

Black Gold Outreach School



Black Gold Outreach Schools and Home-Based School Assurance Plan - 2025-26

School Profile:

- Black Gold Outreach Schools work to support all of the junior and senior high schools in Black Gold School Division by providing an alternative outlet for learning for students grades 7-12 and upgraders with a campus in the Leduc Recreation Centre and another campus in the Beaumont Community Centre. Students in our schools might be with us because of anxiety, social dynamics, attendance, etc.
 - Our junior high program offers small, attendance-based learning for students who need fewer distractions for their success. Students take two courses each semester and are offered CTF opportunities on Fridays.
 - Our senior high program is individualized, asynchronous and is not attendance based. Students take materials home and when they finish they return them and pick up the next module. Some of our students do spend a lot of their days still in the school to make sure they get the work done. A large portion of our students are picking up classes that they did not get in high school, either finishing their courses needed for a diploma or prepping for post-secondary opportunities.
- Currently, the Leduc school has 319 students and Beaumont has 208 students. These numbers will continue to fluctuate as some students finish their programs with us while new ones start. Last year, Leduc worked with over 450 students while Beaumont had over 300. Both sites also take adults who would like to take high school courses. We also support other schools with InterEd by providing courses to students in their schools who could not get it in their building. They also support us by providing our students the opportunity to take some of their hands on complimentary courses, like mechanics or welding.
- Both schools and Home-Based are led by the same principal. Leduc also has 8 teachers, including a 0.5 assistant principal and a 0.4 LST and are supported by 2.0 educational assistants and 1.8 secretaries. Beaumont has 6.2 teachers including a 0.5 assistant principal and a 0.4 LST. Beaumont with support from 1.2 educational assistants and 1.0 secretary.
- Because the majority of our students are not required to attend daily, we can take students well beyond the capacity that our space will allow, and we do. The limit to our school population is determined by need and by teacher workload. A full time teacher will work with an average of 160 5-credit courses in a school year.
- Students in senior high must be fairly independent because the courses are designed to be done without daily supports. As a result, we have very few students with highly complex needs nor students learning English as an additional language. About 10% of our population identify as First Nations, Metis or Inuit.

Guiding Principles

- We believe that Black Gold Outreach School should provide a welcoming environment where all students are invited and challenged to learn.
- We believe that every student has the ability to be successful, and every teacher has the responsibility to help them find the key to unlock their learning potential.
- We believe that students' needs can best be met when each person is respected and accepted in a non-judgmental manner.
- We believe that Black Gold Outreach School should offer individualized learning opportunities, flexibility in scheduling, and continuous feedback on progress.

Celebrations

- Partnership with Yorkville University to provide a Masters in Counselling student to work with our students. We have a second student with us this year and a third has already signed up for next year.
- More connection with the FSL team to provide more mental health and social support to our students.
- Event days - both sites have a variety of special days to provide fun activities, free food, etc., to help build connections within the school community (crafts, games, movies, tacos, pizza, etc).
- Establishing new, temporary routines during the support staff job action and a very successful reintegration when staff returned.
- Push-up challenge - a month of students and staff doing push-ups to see who could do the most.
- Developed a different approach to interpreting our year-end results for success that better fits our environment.
- Streamlined our student tracking process to provide more focus to those who need it most.
- Adding more in-school assessments to build connections and to combat AI.
- Gowns for Good is a joint project with ESBCHS that provides previously worn, donated gowns to students for graduation.
- Monthly check-in questionnaires that allow students to have fun remotely and let us know how they are doing.
- Monthly newsletters (Smores) are gaining traction and getting more views from parents.
- Pathway to Graduation - monthly draws that reward students for completing their courses.
- While the school is designed for individual success, students still joined up to attend leadership and science events in the division.

School Council Message:

- This year, on Sept. 16, 2025, we had our AGM. No parents attended. As a result, we will work to build an Advisory Council for 25/26. However, if we can generate more interest, we will start a school council.

