

Profile



Enrolment		Staff FTE		Budget		
Normalized	1569.290	Custodial	9.407000	Salaries	\$8,652,083	85%
Weighted	1698.047	Exempt	1.000000	Supplies, Equip., Services	\$1,490,131	15%
Regular	1,515	Support	15.163000			
		Teacher	<u>64.427000</u>			
Year Opened	1953	Total 89.997000		Total	\$10,142,214	100%
Area (total)	18,699 metres			Internal Revenue	\$100,000	

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

As each student is an individual with needs, abilities, goals, interests, and responsibilities, our staff works towards becoming facilitators of learning rather than dispensers of knowledge. Each student is expected to challenge the most rigorous courses according to their ability. The faculty also provides an appropriate program to meet the needs of each student within the constraints of time, resources, teaching abilities, and subject expertise.

Community Profile

Strathcona's boundary community area is very viable and stable. The graduation rate at Strathcona for the school year is above the district mean. There are very high expectations at the school. Students and parents are very strong contributors to the school.

Programs and Organization

A large majority of Strathcona students proceed to post-secondary studies. In addition to the core academic program, one of the largest Advanced Placement programs in Canada is offered for high achieving students which provides university credit or prerequisite standing for senior university courses in Art, English, Social Studies, Mathematics, Biology, Chemistry, Physics, German, and French. As well, there are Fine Arts, Career and Technology Studies, and International Languages. Currently, Strathcona offers international language accreditation in the languages of German, French, and Spanish. Strathcona is also a district site for the German Bilingual program. A healthy lifestyle is fostered at Strathcona and is promoted through the Strathcona Educational Foundation Fitness Centre and courses, such as Sports Performance. The school has a transition support program for all students entering Grade 10. Strathcona's Student Services supports all students through counselling, career and post-secondary guidance, and various forms of academic support. The use of technology for learning is embraced by staff and students. The school continues to strengthen its offerings in the Career and Technology Programs and offers students opportunities to participate in the Registered Apprenticeship Program. Strathcona has an outstanding co-curricular program, and as a result, students have had a great deal of success in cross-country, track and field, swimming, volleyball, badminton, basketball, football, and soccer. There is also a continuous expansion of non athletic co-curricular activities which are supported by a strong Students' Union and Scona Serves. Strathcona also enjoys a strong partnership with the University of Alberta.

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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.

Staff have identified three priorities for this year: capturing and enhancing student voice, strengthening resiliency and developing legacy. Each department will develop strategies and tools that support relationship building with students and enhance how student voice impacts the classroom and assessment. Teachers will also engage in a process to share strategies at meetings. In addition, Administration and Department Heads will support learning by visiting classrooms on a regular basis.

Continue to meet the diverse needs of students by way of targeted support such as a cultural liaison, addictions counsellor, counsellors, and a variety of ELL supports. (Priorities 1 and 2)

Strathcona is characterized by a strong teaching faculty, a driven student population, and a highly involved parent community. Collectively, we are continually seeking ways to move students toward their own personal excellence. This year saw an elevated focus on the importance of relationship building, strengthening resiliency and enhanced student voice in the classroom which significantly contributed to the many successes throughout the year.

Highlighted Results Include:

- the high school completion rate for FNMI was up to 75%; drop out rate was 0%
- the high school completion is up to 89%
- Rutherford Scholarship has increased to 84.6%
- transition rate to post-secondary is at 81%
- over 370 students wrote over 850 Advanced Placement Exams
- 87% of Strathcona students scored a 3 (out of 5) or higher on Advanced Placement Exams; globally this number was 60%
- marked increase in student retention and credit completion in Work Experience and iLearn
- biweekly Faculty Council meetings highlighted a question for discussion or opportunity for sharing around one of voice, relationships or resiliency; in support, three Faculty Council retreats were held during the course of the year
- monthly Staff Meetings included activities that spotlighted these three areas and provided a venue for sharing best practices related to them
- regular Department Meetings included the three focus areas as standing items for discussion and conversation
- capturing staff voice emerged as an area of need/focus and was incorporated as an important item to regularly visit/discuss throughout the year
- Scona Initiative, the largest student and student fundraising event in Canada, with over 1200 students, volunteers, alumni and staff, raised over \$467,000 for the Jack Davis Hope Foundation

A number of targeted supports and subsequent programs were engaged throughout the year to assist students across a variety of needs.

