

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1633.500	Custodial	9.426000	Salaries	\$8,389,630	89%
Weighted	1753.550	Exempt	1.000000	Supplies, Equip., Services	\$1,003,809	11%
Regular	1,635	Support	13.000000			
		Teacher	<u>61.875000</u>			
Year Opened	1953	<b>Total</b>	<b>85.301000</b>	<b>Total</b>	<b>\$9,393,439</b>	<b>100%</b>

### School Philosophy

Strathcona School is a vibrant community that is rooted in academics and dedicated to providing exceptional opportunities for all students. We strive to develop thoughtful learners and dynamic leaders who are prepared to embrace challenges and make meaningful contributions to society. Honouring tradition, we embrace our motto "as one who serves".

### Community Profile

As a destination school, Strathcona is a diverse community with approximately half of our student body attending from within our boundary area and half coming to us from areas throughout Edmonton. Academic excellence is pursued across all programs (diploma-based and non-diploma-based) and as such, students are encouraged to challenge the most rigorous course levels. Achievement results are consistently ranked within the top tiers in the province; graduation rates are among the highest in the Division, and the number of students who move on to post-secondary studies is consistently in the 70-80% range.

### Programs and Organization

Strathcona School offers a diverse range of programming to support the individual needs, talents, interests and achievement of all students. The bulk of the core academic programming is at the dash-1 level in order to prepare students to pursue post-secondary studies. Strathcona is also the largest Advanced Placement School in Canada in which highly motivated students can earn university credit or prerequisite standing for university courses in Art, English, Social Studies, Mathematics, Biology, Chemistry, Physics, Computing Science, German and French. Strathcona offers international language accreditation in the languages of German, French, and Spanish and is also a Division site for the German and Spanish Bilingual programs. Strathcona offers an exceptionally high level of programming in Fine Arts including award winning Musical Theatre, Improv, Instrumental Music and Jazz programs. Career and Technology Studies offer a range of hands-on applications which challenge students in the Culinary Arts, Mechanical Design and Media Studies. Strathcona's Student Leadership program captures more than 500 students annually and develops skills encompassing public speaking, team problem solving, citizenship and critical thinking. Strathcona's Student Senate and Students Union bring student voice to the school and Division levels. Strathcona has an outstanding co-curricular program unique to the diverse interests of students including Med Club, Science Olympics, Debate, Weight-Lifting and more. Achievement in athletics is foundational to Strathcona's history and continues to present day with city championships in cross-country running, swimming, track and field, soccer, rugby, volleyball, badminton, flag football and more. Strathcona is home to two unique programs to meet the needs of learners with exceptional needs; Learning Strategies and a Community Living Skills/Behavioural Learning Assistance.

### School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

### Division Priorities 2018-2022

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 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Strathcona's Faculty Leadership Team has identified the following priorities for the year: Maintain rigorous education and reliable assessment practices within the quarter system, online and/or synchronous environment to foster growth and life-long learning in our students. Our mission statement serves as the guiding philosophy regarding decision making both in the classroom and extracurricular; interconnected is a focus on relationship building with students. We will continue to meet the diverse needs of students through targeted support for our FNMI, and English Language Learner students. Expected Measures of Improvement include:

- Intense focus on operating procedures and protocols to maintain health and safety and mitigate the spread of COVID-19
- Appropriately guide students with course selection in the quarter system to ensure students are appropriately placed in core classes with a balanced schedule
- Harnessing the leadership of Faculty Council to support high-level instruction and creative approaches to curriculum delivery and assessment
- Intentional communication with parents, students, teachers to maintain and build a sense of community in a time of pandemic and immense change
- Add a third full-time counselor to meet the diverse needs of ELL and FNMI students; continue to develop FNMI cultural awareness both within curricular offerings and extra-curricular supports
- Mentoring and supporting teachers in piloting concurrent synchronous learning, online teaching resources, and assessment strategies to support all students

