

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>	
Normalized	1606.97	Custodial	10.21	Salaries	\$8,815,562 87%
Weighted	1750.90	Exempt	1.00	Supplies, Equip., Services	\$1,341,764 13%
Regular	1557.00	Support	15.76		
		Teacher	64.71		
Year Opened	1953	Total	91.69	Total	\$10,157,326 100%
				Internal Revenue	\$110,000

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.

School Community Relationships

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

University of Alberta

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.

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, addictions 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

Results Achieved:

- Pull Out committee met monthly to analyse the amount of instructional time that was being missed by students for a variety of school-based reasons; these findings were regularly shared at both Faculty Council and Staff Meetings which provided a venue for discussion and questions. This increased focus ultimately translated into fewer pullouts as staff adapted their needs for students to miss class time, increased communication between staff and increased accountability of students who were missing class time.
- The focus on class time also led to a more streamlined approach to supporting students who require exam accommodations or who need to complete missed assignments or exams. As such, an accommodations center was opened in January (staffed from 8am - 5:30pm) to meet these growing needs. This center was accessed by over 6000 students throughout the year for in-school accommodations and by over 3000 students after school for study hall and/or make up assessments.
- This focus on teaching and learning is evidenced by:
 - significant growth in standard of excellence (June results) for Math 30-2
 - 100% of students achieved the acceptable standard English 30
 - Almost 100% of students achieved the acceptable standard in Science 30, Physics 30, Social 30-1
- Advanced Placement results were exceptional including (out of 5): 4.75 average on the Art Portfolios, 4.79 on Calculus BC, 35 National Scholars up from 19 the previous year, and 4 Capstone Diploma recipients, 4 AP International Diploma recipients
- The Vision committee engaged in a methodical process that engaged the entire staff in renewing Strathcona's mission and vision. A vision statement was developed and has been adopted by staff; this will guide our work moving forward.
- A continued focus on legacy saw Strathcona's Student Leadership program host the largest student fundraiser in Canada involving more than 1200 students raising over \$500,000 for The World Food Program and the Edmonton Food Bank. Strathcona's Theatre Co. showcased their award winning musical with a cast and crew of over 100 students across all grades and brought home the Cappie for Best Musical. All three of Strathcona's no-cut sports teams (Cross-Country, Swim, Track and Field) continue to draw students in record numbers and in doing so, continue to hold the city championships in all three areas.
- Development of a computer-aided benchmarking system has led to a more effective and efficient process to work with and support ELL students. ELL teaching strategies were shared at monthly staff meetings by an expert teacher who also worked with individual departments to support ELL programming in their areas.
- Strathcona moved to an in-house Cultural Support Teacher and away from a shared FNMI Liaison. This consistent in-school support has contributed to the increase in the number of students accessing supports through the Founding Cultures Club and to the increase in activities. An increased number of students are also self-declaring their FNMI status and this year saw a drop out rate of 0% in our FNMI student body. High school completion rate rose to 91%. While the overall diploma scores saw a slight dip, there was also an increase in the number of diploma exams that FNMI students are writing.
- Admin set a bi-weekly focus question that guided professional conversations with teachers during classroom visits. Visits were tracked weekly at Admin meetings and reviewed to ensure consistent connections with all staff.
- Student Focus Groups, staff and parents were consulted in developing a new school bell schedule.

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

Results Achieved:

- A variety of staff participated in professional development (Shaping the Future, Learning and The Brain, Cognitive Brain Therapy) related to Comprehensive School Health; best practices were shared with staff at staff and department meetings.
- A team of 16 staff members developed a year calendar of monthly pop-up wellness-themed activities including heart month, it's okay to be blue, laugh your amygdala off, nutrition that engaged students and staff in thinking, living and being well.
- Grant money supports four major initiatives: hand carved indigenous welcome turtle, a garden box for medicinal herbs, classroom distress kits, and a student gallery space.
- Admin's commitment to attending all major school events and presence in classrooms and hallways and contributed to strong relationships and trust with staff. As such, a sense of calm permeates the entire building which encourages and reminds students to keep the hallways clear during class time and invites staff to engage in intentional conversations with Admin.
- District Satisfaction Survey presented an overall very positive tone from staff
- Accountability Pillar results reflect a high level of belief that Strathcona is a safe and caring school (88.2%)
- Our Phys Ed staff developed a more comprehensive and accessible intramural program open to students and staff.
- Commitment to reviewing the school calendar at every Faculty Council meeting has increased communication and encouraged conversation among staff

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

Results Achieved:

- School-wide events such as Remembrance Day Ceremonies, a Holocaust memorial day with Holocaust survivor Eva Olson followed by smaller break out sessions with Holocaust survivors, and the Scona Speaker Series continues to strengthen the Strathcona school community
- Holocaust education workshop impacted students across grade levels with the opportunity to speak directly to Holocaust survivors. As part of developing this program, an additional staff member attended the Yad Vashem Holocaust Studies Program for a 3-week intensive.
- Former Assistant Superintendent continued to support leadership development within Faculty Council, Admin Team and Support Staff
- Collaboration with Research and Innovation for Student Learning provided detailed diploma results analysis for department heads and individual department groups. This work deepened understanding of data and how to use results to drive student achievement.

What were the biggest challenges encountered in 2017/18?