Highlighted Areas Include:

- Cultural Liaison 2 days/week in Strathcona and 2 more days in catchment schools. Provided one-on-one support to FNMI students, events and activities including Family Night, Orange Shirt Day, off-campus field trips, inter-school field trips and curriculum support
- Founding Cultures Student Club: open to all students with an interest in exploring their cultural heritage (weekly meetings)
- year one of Alberta Health Services Addictions / Mental Health Counsellor; 1 day/week; on-going direct support of 19 students and multiple others on an occasional basis
- target support of our LGBTQ population through Student Services and "Scona Pride"
- leveled ELL support classes offering tailored support to students grouped as Level 1-3 and 4-5
- Educational Assistance in high-needs classrooms and working one-on-one with students with exceptional needs
- development of an "Accommodations Center" to support students who require exam or course accommodations. We had a record number of ELL students accessing these supports. ELL students accessed accommodation support over 1200 times over the course of the year.

Strathcona has secured a Wellness Grant as part of the Alberta Healthy Schools Community Wellness Fund to support the Scona Wellness Initiative over the next two years.

The focus of this grant is to build teacher capacity and skills through professional development opportunities that support mental health awareness, stress and anxiety reduction, and balance and healthy living in all stakeholders. (Priority 2)

Strathcona engaged in a number of initiatives and activities that highlighted and positively impacted comprehensive school health. These initiatives and activities were strongly supported by administrative and teacher interest, the Wellness Grant and Strathcona's School Council.

Highlights include:

- school-wide wellness based professional development on both school PD days and at other times in the school; workshops were offered around nutrition, anxiety and depression, the emotional scale, understanding conflict and mental health first aid
- regular use of "toilet talk" signs to share positive messaging and support resources with students
- on-going messaging with Advanced Placement students about seeking balance and making effective time management decisions
- staff wide conscious effort to assist and coach students toward positive mental wellness
- regular discussion and sharing of wellness ideas for staff and students at Faculty Council, Department and Staff meetings
- participation in Ever Active Schools round table executive discussions and in the Shaping the Future Conference about healthy schools
- staff completion of comprehensive school health surveys inline with the Apple School Tool and identification of areas for growth in upcoming years
- staff driven activities for students based on monthly health-related themes including music and art therapy, blue month, physical wellness and eating well
- staff wellness opportunities provided by our U of A fitness consultant including yoga, terrarium building and athletic challenges
- presentations at School Council related to how parents can support their teens, reconciliation, ELL support and exam anxiety
- unveiling of the "Yellow is for Hello - Friendship Bench" in support of students-helping-students and inclusion
- in-class presentations by our School Resource Officer connected to consent, body image and healthy relationships
- dog therapy and de-stress zone in Student Services during January and June exam weeks
- ongoing consultation with Alberta Health Services and the University of Alberta to support wellness programming for staff and students

Continue to partner with outside consultant to build leadership capacity among Administration and Faculty Council. As well, this will expand to targeted work with Department Heads, teachers, and support staff on building team, capturing student voice, and strengthening resiliency.

Work with Catchment schools to develop quality assessment practices (including co-construction and triangulated evidence of student learning) and materials through professional development, subject and grade meetings, and online collaboration. (Priority 3)

Leadership development is a critical focus at Strathcona. As such, both District and non-District expertise was utilized to build leadership capacity with the direct intent to build team, capture student voice and build resiliency.

