



<b>Enrolment</b>		<b>Staff FTE</b>		<b>Budget</b>		
Normalized	993.660	Custodial	8.000000	Salaries	\$6,087,783	92%
Weighted	1073.025	Exempt	1.000000	Supplies, Equip., Services	\$519,603	08%
Regular	982	Support	8.750000			
		Teacher	<u>45.350000</u>			
Year Opened	1958	<b>Total 63.100000</b>		<b>Total \$6,607,386</b>		100%
Area (total)	16,675 metres					
Area (decom)	440 metres			Internal Revenue	\$36,000	
Area (partner)	2,094 metres					

**Vision**

Transforming the learners of today into the leaders of tomorrow.

**Mission**

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

**Values**

Supporting the Vision, Mission and Priorities are the District 's cornerstone values of accountability, collaboration, equity and integrity.

**District Priorities 2014-2018**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

**School Philosophy**

Vimy Ridge Academy is the first school of its kind in Canada to provide a rigorous academic program for students grades 7 through 12 with an emphasis on Sports Programming (baseball, elite athlete, hockey, lacrosse, soccer, softball, sport fit), Outdoor Pursuits and a Professional Dance Program. Combined with our strong focus on student achievement, we emphasize leadership, citizenship, self-discipline, physical fitness and healthy active lifestyles. Our goal is to graduate students who will be sought after by post-secondary institutions and the world of work and who will be exemplary citizens and leaders of tomorrow.

**Community Profile**

Vimy Ridge Academy is located in an older community in south central Edmonton near Bonnie Doon Mall. Students attending Vimy Ridge Academy travel from many district neighbourhoods and outlying communities in the Greater Edmonton area. A large percentage of students are transported to school on a daily basis by their parents/guardians, while the balance of the student population uses the Edmonton Transit system to meet their transportation needs.

**Programs and Organization**

Vimy Ridge Academy is an alternative program site for a number of very unique and diverse programs. Students interested in taking more in-depth instruction during the school day in programs, such as Baseball, Dance, Elite Athlete, Hockey, Lacrosse, Outdoor Pursuits, Soccer, Softball, or Sport Fit, would consider Vimy Ridge Academy as their school of choice. Each of these very unique programs is complemented with a strong regular academic program in grades 7 - 12, as well as an honours program for those high academic achievers in junior high looking for that extra academic rigor. Each alternative program is administered under the supervision of a program director who works very closely with the administration of Vimy Ridge Academy to ensure that both the alternative program and school academic program needs of each individual student are met. Vimy Ridge Academy is also a district site for the Individual Support Program, providing programming options for medically fragile high school aged students who reside in south central and southeast Edmonton.

**District Priorities 2014-2018**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2016-2017, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

Through our cornerstone values, staff in the McNally Catchment will improve literacy and numeracy achievement. At Vimy Ridge Academy, maintaining a focussed and structured emphasis on providing high school transition planning and career guidance for our junior and senior high students, under the direction and supervision of our new student services department, continues to be a priority. Fostering a smooth transition from junior high to high school, and from high school to post-secondary, continues to be one desired outcome. Once in high school, we will continue to use our monitoring system to ensure our students complete high school in three years. Our three year high school completion score value on the Provincial Accountability Pillar will be our measure of success in this area. (DISTRICT PRIORITY #1)

**Results Achieved: Our three year high school completion rate for the past school year was 84.4%, which dropped slightly from the previous year's value of 87.9%. That being said, our three year high school completion rate is still significantly higher than the McNally Catchment (76.7%) and the District (75.8%). Work has already been done with the students who were unsuccessful in attaining their high school diploma last year to ensure they are aware of the shortcoming and that they have a plan in place to address it. We anticipate our four year high school completion rate for this group of students to be a larger jump than that of the previous year's group. With the work that our Student Services department has done so far, we believe our overall graduation rate right now is 86.7%, and this should increase to 96% by the end of June 2018 based on their conversations with students and parents.**

