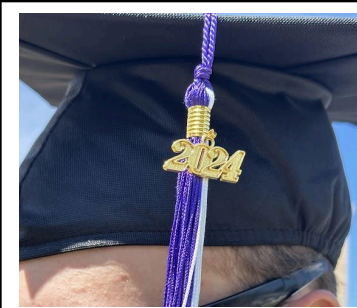# Pines Alternative (Outreach)
School Results Report

2023-2024 School Year

The Year in Review

Fast Facts:

Pines Alternative School	North Cottage
8 Page Avenue Red Deer, Ab T4P 2T2 (t) 403-343-1354 (f) 403-346-2417 (e) pines@rdpsd.ab.ca https://www.rdpsd.ab.ca/alternative	5704 60 st Red Deer, Ab T4N 6V6 (t) 403-342-2170 (f) 403-342-2171 (e) nchs@rdpsd.ab.ca https://www.rdpsd.ab.ca/alternative/page/96047/north-cottage-high-school

Principal: Stephen Pottage
Vice-Principal(s): Kimberly Darling

Pines Alternative	North Cottage
Student Profile: ● Grade 8: 6 ● Grade 9: 68 ● Grade 10: 211 ● Grade 11: 302 ● Grade 12: 431 ● Total Student Population: 1012 ● ESL Students: N/A ● First Nations; Métis; Inuit Students: 79 ● French Immersion Students:N/A Staff Profile: ● Admin: 2 ● Teachers: 8 ● Classified Staff: 8 ● Facility Services Staff: 1 ● Total Staff: 17	Student Profile: ● Grade 10: 0 ● Grade 11: 6 ● Grade 12: 356 ● Total Student Population: 362 ● ESL Students: N/A ● First Nations; Métis; Inuit Students: 29 ● French Immersion Students:N/A Staff Profile: ● Teachers: 2 ● Classified Staff: 1 ● Facility Services Staff: XX ● Total Staff: 3

New Directions:

Last year, Pines Alternative School expanded its programs and initiatives to better support student success, emphasizing flexibility and inclusivity. Key developments include:

- **Program Expansion:** Introduced a new grade 8 program, shifted grade 9 PE and Cosmetology to afternoons, and increased leadership and elective options, including First Aid.
- **Field Trips & Cultural Engagement:** Organized events like Pow Wows and trips to Big Valley, reinforcing cultural awareness and learning.
- **Pines Values Assemblies & Student Awards:** Recognized student achievements and promoted community values.

- **Barrier Reduction:** Expanded the backpack program to support more students, increased funding opportunities, and introduced course flexibility to enhance access and success.
- **Inclusive Environment**: Enhanced spaces to feel less institutional, adding sensory rooms and creating a more welcoming environment.
- **Extended Hours & Flexibility:** Implemented late closings at North Cottage once a month and extended hours to provide additional learning opportunities.
- **Alternative Program Recognition:** Highlighted diverse offerings beyond the Pines and North Cottage, underscoring the unique needs of alternative schools, which a regular survey may not adequately capture.
- **Cultural Practices:** Added regular smudging ceremonies and introduced a Queer-Straight Alliance (QSA) to foster an inclusive, supportive environment.
- **Brightspace Integration:** Rolled out Brightspace for all courses, helping students navigate and engage with the platform alongside traditional tools like PowerSchool.
- **Enhanced Credit Opportunities:** Launched seminars, art classes, and in-person physical education to create more avenues for students to earn credits.

These efforts reflect our commitment to fostering a supportive and adaptive environment that meets the diverse needs of our students.

Opportunities and Challenges:

Challenges
- **Technology Integration**: Navigating a mixed-use environment of Brightspace and Google tools, which can affect consistency in student experience.
- **Student Motivation and Engagement**: Maintaining engagement for online students remains a challenge, as does ensuring they stay motivated.
- **Support for ELL Students**: A higher number of English Language Learners (ELL) in both Pines and North Cottage requires additional resources and support.
- **Space and Resource Allocation:** Limited space and resource rooms, particularly for specialized support needs.
- **Course Content Accessibility:** Ensuring that course content is more interactive and engaging rather than relying heavily on PDFs and reading materials.
- **Technology Proficiency**: Encouraging students to interact with all course materials within Brightspace and adhere to assignment deadlines.
- **Adaptability for Independent Learners:** Many students, especially those in unique living situations (e.g., group homes), need courses that foster confidence and independence.

