



CBE and Provincial Goals

See Board of Trustees' [Results Policies](#) for full, detailed Results statements.

Provincial Goals**

- An excellent start to learning
- First Nations, Métis and Inuit students are successful
- Quality teaching and school leadership
- Engaged and effective governance

**Alberta Education Requirements

Highlights

- CTC Participation in Skills competition has increased; 16 regional, 9 provincial, 3 national student competitors
- Classes are multi-level allowing for flexibility of programing
- Personalization of student learning is key

Highlights | 2015-2016 school results report

The Career and Technology Centre (CTC) provides a full spectrum of technical CTS courses available to all high school students in the CBE. Students from **18 CBE High Schools** concurrently attended the centre in this school year to explore, specialize or credential in a variety of CTS career pathways.

CBe-learn – Career and Technology Centre Overview

our school

offers students

- continuous access to academic, industry-standard programs,
- certificated journeyman teachers and instructors,
- facilities and equipment for students seeking industry-standard credentials in highly skilled occupations
- in journeyman trades, students can simultaneously earn credits in Career and Technology Studies (CTS) while completing equivalent Alberta Industry and Training (AIT) courses for their journeyman technical training,
- *Explore level* programs for students seeking an introduction to an occupational field they may be interested in as a career.
- *Specialized level* programs for students seeking local certificates or detailed study of a particular occupational field in which they have previously explored.
- *Credential level* programs for students wishing to complete the technical training of a journeyman trade. First period technical training courses in support of the journeyman certification in welding, auto body, hairstyling and cooking.
- Students are able to challenge the first period technical exams managed and certified by Alberta Industry and Training (AIT) when their technical training is complete.
- courses are provided in a variety of clusters including Trades, Manufacturing and Transportation (TMT), Health and Human Resources (HRH), Natural Resources (NAT), Pre-Engineering, Media Design and Communication Arts (MDC).
- local credentials and certifications such as First Aid, CPR, Food Safety, Infection Control and Workplace Safety, Aesthetics Certification.
- students are encouraged to demonstrate their skills and abilities at regional, provincial and national **Skills competitions**.
- Student success in **Skills competition** is significant and supports the overall success of students, including the ways they demonstrate citizenship, character and personal development.
- evening credit courses on Thursday evenings for three hours in Energy and Environmental Innovation, and IT Essentials.
- Cosmetology customer service was provided once a month on Thursday evenings in addition to the daytime services provided Tuesday, Wednesday and Thursday.



The Centre's programs are organized by the following *Career Clusters*:

Career Cluster	Programs
Trades, Manufacturing & Transportation (TMT)	<input type="checkbox"/> Auto Body Auto Body Apprentice (first period technical training) <input type="checkbox"/> Fabrication Welder Apprentice (first period technical training) <input type="checkbox"/> Pre-Engineering
Health, Recreation & Human Services (HRH)	<input type="checkbox"/> Cosmetology Hairstylist Apprentice (first and second period technical training) <input type="checkbox"/> Culinary Arts Cook Apprentice (first period technical training) <input type="checkbox"/> Health Sciences First Responder
Natural Resources (NAT)	<input type="checkbox"/> Environmental Stewardship <input type="checkbox"/> Oil and Gas Exploration
Business, Administration, Finance, Information & Technology (BIT)	<input type="checkbox"/> Financial Management <input type="checkbox"/> IT Essentials
Media, Design & Communication Arts (MDC)	<input type="checkbox"/> Communication Technology Broadcasting <input type="checkbox"/> Design Studies

student results

CTS course credits earned by students	5,137
CBE schools/programs who sent students to CTC	27
Students who completed courses at CTC	1075
Courses completed in journeyman technical training programs	672
cook apprentice	0
welder apprentice	323
hairstylist apprentice	633
auto body apprentice	50
(curriculum introduced for the 2014-15 school year)	

Skills Competition

Regional skills competitors	17
Medals earned Culinary Arts,(Gold)	
Baking (silver, bronze, 4 th)	
Hair styling, (Jr, silver, Int. silver, bronze, 4 th)	
Welding (Sr, gold, 6 th , Jr. bronze)	
Provincial Skills competitors	8*

The Provincial Competition was cancelled this year due to the Fort McMurray wildfires.

National Skills Competitors (Moncton, NB.)

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Members of Team Alberta, * students were selected to go to Nationals by a lottery due to the cancellation of Provincials

Program Demand

Program demand may be measured as a ratio of the number of student requesting a program compared to the number of available student seats and/or workstations. Program demand in the 2015-16 school year, from highest to lowest demand;

- a. Welding (Fabrication)
- b. Cosmetology (Hairstyling)
- c. Autobody
- d. Media Design and Communication
- e. Pre-Engineering
- f. Cooking
- g. Natural Resources
- h. Health Sciences

Student Results

For a complete report of student results visit our school website at <http://schools.cbe.ab.ca/b1064>

CBE and provincial results

For a complete report of CBE and provincial results visit the CBE website at <http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>

Class Size

For a detailed report on the school and CBE average class sizes go to: <http://www.cbe.ab.ca/FormsManuals/Class-Size-Survey-Jurisdiction-Report.pdf>

school development plan 2015-2016

Theory of Action:

If we focus resources and time to developing teachers' capacity to design authentic and personalized tasks and assessments based on inquiry and literacy, then our diverse student population will have a stronger sense of belonging and will be more intellectually engaged and self-motivated; therefore academic performance will improve.