- Two new department heads faced with high expectations
- Significant personal life-challenges among staff members
- Fast-paced environment of Strathcona can be difficult for new staff to adjust to

- Limited collaboration time and opportunities for in-house professional development

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

- Development of renewed school vision will lead to next steps ; beliefs and strategies for implementation
- Limited opportunities for staff to collaborate due to pressures of time and busyness of the school year limits has led to a revised bell schedule

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
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	88.2	88.9	90.2	89.0	89.5	89.4	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	84.5	82.9	82.4	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	90.6	89.6	91.4	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.9	1.2	1.1	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	91.0	89.0	88.3	78.0	78.0	77.0	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	90.5	89.5	89.0	83.7	83.0	83.0	Very High	Maintained	Excellent
	Diploma: Excellence	36.2	34.8	33.7	24.2	22.2	21.7	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	85.1	84.5	84.0	55.7	54.9	54.7	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	85.7	84.6	83.5	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	82.4	80.7	80.9	58.7	57.9	59.0	Very High	Maintained	Excellent
	Work Preparation	84.4	82.6	84.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	87.2	88.8	90.1	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	78.2	74.4	78.0	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	81.6	81.2	84.2	80.3	81.4	80.7	Very High	Declined	Good

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.

Strathcona's Faculty Leadership Team have identified the following priorities for the year: a focus on the why of teaching and learning, communication, and valid and reliable assessment practices. Interconnected is a focus on relationship building with students and a focus on the work of building community by developing beliefs and strategies to support our vision statement. Administration and Department Heads will support this vital work through classroom visitations and providing and receiving effective feedback. Continue to meet the diverse needs of students through targeted supports for our FNMI, and English Language Learner students.

Expected Measures of Improvement include:

- Improved communication is facilitated by focus questions at Faculty and Staff Meetings
- Continuation of a vision committee to develop strategies and beliefs to support vision
- Enhance capacity for ELL instruction among teachers and targeted supports for ELL students
- Develop FNMI cultural awareness both within curricular offerings and extra-curricular supports
- Increase in the number of students at the standard of excellence and acceptable standard on diploma exams
- Professional development within Admin Team and Faculty Council around feedback
- Collaboration with Ross Sheppard High School aligning curricular outcomes and assessment practices

Priority 1

Continued focus on comprehensive school health to support a welcoming, safe, high quality learning and working environment for students and staff. We will continue to build teacher capacity and skills through PD opportunities that support mental health awareness, stress and anxiety reduction, and balance and healthy living in all stakeholders. Additionally, the Administration will continue to commit to high visibility and presence in hallways and representation at school events across all extra-curricular activities.

Expected Measures of Improvement include:

- Completion and implementation of Student Rights and Responsibilities document
- Addition of an AHS Mental health therapist one day a week and bi-weekly support from District Social Worker
- Increase in counselling time offered through Student Services
- Targeted post-secondary and transition planning for graduating students
- Catchment and school PD on Comprehensive Health and Wellness
- Increased education around healthy living, wellness and positive decision making
- In house collaboration opportunities as a result of changed bell schedule
- Regular consultation with Student Leadership and student focus groups
- Parent education programs through School Council workshops on emerging and relevant topics related to teenagers

Priority 2

Continued partnership with former Assistant Superintendent will build leadership capacity and develop team among Administration and Faculty Team. This work will continue to support office staff as roles are redefined and expanded. Partnerships, both local and global, build connections, provide perspective and develop citizenship. Continued collaboration with Catchment schools will allow us to refine assessment practices. Partnership with Ross Sheppard will continue as we align curricular outcomes, assessment practices and share innovative teaching tools. Develop collaborations and mentorship with Spanish bilingual feeder schools to continue to build program.

Expected Measures of Improvement include:

- strategic development of strategies so support school vision which reflects the voice and beliefs of all stakeholders including students, staff and parents
- Intentional conversations with staff
- Increase in teacher collaboration within departments, catchment and Ross Sheppard
- Feedback from faculty team and teachers
- Growth in the Spanish bilingual program

Priority 3

	2018-19 Spring Proposed		2018-19 Fall Revised	
Resources		9,537,685		10,047,326
Internal Revenue		110,000		110,000
REVENUE TOTAL		9,647,685		10,157,326
Classroom	56.141000	5,770,791	56.713000	5,829,587
Leadership	6.002000	838,854	6.144000	853,451
Teaching - Other	1.857000	203,883	1.857000	247,583
Teacher Supply	.000000	180,000	.000000	200,000
TOTAL TEACHER	63.999996	6,993,528	64.714005	7,130,621
(% of Budget)		72.49%		70.2%
Exempt	1.000000	126,693	1.000000	126,693
Exempt (Hourly/OT)	.000000	43,450	.000000	42,450
Support	15.642000	861,361	15.764200	867,330
Support (Supply/OT)	.000000	26,000	.000000	26,000
Custodial	9.407000	555,270	10.207000	606,468
Custodial (Supply/OT)	.000000	16,000	.000000	16,000
TOTAL NON-TEACHER	26.049000	1,628,774	26.971201	1,684,941
(% of Budget)		16.88%		16.59%
TOTAL STAFF	90.048996	8,622,302	91.685205	8,815,562
(% of Budget)		89.37%		86.79%
SUPPLIES, EQUIPMENT AND SERVICES		739,045		924,693
INTERNAL SERVICES		173,725		279,160
OTHER INTEREST AND CHARGES		2,613		27,911
TOTAL SES		915,383		1,231,764
(% of Budget)		9.49%		12.13%
TOTAL AMOUNT BUDGETED		9,537,685		10,047,326
Carry Forward Included		0		46,823
Carry Forward to Future		0		0