



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>	
Normalized	1068.80	Custodial	8.00	Salaries	\$6,580,150 92%
Weighted	1167.53	Exempt	1.00	Supplies, Equip., Services	\$533,694 08%
Regular	1056.00	Support	7.55		
		Teacher	50.07		
Year Opened	1958	Total	66.62	Total	\$7,113,844 100%
				Internal Revenue	\$34,155

School Philosophy

Upon opening in 1999, Vimy Ridge Academy was the first school of its kind in Canada to provide a rigorous academic program for students grades 7 through 12 with an emphasis on athletic programming including Baseball, Elite Athlete, Hockey, Lacrosse, Soccer, Softball, Sport-Fit, Outdoor Pursuits, and a Professional Dance Program. Combined with our flexible schedule design, we emphasize student leadership, citizenship, self-discipline, physical fitness, and healthy active lifestyles. Our goal is to graduate student-athletes who will be sought after by post-secondary institutions across North America and the world of work, and who will be exemplary citizens and leaders of tomorrow.

Community Profile

Vimy Ridge Academy is conveniently located in an established neighborhood in south-central Edmonton. Students attending Vimy Ridge Academy travel from a wide variety of neighborhoods in Edmonton as well as outlying communities in the Greater Edmonton area. Together with our formal partners in the organization and delivery of athletic programming, we provide opportunities for students to rigorously develop skills and attitudes conducive to an active and healthy future with transitions and connections to post-secondary schools, the world of sports and athletics, and the world of work. Our programming is student-centred and parents are valued contributors to our school. Our formal partners include the Academic and Athletic Development Institute of Edmonton, The Edmonton School of Ballet, The Green and Gold Soccer Academy Society, the Okanagan Hockey Academy, and the Green and Gold Athlete Academy.

Programs and Organization

Vimy Ridge Academy is an Edmonton Public School site specifically designed with alternative programming for a number of very unique and diverse programs. Students interested in combining their passion for athletic skill development 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. A strong academic program ensures success for all students in grades 7 - 12, as well as an honours program for learners who maintain high academic standings on top of their rigorous athletic commitments. 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 academic and the athletic programming 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.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Academic & Athletic Development, Edmonton School of Ballet, Green and Gold Athlete Academy, Green and Gold Soccer Academy, Meals to Go, Okanagan Hockey Academy, Pets Assisting With Student Success (PAWSS)

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 2017-2018, 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. 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.

Results Achieved: Foundational work in literacy and numeracy in Grades 7-12 resulted in success for every student completing high school programming at Vimy Ridge in 2018.

Provincial Accountability Pillar Survey Results indicate success in this goal:

Grade 9 PAT results in the Acceptable Standard at 77.3% (above the Province at 73.6%).

Specifically LA PAT = 91.5%, Math PAT = 71.3% Science PAT 86.1% and Social Studies PAT at 84.7%. All results are significantly higher than the provincial rates.

Grade 9 PAT results in the Standard of Excellence at 24.7% (above the Province at 19.9%)

Specifically LA PAT = 15.7%, Math PAT = 20.5% Science PAT 32.9% and Social Studies PAT at 35.8%. All results match or are significantly higher than provincial rates

Grade 12 Diploma results in the Acceptable Standard at 88.6% (above the Province at 83.7%)

Grade 12 Diploma results in the Standard of Excellence at 22.3% (above the previous school year result at 18.3%)

Rutherford Scholarship Eligibility Rate is 76.9% (above the Province at 63.4%) High School Completion Rate (3 yr) at 82.5% (above the Province at 78%)

Student Services tracked the growth and success of every Grade 12 student through high school and beyond:

Gr 12 students pursuing post-secondary admittance: 50% of graduates (according to Stats Canada, less than 10% of grade 12's attend post-secondary schools in Alberta)

Gr 12 students pursuing athletics careers outside of post-secondary: 15% of graduates

Gr 12 students successfully transitioned to employment: 23% of graduates

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.

Results Achieved:

Accountability Pillar Survey indicates:

District Feedback Survey indicates 100% of staff believe that "in general staff at my school or central department demonstrate collaboration with other schools or central departments", referring to Catchment collaboration as well as High School Horizontal Collaboration initiatives. Furthermore, in response to the question "In general staff in my school or central department demonstrate collaboration", 100% of staff are in agreement with this as a result of department meeting time provided and job-embedded collaboration with our partners in programming.

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.

Results Achieved:

Accountability Pillar Results indicate that 100% of parents of students in Grades 10-12 are satisfied with the quality of education their child is receiving at Vimy Ridge Academy. Additionally, 100% of parents indicate that their child is treated fairly by adults at school. This is reflective of the communication that occurs between home and school on a regular basis. Social media followers increased from June 2017 to June 2018 by 23.4%. Instagram followers increased from 2667 to 3188, Twitter followers increased from 1030 to 1430, and Facebook followers increased from 252 to 379. Monthly meetings with program directors from all partner organizations occurred to ensure clear communication with all stakeholders.

What were the biggest challenges encountered in 2017/18?