Through our cornerstone values, staff in the McNally Catchment will have opportunities to build capacity, expertise and leadership. At Vimy Ridge Academy, maintaining our commitment to build high quality learning environments through providing increased opportunities for departmental collaboration is a priority. School administration will continue to provide departments release time for department collaboration sessions throughout the year which focus on sharing instructional strategies; building new classroom resources and assessments; and establishing common curricular standards, expectations and outcomes for each of the core courses offered at Vimy. Our department heads and lead teachers will participate in district-wide department-specific collaboration meetings. Our department heads will also facilitate conversations within our catchment to continue building and developing our shared expertise. Our Provincial Accountability Pillar results for the PAT and Diploma examinations will be our measure of success in this area. (DISTRICT PRIORITY #2)

**Results Achieved: The successful completion results on our PAT's in 2016-17 showed a slight decline from the previous year, dropping from 79.8% to 77.5%. This result is above the provincial rate of 73.4% and above the district's rate of 75.6%. Even though we had strong results at the Acceptable Standard relative to the district and province, our Standard of Excellence results on PAT's were lower than expected (a drop from 17.8% to 15.5%).**

**The successful completion results on our Diploma exams in 2016-17 showed a slight decline from the previous year, dropping from 85.3% to 83.1%. This result is still above the provincial rate of 83.0% and above the district's rate of 82.4%. Even though we had strong results at the Acceptable Standard relative to the district and province, our Standard of Excellence results on Diploma exams were lower than expected (a drop from 20.9% to 18.3%).**

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders. Through work with the McNally Catchment area schools, we will experiment with new ways to improve parent and partner engagement. At Vimy Ridge Academy, we will continue to develop well-structured intervention plans, in consultation with all stakeholders (students, teaching staff, parents and alternative program staff) for those students requiring support in their academic classes. The use of our Extended Learning Opportunity (ELO) room will continue to support this process, which will be initiated through a direct conversation between the academic teacher and the student's parents. Following this conversation, the student will be removed from his/her alternative program class for a brief period of time to allow them to complete the assigned tasks. Our success coach will be involved as part of this process to help facilitate completion, and to provide the student any necessary supports. The use of Log Notes will assist in communication amongst all stakeholders. This intervention plan ensures academic success is possible for all students. The completion of all assignments and assessments in a reasonable timeframe will be our indicator of success; this will assist our teachers in accurately assessing their students in relation to the curricular outcomes. (DISTRICT PRIORITIES #1 and #3)

**Results Achieved:** We believe we made significant progress in the area of assignment completion based on several factors. Our ELO room was highly utilized, which indicates that teachers were accessing this support to ensure assignments were submitted in a timely fashion. Feedback from our teaching staff also indicated students were more successful in handing in their assignments in a timely fashion. The addition of a Success Coach also played a positive role in supporting our students in the completion of their assignments. Communication amongst parents, school staff and program staff also played a significant role in ensuring students attended their designated ELO time, and subsequently submitted completed assignments to their classroom teacher. Parent contact was critical in having assignments completed in a timely fashion. Parents expressed a strong sense of value to our ELO program in support of their child's success. The communication provided by our Outreach staff in support of course completion for distance learning courses was instrumental in the successful completion of these courses.

**What were the biggest challenges encountered in 2016/17?**

Our biggest challenge last year was our ability to provide high quality academic and athletic instruction to our students while minimizing disruptions as we continue to undergo a full school modernization, originally slated for completion in January 2017, which was extended to July 2017. We acknowledge that there have been challenges that have impacted staff and student performance. Overall academic results were strong, but we showed a slight decline relative to the previous school year. Interest in our programming continues to grow despite the obstacles and challenges a modernization of this scope presents. Enrolment for 2017-18 is higher than our projected enrolment. Feedback from parents and students has been positive regarding the modernized spaces and upgraded facilities. Last year was the first year of a new partnership with Okanagan Hockey Academy, and at a recent meeting with the President and Director of the Okanagan Hockey Group, both parties indicated this first year was a success. They have added another team to their group for 2017-18, which increased our enrolment by 20 students.

