers of similar subject areas during school-based PD to examine curriculum to ensure vertical alignment between grade levels. • Grade level meetings to address students at risk. • Increased teacher/administration collaboration. • Teacher participation in curriculum mapping and common subject specific approaches to subject areas. • Division supported time for Instructional Support Teachers in the areas of Numeracy and Literacy. 	<ul style="list-style-type: none"> • Time allotments for each subject including “core support” time. • Creation of skill or outcome inventories to illustrate the progression of curriculum between grade levels. • Development of support/intervention plans for academically at-risk students. • Increase in professional supervision “events” for all teachers and an ongoing “conversation” regarding professional practice.
<p>CURRICULUM BLUEPRINTING</p>	<ul style="list-style-type: none"> • Curriculum blueprinting of final assessments to ensure that outcomes are being appropriately assessed. (Ongoing) 	<ul style="list-style-type: none"> • Curriculum blueprints of final exams at the grades 7, 8, 10 and 11 levels. These maps are to be shared amongst the subject area teachers for increased clarity.
<p>FOCUS ON MATH LEARNING</p>	<ul style="list-style-type: none"> • Teacher participation in a Secondary Math Working Group to focus on robust strategies to enhance student learning. • Common Math Meetings between NSE and NSCHS to better align math teaching practice. • Focus on MIPI screener results to guide our attention to Math struggling learners • Be intentional with review in the classroom. “Entrance” assessments and “Exit” assessments with students (carry forward learning). • An increased use of formative assessment in math class. 	<ul style="list-style-type: none"> • Anecdotal feedback from students and teachers • Observational feedback from students and teachers • Improved results on the PATs re: students achieving acceptable standard and standard of excellence.

	<ul style="list-style-type: none"> • Smaller assessments given more frequently. Assess concepts in small chunks. • Structure regular review from past units throughout the year. Ex.- revisit September learning throughout the year. • Increased Gr. 7-9 practice of math without calculators. • Increased use of students working in a “vertical space”. That is, students working on math problems standing at the white board. This encourages student collaboration and increased visual acquisition of process and knowledge. • Use of educational software with Junior High students with IXL software. 	
Year 2 and 3	<ul style="list-style-type: none"> • Review previous year’s program and revise as necessary. 	<ul style="list-style-type: none"> • PAT, Diploma, Accountability Pillar Results as well as teacher-created final exams will be reviewed. • Teacher anecdotal evidence will be considered
School Goal 2 Reflection		
Review & Reflection: (Narrative) Feedback, anecdotes,		

School Goal 3: Improved Parent Engagement Through Communication.

Alignment with Division Goals / Strat Plan / tech plan, etc.: Engagement and Partnerships

Timeline: 3 year plan (2022-2025)

Rationale: Post-pandemic, communication with our school parents and our community is even more important. They, too, have been isolated from involvement in the school. Our 2021-2022 Assurance Survey results reflect a strong need to find ways to meaningfully connect.

Timeline	Strategies	Supporting Data
SCHOOL MESSAGING 2022-23 2023-24 2024-25	<ul style="list-style-type: none"> Weekly updates with events happening at the school. Work on sharing school celebrations with families. Encourage more social media updates. 	<ul style="list-style-type: none"> Parent responses, parent surveys Assurance Survey Results
TEACHER COMMUNICATION	<ul style="list-style-type: none"> Encourage staff members to make phone calls on issues of discipline. Engage parents as partners in the process. Encourage staff to communicate with parents a couple of times per week with positive messages about students. 	<ul style="list-style-type: none"> Assurance Survey Results Teachers' anecdotal reviews
ENCOURAGING PARENTAL and COMMUNITY INVOLVEMENT	<ul style="list-style-type: none"> Create and share a list of ways that parents can get involved in the school building. Bring parents into the building for meetings whenever possible. 	<ul style="list-style-type: none"> Assurance Survey Results.

School Goal 3 Reflection

Review & Reflection: (Narrative) Feedback, anecdotes,