



Bridge Network Outreach School

Principal: Ken Dunfield

Annual Education Results Report

2023-2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



www.gppsd.ab.ca/school/bridgenetwork



GPPSD2357

WHO WE ARE:

Our Mission: Supporting students to become actively engaged and committed to their education while providing an alternative, flexible, and personalized learning environment.

Grade 10 - 12



225 Students



5.4 Staff



At the Bridge Network Outreach School, we help students with...

Diploma Credits

Do you just need a few more credits for your diploma but can't commit to a full semester? We can help with that!

Course Challenges

Do you have your diploma already, or are you 19 years of age before September 1st? Students can challenge courses to meet graduation requirements and upgrade school-based marks. We can help with that!

Credit Recovery

Failed a course at one of our Division High Schools but you don't want to take the entire course again? We can help with that!

Concurrent Enrolment

Can't fit a course into your timetable at one of our Division High Schools? With your school's approval, we can help with that!

Upgrading

Do you need to improve a mark, but don't have time to go to school full-time due to work commitments? We can help with that!

Flexible Hours & Days of Attendance

Do you need to get a course or two for your diploma while working? We can help with that!

Assurance Domain	Measure	Bridge Network			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	92.5	93.5	89.6	83.7	84.4	84.8
	Citizenship	94.4	94.0	94.1	79.4	80.3	80.9
	3-year High School Completion	19.4	24.3	14.4	80.4	80.7	82.4
	5-year High School Completion	24.0	20.3	17.8	88.1	88.6	87.3
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0
	PAT9: Acceptable	*	0.0	0.0	62.5	62.6	62.6
	PAT9: Excellence	*	0.0	0.0	15.4	15.5	15.5
	Diploma: Acceptable	91.3	78.4	78.4	81.5	80.3	80.3
	Diploma: Excellence	14.5	5.9	5.9	22.6	21.2	21.2
Teaching & Leading	Education Quality	97.3	97.6	95.7	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.8	97.5	95.3	84.0	84.7	85.4
	Access to Supports and Services	97.5	99.1	97.2	79.9	80.6	81.1
Governance	Parental Involvement	96.6	100.0	100.0	79.5	79.1	78.9

Fall 2024 Alberta Education Assurance Measures - Overall Summary

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam 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.

Fall 2024 AEA 5 Year Comparison

Assurance Domain		Measure	Bridge Network Outreach School				
			2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	88.9	85.7	93.5	92.5	
	Citizenship	88.4	82.2	94.3	94	94.4	
	3-year High School Completion	14.1	8.7	10.1	24.3	19.4	
	5-year High School Completion	20.9	14.2	18.8	20.3	24	
	PAT6: Acceptable	n/a	n/a	0	0	n/a	
	PAT6: Excellence	n/a	n/a	0	0	n/a	
	PAT9: Acceptable					*	
	PAT9: Excellence					*	
	Diploma: Acceptable	n/a	n/a	63.6	78.4	91.3	
	Diploma: Excellence	n/a	n/a	0	5.9	14.5	
Teaching & Leading	Education Quality	96.3	93.1	93.9	97.6	97.3	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	88.6	93.1	97.5	97.8	
	Access to Supports and Services	n/a	84.3	95.2	99.1	97.5	
Governance	Parental Involvement	100	97.1	n/a	100	96.6	



Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our previous focus on strategies to increase attendance and engage learners has led to a significant increase in regular student attendance. As such, our focus has now shifted to working to ensure optimum learning for students within an outreach/alternative education setting. Specifically, our priorities are Teaching and Learning and Inclusion.

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Quality resources for teaching and learning.

Quality resources have a huge impact on student success in an outreach setting, which we are constantly looking to improve. Focusing on essential outcomes and creating fewer redundancies are ways to make courses more streamlined and appropriate for an independent learner. We are hoping to improve our average course completion times as we adapt and improve our current resources as well as look at the overall quality of our delivery. This process is ongoing and will take time as we have 2.9 teachers that deliver 21 Math and Science courses as well as 12 English & Social Studies courses. This is in addition to 20 Career Technology (CTS) courses, 9 Knowledge & Employability courses, CALM & Physical Education courses.