An unexpected challenge was managing a larger than expected Grade 7 cohort of students. As a result of our modernization, a lack of facilities and classroom space created circumstances where behaviour issues escalated more frequently than usual. We relied heavily on our Student Services staff, including two counselors and a Success Coach, in addition to School Administration, to address behaviours that created challenges which impacted the classroom environment. Our Student Services department implemented a weekly support group for students at-risk, which required parental consent and support. They also implemented supports for students who self-identified as having concerns with their transition into grade 7. Periodic brainstorming sessions with the grade 7 academic teachers also occurred to share best practices and successful intervention strategies. By the end of the year, many of the previously identified students at-risk were successful and able to positively contribute in the academic classes on a regular basis.

**What are the implications from 2016/17 that will impact your current year plan?**

Our current population has grown again over the previous year, which has necessitated the implementation of a new master schedule, switching from a 5 day non-rotating schedule to a two-day alternating schedule. This will allow us to better utilize our academic and program facility space for the entire school population. We will be continually monitoring the new schedule to ensure that anticipated improvements occur and to address any unanticipated outcomes.

We are engaging in horizontal collaboration amongst district high schools to share best practices and to ensure curriculum alignment and assessment. Identification of essential learning outcomes across all courses is one of the main areas of focus for this collaboration. This collaboration is in addition to the ongoing work related to Mental Health initiatives as well as Literacy Interventions as identified by the McNally Catchment group. The results of this horizontal collaboration will positively impact our junior high programming in addition to our high school programming as we can scaffold the essential outcomes down into our Division III classrooms. We anticipate an improvement in our PAT and Diploma results for the upcoming year.

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2017**  
**School: 7050 Vimy Ridge**



Measure Category	Measure	Vimy Ridge			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.0	92.0	93.3	89.5	89.5	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	59.9	65.2	64.4	81.9	81.9	81.5	Very Low	Declined	Concern
	Education Quality	87.7	92.1	92.6	90.1	90.1	89.6	High	Declined Significantly	Issue
	Drop Out Rate	0.8	0.3	0.5	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	84.4	87.9	87.1	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.5	79.8	81.9	73.4	73.6	73.2	Intermediate	Declined	Issue
	PAT: Excellence	15.5	17.8	20.8	19.5	19.4	18.8	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.1	85.3	85.2	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.3	20.9	21.5	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	66.7	81.7	77.7	54.9	54.6	53.1	Very High	Declined	Good
	Rutherford Scholarship Eligibility Rate	78.9	82.5	82.5	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.0	62.0	60.0	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	83.6	80.5	85.6	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	80.5	86.3	86.6	83.7	83.9	83.6	High	Declined Significantly	Issue
Parental Involvement	Parental Involvement	74.5	78.9	78.8	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	School Improvement	80.5	79.9	81.9	81.4	81.2	80.2	Very High	Maintained	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
  4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
  5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  7. 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 Examination 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.
  8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
  11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**District Priorities 2014-2018**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2017/2018 school year. Select the District Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Through our cornerstone values, staff in the McNally Catchment will improve literacy and numeracy achievement. Maintaining a focussed and structured emphasis on providing high school transition planning and career guidance for our junior and senior high students, under the direction and supervision of our new student services department, continues to be a priority. Fostering a smooth transitions from elementary through to post-secondary, continues to be one desired outcome. Our Student Services department will continue to work with our Catchment elementary schools to provide transition supports for students who will be entering grade 7. Once in high school, we will continue to use our monitoring system to ensure our students complete high school in three years. The monitoring system consists of yearly (or more frequent) meetings with staff in Student Services to check on the progress of the student's three-year high school completion plan, and to revise as necessary. Our Student Services staff also follow up with graduates who have fallen slightly short of their graduation requirements to ensure a plan is in place to attain their diploma within a fourth year of schooling. We will also use the new District Dashboard to help analyze data to guide and shape our work in this area. Our three year high school completion score value on the Provincial Accountability Pillar, feedback from school and/or district satisfaction surveys, and anecdotal information from staff, will be our measures of success in this area.