Measures and Results 2015 – 2016

Teachers utilized the Teaching Effectiveness Framework to design learning tasks and assessments to more fully engage students.

Measures of this strategy include:

- Documentation indicating an understanding and use of the Teaching Effectiveness Framework.
- Identified tasks in all learning suites that utilize the Teaching Effectiveness Framework to target student engagement.
- Inquiry based learning and assessments were integrated and evident with applicable courses in all learning suites.

Instructional Actions 2016-2017:

- Teachers at the *CTC* will have frequent and routine one-on-one meetings between teachers and students to review pathway progress and personal goals
- In *Auto Body*, teachers will engage in the alignment of curriculum and customer service expectations to maintain a high level of quality and knowledge in painting, bodywork, fabrication and apprenticeship skills. Teachers will also continue to develop D2L to provide students with course expectations, rubrics and individual feedback to promote student success and personalization.
- In *Cosmetology*, teachers will engage students in developing industry skills, knowledge and attitudes that will model employability and carry over into any level of Cosmetology. Teachers will continue to support student learning by providing access to content and quizzes on Desire 2 Learn.
- In *Culinary Arts*, teachers will engage students in developing transferrable skills, knowledge and attitudes that can be used in entry level work positions (hospitality and service sector). All students will be encouraged to develop healthy relationships with the producing and consuming of foods in their personal life. Staff and students will actively engage in the planning, monitoring and formative assessment to support rich and meaningful experiences and culinary literacy.
- In the *Culinary Arts Apprentice Program* teachers will develop culinary and industry skills, knowledge and attitudes to strengthen their longevity (sustainable careers) in the hospitality industry. Students will be encouraged to develop mentor-mentee relationships to nurture and strengthen personal growth in and out of the school setting.
- In *Energy and Environmental Innovation*, teachers will collaborate to build project planning skills and continuously work to contextualize and validate their work in the local community and the world.
- In *Media, Design and Communication Arts*, teachers will adapt industry standard film and TV production documents into CBE Google Apps to allow 21st Century real time digital collaboration by students on their productions without the limiting costs and privacy impact of typical film and television production management software.
- In *Pre-Engineering*, teachers will develop new project/activity ideas around new technology and introduce other types of engineering into the classroom. teachers will improve Desire2Learn content in the new technology areas so that more time can be used to help develop critical thinking and project planning skills with the students.
- In *Welding*, teachers will continue to develop digital resources for instruction to accommodate student schedules and absences due to logistics with community schools. teachers will continue to develop digital resources for instruction to accommodate student schedules and absences due to logistics with community schools.
- In the *Flex Program (Bridges IV)*, staff will collaborate with students and staff around school engagement and integration.
- In *Health Sciences* teachers will continue to work with industry experts to provide authentic learning opportunities to improve student engagement.
- The *Student Support Services Team* will continue to build on wellness initiatives developed in recent years, targeting social, emotional and intellectual engagement, utilizing relationally-driven best practices.

Targets for 2016-2017:

Based on our results, we have set the following targets for improvement in our School Development Plan 2016 – 2017:

- Student enrolment will increase by 2% with more system awareness of CTC programs
- The number of students enrolled in the Apprenticeship program will increase by 2%
- Offer evening credit and interest courses in Energy and Environmental Innovation, IT Essentials,
- Classes will be offered in Auto Body, Fabrication, Cosmetology, Culinary and Media Design and Communication in collaboration with Chinook Learning Continuing Education.
- Increase the total number of CTS credits awarded by 2%.

School Fees

For a detailed report of school fees and expenditures visit our school website at: <http://schools.cbe.ab.ca/b1064> or contact the school directly.

School Fees by program

Most students attending CTC have another home high school with associated instructional fees. The CTC does not charge for instructional fees where students concurrently attend another CBE school. Career and Technology Centre does charge a Resource Fee for consumable materials in each suite. Please see the on-line fee schedule for CTC.

CBE students

students who are registered in another CBE school

- **Instructional Supply and Material Fee** \$0 (No fee for CBE students)
- **Resource Fee as per fee schedule for individual CTS suites (consumables)**

CBe-learn students

students under 20 who are not attending any other CBE school

- **Instructional Supply and Material Fee**
\$65 per course, to a maximum of \$195 plus resource fee
- **Resource Fee as per fee schedule for individual CTS suites (consumables)**

School Community Involvement

At the CBe-learn we host town hall meetings for parents, students, teachers, and community members to work on the development and organization of the programs at CBe-learn and to also bring forward parent and student issues. As our parents are often connected to the homeschool we offer town hall meetings that allow for open conversation on a variety of topics that are parent and student generated.

- Town hall meetings regarding **D2L information** were offered at Meet the Teacher evening as well as during Parent Teacher Student conferences and again at our open House.
- Community is invited in to the café for daytime food service. Catering and bake sales also occur regularly.



- Cosmetology hosts an evening customer service night one Thursday per month as well as daytime service Tuesday, Wednesday and Thursday.
- The Energy and Environmental Innovation class is active in the community with a number of projects to improve the environment our understanding of and the issues.

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