Alberta Education Assurance Measures - 3238 Black Gold Outreach Leduc

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 3238 Black Gold Outreach School

Assurance Domain	Measure	Black Gold Outreach School			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	83.8	89.4	87.2	83.9	83.7	84.4
	Citizenship	83.2	86.2	82.5	79.8	79.4	80.4
	3-year High School Completion	24.2	9.6	15.8	81.4	80.4	81.4
	5-year High School Completion	46.9	45.4	46.7	87.1	88.1	87.9
	PAT9: Acceptable	48.6	41.1	34.5	62.5	62.5	62.6
	PAT9: Excellence	8.3	0.0	1.8	15.6	15.4	15.5
	Diploma: Acceptable	77.3	77.7	71.8	82.0	81.5	80.9
	Diploma: Excellence	19.7	9.8	9.5	23.0	22.6	21.9
Teaching & Leading	Education Quality	89.2	89.8	90.4	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	88.4	90.0	84.4	84.0	84.9
	Access to Supports and Services	80.7	89.7	90.5	80.1	79.9	80.7
Governance	Parental Involvement	70.5	82.0	70.4	80.0	79.5	79.1

Alberta Education Assurance Measures - 1689 Black Gold Outreach Beaumont

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 1689 Black Gold Outreach - Beaumont

Assurance Domain	Measure	Black Gold Outreach-Beaumont			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	85.5	91.4	90.9	83.9	83.7	84.4
	Citizenship	86.9	96.7	90.2	79.8	79.4	80.4
	3-year High School Completion	21.6	37.2	28.5	81.4	80.4	81.4
	5-year High School Completion	70.0	51.5	45.1	87.1	88.1	87.9
	PAT9: Acceptable	58.3	58.6	58.8	62.5	62.5	62.6
	PAT9: Excellence	19.0	3.4	8.9	15.6	15.4	15.5
	Diploma: Acceptable	80.0	75.5	69.6	82.0	81.5	80.9
	Diploma: Excellence	15.0	17.0	14.7	23.0	22.6	21.9
Teaching & Leading	Education Quality	92.0	94.7	94.0	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	99.1	95.8	84.4	84.0	84.9
	Access to Supports and Services	91.9	97.4	95.7	80.1	79.9	80.7
Governance	Parental Involvement	86.7	93.3	90.0	80.0	79.5	79.1

Comments on Alberta Education Assurance Measures Results for Black Gold Outreach Schools:

- What continues to make us happy about our results is the positive experience our students have. Students and families continue to feel welcome and supported. These results also show that our community is content with the quality of the education that they are receiving.
- Our completion numbers will always be low.
- We will continue to work towards improving our results on the provincial exams.

Priority Focus 2025-2028						
School Goal 1: Continue to support and grow opportunities for students to connect with staff and other students.	** Indicate Alignment with Division Priorities (Success - Relationships and Collaboration))	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
All students	All students have the opportunity to build a community of support for their education and their social well-being.	Growing our opportunities for students to connect with teachers, support staff, and connect with other students.	Provide more opportunities for students to work together in small groups,	Students gain more confidence and meet difficult to achieve curricular and social goals.	Students will be engaging with the school, other people, and their courses in more ways than simply doing the module work.	Continue to add fun activities and special events, create group tutorial sessions that target common curricular challenges

Priority Focus 2024-2027						
School Goal 2: Encourage students to develop a responsibility and interest in their individual education.	** Indicate Alignment with Division Priorities Visible Learning/Literacy and Numeracy	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
Senior High Students	All students have agency in their learning, know what and why they are learning and how it will impact their opportunities.	Getting students to commit to their learning and to their ambitions.	Encourage students to plan for life after school	Students will better understand why they are taking the courses they have chosen.	Students will be more confidently aware of their own success..	To encourage teachers to help students reflect on their learning intentions during course intakes and subject conversations.