Providing flexible programming, instruction, and assessment practices for a diverse group of learners who participate in professional athletic clubs, provincial, national, and international competitions or athletic camps or performances requires supports and interventions in a modified curricular delivery. While High School Redesign concepts assist in the flexibility for our Sports alternative programs, our focus on enhancing and enriching current academic supports remains a priority.

Opportunities for parental involvement continue to be a challenge for families who commute beyond the distances that are conducive to meetings at school and are managing complex extra-curricular practice schedules for their children.

Complex mental health concerns continue to require supports with our growing student population.

What are the implications from 2017/18 that will impact your current year plan?

A focus on literacy and numeracy practices with research-based results will be explored by all staff. Specifically, we have hired a Curriculum Co-ordinator who will oversee interventions and supports in literacy and numeracy. Targeted intervention strategies to address areas of need identified through data collection will be further articulated and implemented and will guide professional practice. We will continue with monthly meetings examining student achievement data as well as both staff and student goal setting for improved results.

Dedicated Academic Coaching time has been added to our weekly timetable for 40 minutes every Thursday to ensure all learners access instructional academic support or enrichment to ensure high-quality learning for all.

Parental engagement will be a focus this year through increased communication measures and an open door policy for administration to be available to parents as requested.

Two full-time School Counsellors will continue to identify, support, and refer to specialized supports where necessary, all students with mental health concerns.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
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	90.7	91.0	92.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	75.5	59.9	62.6	81.8	81.9	81.7	Intermediate	Improved Significantly	Good
	Education Quality	92.6	87.7	91.0	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	1.1	0.8	0.6	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	82.5	84.4	87.0	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.3	77.5	81.4	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	24.7	15.5	17.9	19.9	19.5	19.2	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	88.6	83.1	84.5	83.7	83.0	83.0	Very High	Improved	Excellent
	Diploma: Excellence	22.3	18.3	20.1	24.2	22.2	21.7	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	70.3	66.7	74.8	55.7	54.9	54.7	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	76.9	78.9	80.7	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	70.9	62.0	61.2	58.7	57.9	59.0	Very High	Improved	Excellent
	Work Preparation	78.1	83.6	83.6	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	81.0	80.5	85.1	83.0	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	68.6	74.5	78.0	81.2	81.2	81.0	Very Low	Declined	Concern
Continuous Improvement	School Improvement	81.1	80.5	81.2	80.3	81.4	80.7	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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 2018/2019 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. At Vimy Ridge Academy, by June 2019, all students will demonstrate growth in the areas of literacy and numeracy. Assessments such as PATs, HLAT Writing, Fountas and Pinnell, Middle Years Literacy Intervention, TOSREC/TOSCRF, MIPI, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored supports. Data from the Provincial Accountability Pillar, District Feedback Survey, and regular monitoring of other relevant sources of data will be used to measure and report this growth.

Priority 1

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high-quality, learning and working environments. At Vimy Ridge Academy, by June 2019, all staff will enhance their instructional practices through engagement in catchment collaboration and job-embedded professional learning. Topics addressed may include literacy and numeracy, mental health, use of technology to enhance learning, and leadership development. This will be measured by the Accountability Pillar, staff surveys, staff participation at catchment and individual professional development opportunities, and teacher reflective feedback based on self-identified goals. On the 2019 District Survey, 90% of staff will positively respond to school-based professional learning enhancing their professional growth (2018 result was 82.2%).

Priority 2

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders. At Vimy Ridge Academy, by June 2019, we will increase the opportunities for parental involvement and engagement of community partners in providing support for students and families. Measurements may include the number of parents attending school event/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and our results from the Accountability Pillar and District Feedback Survey in the areas of parental engagement and involvement.

Priority 3

Budget Summary Report

	2018-19 Spring Proposed		2018-19 Fall Revised	
Resources		6,618,287		7,079,689
Internal Revenue		30,000		34,155
REVENUE TOTAL		6,648,287		7,113,844
Classroom	41.005000	4,214,945	42.824999	4,402,024
Leadership	5.245000	678,527	6.250000	799,477
Teaching - Other	1.000000	102,791	1.000000	102,791
Teacher Supply	.000000	141,684	.000000	155,261
TOTAL TEACHER	47.250000	5,137,947	50.075001	5,459,553
(% of Budget)		77.28%		76.75%
Exempt	1.000000	115,155	1.000000	115,155
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	8.000000	448,778	7.550000	426,798
Support (Supply/OT)	.000000	20,000	.000000	33,000
Custodial	8.000000	515,644	8.000000	515,644
Custodial (Supply/OT)	.000000	30,000	.000000	30,000
TOTAL NON-TEACHER	17.000000	1,129,577	16.549999	1,120,597
(% of Budget)		16.99%		15.75%
TOTAL STAFF	64.250000	6,267,524	66.625000	6,580,150
(% of Budget)		94.27%		92.5%
SUPPLIES, EQUIPMENT AND SERVICES		176,608		273,686
INTERNAL SERVICES		174,155		225,853
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		350,763		499,539
(% of Budget)		5.28%		7.02%
TOTAL AMOUNT BUDGETED		6,618,287		7,079,689
Carry Forward Included		0		119,857
Carry Forward to Future		0		0