Highlighted Results:

- results from the Accountability Pillar reveal a consistently high level of student achievement, connectedness to the school, and strong citizenship (eg. 95% of our students say they clearly understand and demonstrate appropriate behaviour, 77% of students say they know how to help others, 88.8% feel that they are prepared to be a good citizen at school, 80% feel they are given leadership opportunities at school)
- increased number of staff participated in leadership professional development supported by the school, our District, and ATA Professional Development Fund
- a number of Faculty Council meetings and both our January and June faculty retreats targeted our goals of building team, capturing voice and strengthening resiliency
- Faculty Council presentation from District Executive Director on Change Leadership
- former Assistant Superintendent of EPSB provided individual and ongoing mentorship to Assistant Principals and Principal to assist leadership development related to building team, capturing voice and strengthening resiliency
- Catchment Principal retreat with Robyn Jackson focusing on using effective feedback to improve teaching practice
- workshop with Sandra Herbst on Effective Feedback for Teachers; this work formed a framework for bi-weekly Department Head meetings and Faculty Council leadership discussions
- two catchment Professional Development days were dedicated for staff to work on building effective assessment practices into daily lessons and unit plans
- monthly meetings of the Assessment Committee included work with District Consultants on quality assessment practices; this work was shared at Department meetings and incorporated into Professional Development days throughout the year

Challenges related to Success Goal 1:

- major staff illness and numerous student, staff and parent-related tragedy plagued the entire year
- continuing to develop strategies to assist students who become deregulated and physically / emotionally volatile
- two new Assistant Principals and three new Department Heads created significant change and challenged staff to build team
- support staff was understaffed for the entire year including the absence of the Administrative Assistant to the principal, a key position in the school
- dedicated time related to legacy was limited with the emphasized focus on student voice, resilience, and relationships

Challenges related to Success Goal 2:

- continue to seek out ways that health and wellness can be incorporated into classroom on a regular basis

Challenges related to Success Goal 3:

- departments continue to seek out ways to collaborate meaningfully with catchment teachers across subject areas

Improvement Opportunities Related to Success Goal 1:

- have hired an English / ELL expert to work with students across all levels of ELL; she will directly instruct students as well as support all staff with ELL instructional strategies
- FNMI support teacher is actively working with students to support achievement and graduation, assisting teachers with curriculum enhancement and related professional development opportunities
- Strathcona Administrative Team is committed to high visibility in the hallways and in classrooms
- Scona Accommodation Room has amalgamated with our iLearn Center to support students full-time with accommodation or credit needs
- Strathcona Vision Committee has been established to analyze, refine and/or redefine Strathcona's vision moving forward

Improvement Opportunities Related to Success Goal 2:

- 2017-2018 is year two of the Wellness Grant; focus will be on "what does a healthy classroom look like?"
- redefining and committing to balance has emerged as an area of focus for the year (as it relates to both students and staff)

Improvement Opportunities Related to Success Goal 3:

- utilizing a shared classroom visitation document where Admin tracks conversations and classroom visitations; this document is discussed at weekly Admin meetings
- committed to analysis of how classroom instruction is impacted by "pull-outs". Tracking document is in place resulting in on-going conversation at Faculty Council and Staff Meeting with how to minimize disruption
- staff across all departments are invested in the High School Collaboration partnership with Ross Sheppard
- leadership development includes weekly meetings between Principal and Assistant Principals, leadership questions to begin Admin and Faculty Council meetings, embedded professional development including guest speakers and workshops
- the Admin Team will utilize a variety of leadership books (The Ideal Team Player) to engage and direct discussion

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
School: 7054 Strathcona School



Measure Category	Measure	Strathcona School			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	88.9	90.6	90.3	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.9	82.3	81.2	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	89.6	92.1	91.2	90.1	90.1	89.6	High	Maintained	Good
	Drop Out Rate	1.2	1.0	1.2	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	89.0	87.4	87.5	77.9	76.5	76.1	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
	Diploma: Acceptable	89.5	88.5	88.2	83.0	82.7	83.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	34.8	32.2	32.2	22.2	21.2	21.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	84.5	82.5	81.6	54.9	54.6	53.1	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	84.6	82.4	82.4	62.3	60.8	60.8	n/a	Maintained	n/a
	Transition Rate (6 yr)	80.7	79.0	82.9	57.9	59.4	59.3	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	82.6	86.0	84.4	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	88.8	90.4	88.7	83.7	83.9	83.6	Very High	Maintained	Excellent
	Parental Involvement	74.4	78.2	79.3	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	School Improvement	81.2	88.4	82.6	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.

