

Boyle Street Education Centre

Summary of Annual Education Results Report (2017-2018) and 3-Year Education Plan for (2018-2021)

For access to the entire document summarized here as well as to detailed financial information about our school authority, please visit https://www.bsec.ab.ca/wp-content/uploads/2018/11/CombinedAERRand3YEP_BoardApproved_Nov2018.pdf

For access to financial information about our school authority, please visit <https://www.bsec.ab.ca/wp-content/uploads/2018/11/2018-Audited-Financial-Statement-31-August-2018.pdf>

Trends

Provincial measures show that we have maintained performance levels in every measure. While there have been statistical fluctuations in some categories, these measures suggest program stability and maturity. Local performance measures, however, go on to demonstrate an increasing trend of student engagement, retention, and academic success not represented in provincial measures.

Issues

One annual area of concern is the provincial Drop Out rate. The combined 3-Year Education Plan and AERR [produced last year](#)¹ detailed the ways in which the provincial Drop Out Rate measure fails to accurately capture the degree to which BSEC is able to support students to attend school². Alternate local accounts of student attendance show that a large number of students who are eligible to return to BSEC do so.

Other annual areas of issue or concern may also benefit from examining local data. The provincial measure for Parental Involvement, for example, reports on the amount of satisfaction that parents and teachers have with parental involvement in

¹ Located online at <https://www.bsec.ab.ca/wp-content/uploads/2017/12/Combined-3-Year-Education-Plan-and-Annual-Education-Results-Report-for-2017-2020.pdf>

² Briefly stated, the provincial Drop Out Rate measure fails to include accurate data about our student population due to the way it is calculated and, therefore, it does not accurately reflect the degree of eligible student engagement in the school.

decisions about their child's education. This measure, which is lower than the provincial average, captures only information collected from parents as part of a survey and does not include the ongoing parent and guardian conferences the school conducts with its caretaking stakeholders.

It is important to note that measures of “concern” represent concerns for the staff members at the school. Highlights of programs and strategies that support our students to complete high school are:

- We have increased our outreach to students in a number of different modes (telephone, social media, home visits, etc.).
- We network with community partners to provide services and supports to our students.
- We employ a support services team with skilled staff who are trained to design intervention strategies to keep our youth engaged.

Future Challenges

During the 2017-18 school year, BSEC underwent an independent evaluation of the program. Certain recommendations require a whole-school approach to address. The new 3-Year Education Plan detailed in this document answers three recommendations that require a whole-school approach. These are to:

1. Weave First Nations, Métis and Inuit perspectives, culture and histories throughout teaching and learning processes,
2. Continue to use cognitive neuroscience to inform teaching and learning (and using longitudinal data to support decision making about successful strategies), and to
3. Use the new Teaching Quality Standard to guide ongoing professional learning at BSEC.

Boyle Street Education Centre Education Plan: 2018-2021

Charter Goal 1: Students will demonstrate improved ability to manage the effects of trauma experiences so that they are able to achieve their learning goals.

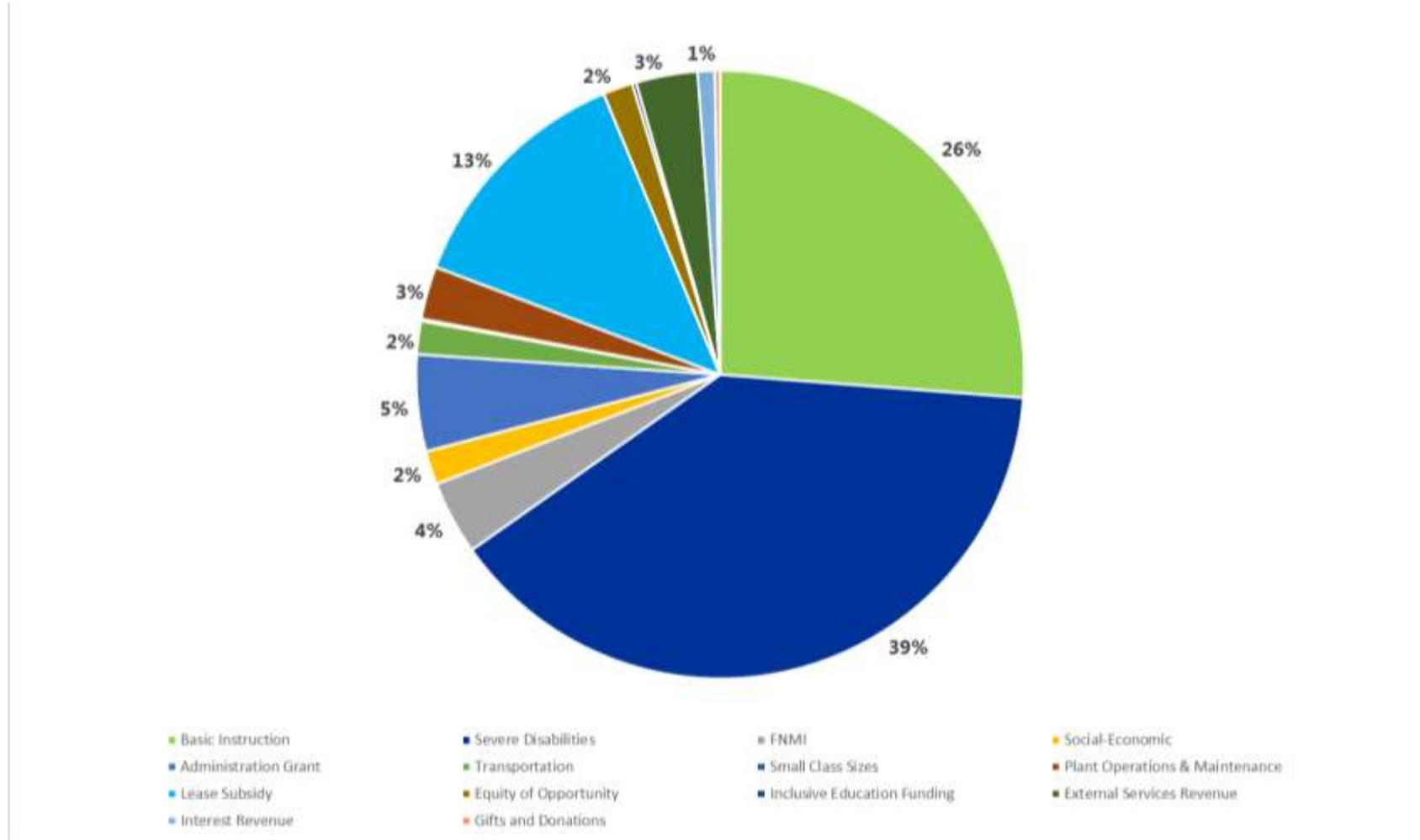
Charter Goal 2: Students will improve their skill attainment and their ability to positively transition from our program to thriving livelihood.