Evidence:

Evidence shows a decrease in the number of days needed for course completion for all four core subject areas.

Average Course Completion Times in Days*

Course	2020-2021	2021-2022	2022-2023	2023-2024
Mathematics	145 Days	113 days	99 days	91.8 days
Social Studies	125 Days	102 days	88 days	90.2 days
English Language Arts	123 Days	118 days	102 days	76.9 days
Science	85 days	76 days	66 days	67.1 days
Overall Average	112 Days	100 days	89 days	82.5 days

**These calculations do not include course challenges, students who did not complete courses, or credit recovery from previous course work done. The “days” calculation was from start date to completion date. This is not necessarily representative of the actual time spent on the course and may/does include any weekends/holidays etc.*

Education Quality – Provincial Assurance Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	BN					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	96.3	93.1	93.9	97.6	97.3	90.4	89.9	88.7	86.6	86.3	90.3	89.6	89.0	88.1	87.6
Parent	*	*	*	*	*	87.7	89.3	84.0	81.1	81.9	86.7	86.7	86.1	84.4	83.8
Student	92.6	88.4	93.9	95.2	94.6	86.1	84.7	85.7	85.1	85.0	87.8	86.3	85.9	85.7	84.9
Teacher	100	97.9	*	100	100	97.2	95.6	96.3	93.6	92.1	96.4	95.7	95	94.4	93.9

**Data values suppressed where the number of respondents is fewer than 6*

Percentage of Parents, Students and Staff agree:

Division Assurance Survey- Bridge Network	Parents	Students	Staff
Satisfied with the Quality of Education			
2021	86	91	96
2022	92	89	100
2023	96	95	100
2024	*	94	100
Satisfied with Teaching and Learning			
2021	87	90	95
2022	92	87	100
2023	93	95	100
2024	*	92	100
Satisfied with Students Engaged in Learning			
2021	74	86	91
2022	89	83	97
2023	95	90	97
2024	*	83	100

** Data values suppressed where the number of respondents is fewer than 6*

Outcome: Effective practices and processes that support student success in an alternative educational environment.

As an alternative educational environment, Best Practices for teaching and learning at Bridge Network may differ from those of a traditional school. In addition, teachers and learners at alternative education schools can often feel isolated. As such, we are working on the following strategies for the 2024-2025 school year.

- Continue to refine and improve our registration intake process for students & parents.
- Continue to update our *Bridge Way* document that outlines our procedures, processes, pedagogy, and best practices in an Outreach setting to support student success.
- Align our Bridge Way document with GPPSD’s Optimum Learning Framework.
- Continue to focus on course audits around essential outcomes and reduce redundancies.
- Continue to seek student feedback for course material to ensure course work “makes sense” for Independent Learners.

Evidence:

- The evidence below shows a slight decrease in student satisfaction from the previous two-year highs but an overall high satisfaction result.
- Multi-Year credit attainment continues to improve overall and per/student.

Satisfaction with Program Access

- At school can you get the help you need with reading and writing
- At school can you get the help you need with planning for a career
- At school can you get the help you need with deciding what courses you take

Percentage of teachers, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.															
	BN					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	92.2	78.5	97.4	94.1	93.6	76.2	68.1	72.3	73.7	72.3	75.2	71.8	72.6	72.9	71.9
Parent	*	*	*	*	*	69.4	64.4	63.2	68.0	65.4	68.4	65.7	67.4	68.4	67.8
Student	84.4	72.6	97.4	92.8	87.3	82.4	71.3	77.5	77.2	75.7	79.0	71.9	73.5	74.3	73.0
Teacher	100	84.4	*	95.5	100	76.7	68.6	76.1	75.8	75.7	78.1	77.8	77.0	76.0	74.8

**Data values suppressed where the number of respondents is fewer than 6*

Multi-Year Credit Attainment- Bridge Network						
Year	2018/2019	2019/20	2020/21	2021/22	2022/23	2023/24
Total Credits Earned	1708	1816	1369	1646	1891	2382
Credits Earned per Total # of students	5.7	7.7	5.7	7.6	8.8	11.0
*Credits Earned per active # of students	9.8	11.6	10.5	12.6	14.4	18.2

***Active students are students who completed at least one credit**

Priority: Inclusion

Outcome: Creating a safe and welcoming learning environment.