**Priority 2**

Through our cornerstone values, staff in the McNally Catchment will have opportunities to build capacity, expertise and leadership. Maintaining our commitment to build high quality learning environments through providing increased opportunities for departmental collaboration is a priority. School administration will continue to provide release time for department collaboration sessions throughout the year which focus on sharing instructional strategies; building new classroom resources and assessments; and establishing common curricular standards, expectations and outcomes for each of the core courses offered at Vimy. We will also use the new District Dashboard to help analyze data to guide and shape our work in this area. Our staff will participate in district-wide High School department-specific horizontal collaboration meetings. Our department heads and lead teachers will also facilitate junior high and high school conversations within our catchment to continue building and developing our shared expertise. Our Provincial Accountability Pillar results for the PAT and Diploma examinations will be a measure of success in this area. We will also use anecdotal feedback from our staff regarding our efforts with collaboration and the impact it has in their classroom as an indicator of success.

**Priority 2**

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders. Through work with the McNally Catchment area schools, we will experiment with new ways to improve parent and partner engagement, including participating in the new SchoolZone Pilot Project and expanding on our leading edge Social Media communications to enhance Social Capital within our community. Our social capital will also be increased through the efforts of our various student groups (Student Union, Vimy Ambassadors, Mental Health Support Group, GSA) to maintain and enhance positive relationships within the community. The new SchoolZone Pilot will allow us a broader platform to communicate with our students and parents (Google Classroom, Google +, Newsletters, Raiders Nation Blog) as well as traditional avenues of communication (Parent-Teacher Interviews, Meet The Teacher night, Interim Marks Reports, SynreVoice Phone Outs). Our Student Services department will continue to offer student/parent evening workshops, student brown-bag lunch sessions, and student/parent meetings to distribute information, and to provide academic and transition supports to both parents and students. We continue to work closely with our external partners and agencies (AAD, ESB, Green and Gold Soccer Academy, Green and Gold Sports Academy and OHA) to provide seamless programming for our student population. The measure of success in this area will be increased activity on our Social Media platforms, increased usage by both parents and students on the new SchoolZone Pilot platform, feedback from school and/or district satisfaction surveys, and anecdotal feedback from our external partner organizations.

**Priority 2**

**Budget Summary Report**

	2017-18 Spring Proposed		2017-18 Fall Revised	
Resources		6,078,170		6,571,386
Internal Revenue		30,000		36,000
<b>REVENUE TOTAL</b>		<b>6,108,170</b>		<b>6,607,386</b>
Classroom	37.375000	3,841,814	39.354000	4,045,237
Leadership	5.250000	670,169	5.245000	673,578
Teaching - Other	.750000	77,093	.751000	77,196
Teacher Supply	.000000	121,450	.000000	126,700
<b>TOTAL TEACHER</b>	<b>43.375000</b>	<b>4,710,526</b>	<b>45.349998</b>	<b>4,922,711</b>
<b>(% of Budget)</b>		<b>77.12%</b>		<b>74.5%</b>
Exempt	1.000000	115,155	1.000000	115,155
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.571429	429,617	8.750000	501,293
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	8.000000	511,624	8.000000	511,624
Custodial (Supply/OT)	.000000	25,000	.000000	27,000
<b>TOTAL NON-TEACHER</b>	<b>16.571430</b>	<b>1,091,396</b>	<b>17.750000</b>	<b>1,165,072</b>
<b>(% of Budget)</b>		<b>17.87%</b>		<b>17.63%</b>
<b>TOTAL STAFF</b>	<b>59.946430</b>	<b>5,801,922</b>	<b>63.099998</b>	<b>6,087,783</b>
<b>(% of Budget)</b>		<b>94.99%</b>		<b>92.14%</b>
SUPPLIES, EQUIPMENT AND SERVICES		122,000		275,494
INTERNAL SERVICES		154,248		208,109
<b>TOTAL SES</b>		<b>276,248</b>		<b>483,603</b>
<b>(% of Budget)</b>		<b>4.52%</b>		<b>7.32%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>6,078,170</b>		<b>6,571,386</b>
Carry Forward Included		0		133,110
Carry Forward to Future		0		0