Strathcona's Faculty Leadership Team have identified the following priorities for the year: building team, strengthening resiliency, achieving balance and developing legacy. Interconnected is a focus on relationship building with students and a preservation of class time. Administration and Department Heads will support this vital work through classroom visitations and intentional feedback to teachers. Continue to meet the diverse needs of students by way of targeted support such as a cultural support teacher, additions counsellor, counsellors, and a variety of ELL supports. Expected Measures of Improvement include:

- formation of a committee to analyze, develop guidelines and report to staff on "classroom pull outs" to decrease the loss of direct student-teacher interaction
- formation of a vision committee, in consultation with students, staff and parents, to discuss legacy and develop a current vision statement
- increased access of available supports for students with exceptional needs, ELL students and FNMI students
- intentional classroom visitations by Department Heads and Administration, reviewed at bi-weekly Admin/DH meetings and through tracking document
- regular consultation with Student Senate, Student Leadership and student focus groups

Priority 2

During this second year of the Wellness Grant, supported by the Alberta Healthy Schools Community Wellness Fund, we will continue to support Scona Wellness Initiatives with particular focus on healthy classrooms. We continue to build teacher capacity and skills through professional development opportunities that support mental health awareness, stress and anxiety reduction, and balance and healthy living in all stakeholders. As well, the Administrative team has committed to high visibility and presence in hallways and representation at school events across all extra-curricular activities. Expected Measures of Improvement include:

- staff, individually or in teams, will implement a sustainable healthy classroom initiative and organize monthly student wellness events
- maintain or increase healthy work environments as measured by the staff District Feedback Survey
- establish and regularly review calendar of school events and activities
- structured hallway presence by Administrative Team

Priority 2

Continued partnership with former Assistant Superintendent will build leadership capacity and develop team among Administration and Faculty Council. This work will expand to targeted support of office staff as roles are redefined and expanded. A possible framework for Holocaust Education will be explored as a visioning process for Strathcona is launched. Work with Catchment schools to develop quality assessment practices and materials through ongoing professional development. We will collaborate with Ross Sheppard looking at aligning curricular outcomes, assessment practices and sharing innovative teaching tools. Expected Measures of Improvement include:

- strategic development of a school vision which reflects the voice and beliefs of all stakeholders including students, staff and parents
- formation of a committee to build leadership capacity around Holocaust education and determine its relevance to current students and curriculums
- maintain or improve achievement results including diploma exam marks, Advanced Placement scores and language proficiency exams

Priority 2

	2017-18 Spring Proposed		2017-18 Fall Revised	
Resources		9,505,994		10,042,214
Internal Revenue		45,000		100,000
REVENUE TOTAL		9,550,994		10,142,214
Classroom	55.570000	5,712,097	56.568000	5,814,683
Leadership	6.144000	857,039	6.002000	838,854
Teaching - Other	1.857000	203,883	1.857000	203,883
Teacher Supply	.000000	160,000	.000000	200,000
TOTAL TEACHER	63.570999	6,933,019	64.427002	7,057,420
(% of Budget)		72.59%		69.58%
Exempt	1.400000	157,248	1.000000	126,693
Exempt (Hourly/OT)	.000000	40,600	.000000	42,850
Support	14.585000	795,747	15.163000	827,850
Support (Supply/OT)	.000000	26,000	.000000	26,000
Custodial	9.411000	555,450	9.407000	555,270
Custodial (Supply/OT)	.000000	16,000	.000000	16,000
TOTAL NON-TEACHER	25.396000	1,591,045	25.570000	1,594,663
(% of Budget)		16.66%		15.72%
TOTAL STAFF	88.966999	8,524,064	89.997002	8,652,083
(% of Budget)		89.25%		85.31%
SUPPLIES, EQUIPMENT AND SERVICES		687,743		971,013
INTERNAL SERVICES		269,430		394,118
OTHER INTEREST AND CHARGES		24,757		25,000
TOTAL SES		981,930		1,390,131
(% of Budget)		10.28%		13.71%
TOTAL AMOUNT BUDGETED		9,505,994		10,042,214
Carry Forward Included		0		294,047
Carry Forward to Future		0		0