Opportunities
- **Enhanced Learning Environments:** Transition to subject-based rooms in the afternoons, promoting hands-on and project-based learning.
- **Restorative Justice and Off-Site Learning**: Increased use of field trips, off-site learning, and restorative practices to deepen engagement.
- **Flexible Course Formats:** Offering more print versions of courses alongside digital options to support diverse learning preferences.
- **Environment Adjustments**: Improved lighting in certain spaces to create a softer, more welcoming atmosphere.

- **Mentorship and Orientation Programming:** Potential to implement orientation and mentorship programs for new students, possibly awarding credits to students in mentoring roles.
- **No-Phone Policy Success:** Positive impact on student focus and teacher management due to restricted phone usage.
- **New EA and Resource Support:** Opportunity to increase Educational Assistant support and integrate students into collaborative spaces.

A Year of Success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

PINES ALTERNATIVE (Outreach)

Alberta Education Assurance Measures: Overall Summary

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 4435 Outreach School Centre

Assurance Domain	Measure	Outreach School Centre			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	86.9	82.3	83.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.4	71.3	75.7	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	5.7	16.3	7.4	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	25.8	29.8	29.3	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	*	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	12.5	8.4	8.4	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.5	1.3	1.3	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	70.6	70.4	70.4	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	7.6	10.2	10.2	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	87.5	84.9	85.8	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	82.6	85.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	93.9	95.9	92.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	71.4	85.7	72.7	79.5	79.1	78.9	Low	Maintained	Issue

Alberta Education Assurance Measures: FNMI Summary

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 4435 Outreach School Centre (FNMI)

Assurance Domain	Measure	Outreach School Centre (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	0.0	*	10.9	58.6	57.0	59.5	Very Low	Declined	Concern
	5-year High School Completion	18.1	29.3	25.7	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	n/a	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	6.7	6.7	6.7	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	81.8	88.2	88.2	76.9	74.8	74.8	Intermediate	Maintained	Acceptable
	Diploma: Excellence	0.0	11.8	11.8	11.8	11.3	11.3	Very Low	Declined	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measures: ESL Summary

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 4435 Outreach School Centre (EAL)

Assurance Domain	Measure	Outreach School Centre (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	64.6	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	16.5	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	52.7	55.3	55.3	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.1	11.0	11.0	*	n/a	n/a
	Diploma: Acceptable	58.8	50.0	50.0	66.3	67.1	67.1	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	14.3	14.3	14.0	13.8	13.8	Very Low	Declined	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	n/a	n/a	n/a	12.2	23.1
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	n/a	n/a	n/a	0.0	0

- **Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	n/a	n/a	69.2	66.7	75.9
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	n/a	n/a	3.8	0.0	3.4

- **Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	n/a	n/a	80.8	94.7	79.3
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	n/a	n/a	14.8	15.8	3.4

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	n/a	n/a	n/a	8.7	*
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	n/a	n/a	n/a	0.0	*

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	n/a	n/a	66.7	n/a	*
Overall percentage of students who achieved the standard of excellence on the Math 30-1 diploma examinations.	n/a	n/a	0	n/a	*

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	n/a	n/a	46.2	n/a	57.1
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	n/a	n/a	15.4	n/a	0.0

Division Performance Measures

● **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	N/A	N/A	N/A	83.33
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	89.29	89.36	100.00	75
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	95.65	95.24	100.00	95.24

● **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	N/A	N/A	N/A	83.33
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	85.71	70.21	80.00	91.67
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	91.30	95.24	100.00	90.48

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:
● We continue to operate to provide flexibility for students who have not had success in traditional learning environments. Many of the students we support are not engaged in their learning, or are dealing with significant complexities that are limiting their ability to find success in school. We are extremely proud of the strides we have made over the last two years and believe we are offering a higher level of support than ever before.
● The majority of students who write diploma exams other than ELA 30-2 and SS 30-2 are now doing so through North Cottage. Overall, we are pleased with our Humanities diploma results.
● Our grade nine group has had significant attendance and engagement issues which is contributing to our low performance. We have also prioritized increasing our exam participation rates which has also contributed to our lower measures. Attendance continues to be an area of concern and priority.
● Overall we are happy with the quality of education and flexibility we provide for students and families who struggle with regular attendance.