As an Alternative/Outreach School, students who attend the Bridge Network have additional barriers and challenges. To support the removal of anxiety-based barriers, our school has worked on creating a learning environment that is welcoming, caring, respectful, safe, and supports the emotional well-being of students.

Some strategies we have used to develop a welcoming, healthy, and safe environment are:

- Continue to provide a student food pantry for students who may have food security issues.
- Supplying personal hygiene products to students.
- Continue to build and present a warm, welcoming, safe and caring learning environment by enhancing building/classroom aesthetics.
- Ensuring all students are greeted in a friendly manner each time they enter or leave the building.

Evidence:

2024 Alberta Education Results Report Multi Year

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

	BN				GPPSD				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	88.6	93.1	97.5	97.8	86.5	82.3	82.4	81.5	87.8	86.1	84.7	84.0
Parent	*	*	*	*	87.8	80.7	82.4	81.6	88.2	86.9	85.6	85.3
Student	81.1	93.1	95.0	95.5	77.0	75.1	74.1	73.4	79.8	77.7	76.6	75.2
Teacher	96.1	*	100.0	100.0	94.9	91.0	90.7	89.5	95.3	93.6	92.0	91.6

**Data values suppressed where the number of respondents is fewer than 6*

Division Assurance Survey Measures

Percentage of Parents, Students and Staff agree:

Division Assurance Survey- Bridge Network	Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment			
2021	86%	86%	96%
2022	100%	82%	100%
2023	100%	89%	100%
2024	*	82%	100%
Student emotional, physical well-being and mental health is supported			
2021	77%	83%	90%
2022	100%	79%	100%
2023	93%	88%	100%
2024	*	81%	100%
Would recommend our school to others			
2021	92%	67%	N/A
2022	100%	95%	N/A
2023	100%	94%	N/A
2024	*	89%	N/A

** Data values suppressed where the number of respondents is fewer than 6*

Outcome: Creating opportunities for Student Voice and a Sense of Belonging.

Discussion:

One of the areas in the survey data that had the lowest satisfaction for students is in the area of creating opportunities for student voice and sense of belonging. Below are some of the strategies we are employing to try to improve:

- We have switched from a “Digital Suggestion Box”, where students can give feedback on issues of importance to them, to a hard copy format as we found we had better success with responses.
- We continue our work to better “Indigenize” the school with Seven Sacred Teachings posters, Medicine Wheel Teachings posters, Treaty 8 flag, Metis flag, Every Child Matters flag as well as highlighting, through school wide presentations, Orange Shirt Day, National Indigenous Veterans Day, National Metis Week, National Day for Truth and Reconciliation and events during National Indigenous Peoples Day. We are also continuing to improve our school’s resources around Indigenous based authors and novels that can be infused into current curricular outcomes.
- We continue to provide *Student Lunch Club* meetings on a bi-weekly basis where students have the opportunity to interact with community leaders and experts on a variety of topics as well as have input on school policies and procedures. This also supports students being able to connect with one another as well as promoting student voice. Staff continue to share anecdotal evidence of students’ sense of belonging.

Evidence

Percentage of Students agree:

Division Assurance Survey Results*	Students
Q11-Learn about Indigenous cultures and history	
2021	77%
2022	79%
2023	86%
2024	89%
Q13- School staff know me	
2021	77%
2022	72%
2023	86%
2024	71%
Q18- Able to access Supports at school to help with learning	
2021	75%
2022	79%
2023	89%
2024	79%
Q19- Can contribute ideas to improve things for students	
2021	62%
2022	77%
2023	80%
2024	66%
Q26- I have the opportunity to contribute to conversations about current issues in Canada and the world	
2021	79%
2022	77%
2023	83%
2024	58%
Q27- I have the opportunity to contribute to conversations about current issues in the local community	
2021	81%
2022	77%
2023	80%
2024	63%