Charter Goal 3: BSEC will apply and share foundational knowledge about North America’s Indigenous peoples, including First Nations, Métis, and Inuit, for the benefit of all students.

Summary of Financial Results

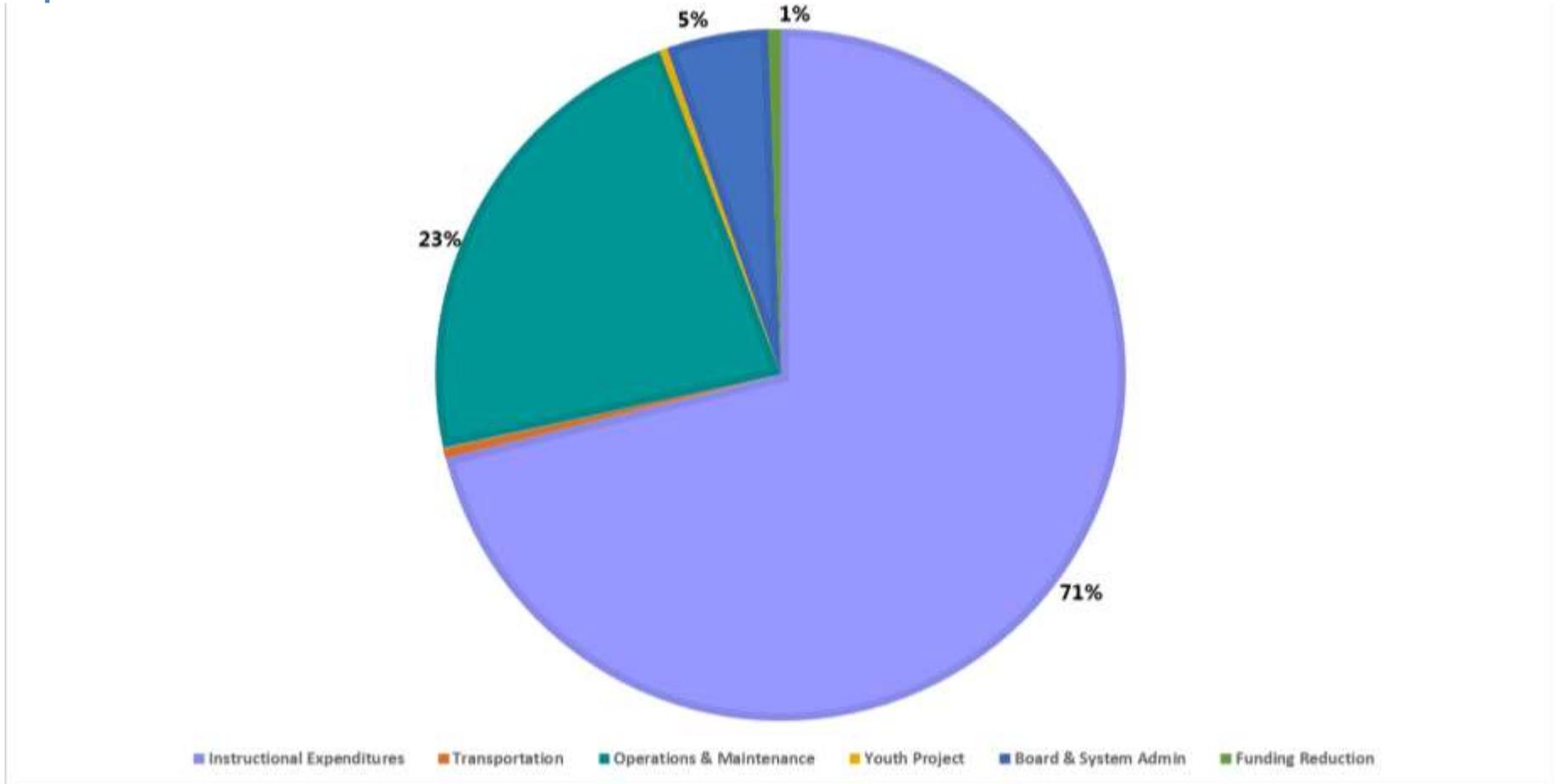
The 2016-17 financial results audited in October of 2018.

Revenue 2017-18



Our school authority's revenue has no school-generated funds.

Expenditure 2017-18



For more information about financial matters for our school authority, please contact Bill Potvin at 780-428-1420 ext. 212.

Provincial roll up of AFS information: <https://education.alberta.ca/financial-statements/combined-statements>