Action:

- Parental involvement continues to be a priority. Ensuring parents complete the assurance and division surveys to make sure their voice is heard. We will encourage parents to complete these surveys when they are present in our building during open houses and registration periods.
- The new quarterly and three block daily system has resulted in increased course completions and increased attendance rates. We plan on continuing and building upon the successes these initiatives have brought.

Division Goal

Equity

Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.1	89.7	89.5	88.4	86.5

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.5	84.9	88.5	78.3	84.6

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	N/A	N/A	N/A	100
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	96.43	85.11	100.00	91.67

Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	100	95.24	100.00	100

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	N/A	N/A	N/A	100
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	92.86	74.47	100.00	83.33
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	86.96	85.71	100	100

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	N/A	N/A	N/A	66.67
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	78.57	61.70	100.00	83.33
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	65.22	76.19	81.82	90.48

Anecdotal Results, Analysis and Action

Equity Priority: Anecdotal Results and Analysis

At Pines Alternative School, fostering an environment of inclusivity, care, and belonging is at the heart of our mission. Our students consistently express feeling welcomed and supported, and we take pride in the strong sense of community and school culture we have built. Through a flexible, pressure-reduced environment, we can cater to students who need a more tailored approach to their education, allowing each individual to thrive at their own pace.

Our daily food and hamper programs have made a meaningful impact on students and their families. The kitchen has evolved into a communal space, where everyone feels comfortable and cared for, reinforcing the importance of meeting basic needs as a foundation for learning.

Student conflict and disciplinary incidents have notably decreased since moving to the Pines. The establishment of our student leadership group and the addition of quarterly assemblies have been pivotal in creating a cohesive, values-driven school culture, centered around our core PINES values:

- Perseverance: Cultivating resilience and a readiness to face challenges.

- Integrity: Encouraging honesty, ethical behavior, and adherence to personal morals.
- Neighbourliness: Promoting friendship, cooperation, and a sense of community.
- Empowerment: Building confidence and self-assurance in students' unique abilities and values.
- Stewardship: Instilling a sense of responsibility for people and things that hold personal importance.

Actions to Support Equity

We recognize the importance of family and community voices in shaping our school's growth and ensuring our programs align with their needs. To amplify these voices, we are committed to encouraging parents and guardians to participate in the assurance and division surveys, allowing them to directly influence decisions that affect their children's education. During open houses, registration periods, and other in-person events, we will actively promote survey participation, providing accessible ways for parents to make their voices heard.

By building on these practices, we continue our commitment to equity, ensuring every student feels valued, supported, and empowered in a learning environment that celebrates diversity and fosters genuine community.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	3.5	n/a	12.5
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	0.4	n/a	0.5

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	67.8	n/a	70.6
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	9.3	n/a	7.6

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.8	64.6	80.1	71.3	79.4

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100	100	100	100	100

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	46.8	48.9	53.4	69.9	68.6

- **High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.**

	Results (total students & percentages)									
	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	35	6.8	37	6.0	38	0.0	26	16.3		5.7
4 Year Completion	28	23.4	38	27.3	37	20.9	39	21.4		19.5
5 Year Completion	45	35.1	30	29.4	39	28.6	38	29.8		25.8

Measure	Results (in percentages)			Alberta		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Diploma Exam Participation Rate (4+ Exams)	**0.0**	0.0	n/a	**52.7**	3.5	n/a
Drop Out Rate	**16.7**	20.6	16.3	**2.5**	2.5	2.4
Program of Studies	**68.6**	69.9	61.6	**82.8**	82.9	82.9
Rutherford Scholarship Eligibility Rate	**15.7**	28.7	30.7	**70.7**	71.9	70.0
Safe and Caring	**86.5**	88.4	89.0	**87.1**	87.5	88.1

School Improvement	**84.6**	78.3	83.4	**75.8**	75.2	74.7
Transition Rate (6 yr)	**0.0**	8.8	6.8	**60.1**	59.7	60.0
Work Preparation	**100**	100	100	**82.8**	83.1	84

Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	**N/A**

- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	N/A	N/A	N/A	N/A
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	92.86	95.74	100.00	83.33
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	91.30	100	100	80.95

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.					100
Overall percentage of students who feel they will complete high school.					100
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.					100

- **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)			
	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.				50
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.				75
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.				85.71

Anecdotal Results, Analysis and Action

Student Success and Completion: Anecdotal Results and Analysis

Despite the unique challenges and complexities faced by our students, we are deeply proud of their accomplishments and growth at Pines Alternative School. Our program is designed to support students who may have struggled in other environments, and we are seeing promising results as they build confidence, achieve personal goals, and experience academic success, often for the first time in years.

Offering a comprehensive program of studies remains a challenge due to our attendance model and limited staffing resources. This year, however, we are pleased to offer in-person physical education and cosmetology for the first time in five years, with plans to introduce additional hands-on enrichment courses as our student population stabilizes and grows. These new offerings provide

students with valuable experiential learning opportunities, promoting engagement and practical skills that contribute to their overall success.

Given the circumstances many of our students face outside of school, it is common for them to take longer than three years to complete their diploma. Despite this, we are committed to ensuring they continue on a path toward graduation with the necessary supports in place. The relocation of North Cottage to an adult facility has been highly effective, giving students an adaptable, supportive environment tailored to their needs as they work toward graduation and other personal goals.

Actions to Support Student Success and Completion

To strengthen our commitment to student success, we are prioritizing the engagement of parents and guardians in our planning and feedback processes. Encouraging them to participate in assurance and division surveys allows us to better understand family perspectives and needs, shaping decisions that directly impact student success. We will emphasize survey participation during open houses, registration, and other in-person opportunities, making it as convenient as possible for families to share their insights.

By continuously adapting our programs, incorporating hands-on courses, and fostering strong family connections, we are dedicated to enhancing student success and ensuring a supportive, welcoming environment where all students can achieve their goals.

Division Goal
Success for First Nations, Métis and Inuit students
Outcome
● FNMI Students are engaged in learning.
Anecdotal Results, Analysis and Action

Pines Alternative School continues to prioritize the integration of First Nations, Métis, and Inuit (FNMI) knowledge, histories, and perspectives across all areas of the curriculum. This year, our entire staff completed the Indigenous Education course through the University of Alberta, deepening our understanding and commitment to culturally responsive teaching.

Aboriginal Studies (10, 20, 30) remains one of our most sought-after courses, reflecting a strong interest among students in Indigenous perspectives. This course consistently leads to our highest number of completions each year, underscoring its importance in our curriculum and the engagement it fosters among students.

Our partnerships with external agencies and divisional support have been instrumental in boosting both attendance and course completion rates for our FNMI students. These collaborations ensure that students receive the necessary support and resources, creating a pathway to sustained academic success.

In addition, we have established a committee of students and teachers dedicated to supporting and celebrating Indigenous culture within our school community. Through meaningful initiatives like the Orange Ribbon Ceremony and Talking Circles, we honor Indigenous traditions and create opportunities for all students to connect with and learn from these practices.

Actions to Support FNMI Student Success
Moving forward, we will continue to enhance cultural visibility and inclusivity within our school. By expanding these initiatives and fostering new partnerships, we aim to create an environment where Indigenous students feel celebrated, supported, and empowered to achieve their full potential.

By embedding Indigenous knowledge, supporting cultural initiatives, and engaging in community partnerships, we are committed to honoring the heritage and enhancing the success of our First Nations, Métis, and Inuit students.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of Pines Alternative (Outreach). As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the November 7, 2024 meeting of the School Council
- The School Results Report is posted on the school website at: https://www.rdpsd.ab.ca/alternative

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