#### Results Achieved:

- Guided by our comprehensive School Re-entry Plan, Covid mitigation was the priority throughout the year resulting in very few identified cases despite having over 80% of our students attend in person. Further, we have no in-school transmission of the identified cases. All staff, students and families are to be commended for putting safety first.
- Extra time spent in timetabling ensured students had a balanced schedule resulting in less student stress, course changes and course withdrawals.
- Department Heads were made available to support teachers; synchronous classes were shared with department heads and administrators so support was available to teachers.
- Third counsellor was added to support students and families with the many academic, social and mental health concerns that have escalated during the pandemic.
- Our Student Services team led support for First Nations, Metis & Inuit students. They transitioned to online meetings and focused on student voice and representation on the walls and in the halls. A former Strathcona student who presented the school with a painting and hand-made ceremonial drum commissioned an art piece. Special attention was given to the revealed tragedies of Residential Schools.
- High percentage of teachers piloting the concurrent synchronous learning allowed us to provide continued instruction in Advanced Placement Programming for our students and contributed to the high percentage of students remaining at Strathcona School. Teachers referred to the core curricular documents when planning assessment and instruction for both in person and online students.
- Teachers successfully adapted both assessment and instruction for in person, synchronous and online students as evidenced by our high level of successful course completion

Focus on safety, student and staff wellness, and mental health support in providing a welcoming, high-quality learning and working environment during the pandemic. Commitment to education and developing a greater understanding of our roles as educators in promoting anti-racism within our classrooms and community. We will continue to build teacher capacity and skills through PD opportunities that support mental health awareness, stress and anxiety reduction, technology supports for teaching and learning, and antiracism. Expected Measures of Improvement include:

- Administration and Faculty Council will create a strong sense of community that provides support for all staff in working at their highest capacity
- Building a sense of team in Faculty Council through calm, clear, and consistent communication that leads to distributed school-wide leadership
- Collective support of new Department Heads and new staff to adapt quickly to the changing educational landscape
- School PD and activities on mental health awareness, stress and anxiety reduction, technology supports for teaching and learning, and antiracism
- Formation of a teacher antiracism committee to guide teachers and community and establishment of the Black Student's Alliance to provide voice and perspective for the school community

#### Results Achieved:

- Standing items on the Faculty Council, Staff and Department Agendas included Antiracism education and reference to the guiding principles of our mission statement.
- Formulation of an expert team including Educational Policy Lecturer Dr. Farha Shariff, former assistant to the Superintendent of EPSB Shirley Stiles, and the first female black principal in EPSB and former Strathcona Principal Ros Smith to support anti-racism education of Administration, staff and students.
- Harnessing the input of all stakeholders, created a Strathcona Antiracism Education and Action Plan that guides our antiracism practices and holds us accountable to follow-through.
- Translated our school mission statement into nine languages for posting in classrooms and school hallways.
- Intentional focus on creating a sense of safety and belonging among staff in this time of such uncertainty, which led to incredible teamwork, collaboration and collegiality. This was established through intentional listening, opportunities for professional listening circles, sharing of stories and concerns, creating opportunities for wellness events (online and in person when possible) and positive reminders to look toward a hopeful future.
- Hosted listening circles with students to ask questions, gather feedback on antiracism, and school culture.
- Involvement in the newly established Black Student's Alliance was exceptional. This group led a school-wide initiative for Black History Month that included live panel discussions with students and other BSA groups in the community and around the world, mini-lessons for teachers and celebrating the achievements of Black educators, athletes, musicians, and academics.
- Intentional, well-structured meetings with Department Heads that focused on leadership development, supporting student achievement and class instruction in a quarter system, antiracism education, and navigating difficult conversations.
- Focus on mental health via professional development around anxiety and avoidance, student, parent and staff presentations from our Catchment Wellness Coach with a focus on worry and stress, and weekly healthy living tips via weekly staff memos.

Strathcona is engaged in a variety of partnerships that enhance the educational opportunities and diversity of support for students and staff. Through its commitment to service, Strathcona's Student Leadership program partners with local and international charities to make a difference for those in need. The University of Alberta partnership provides on-site staff who provide education, health, and wellness support both in the classroom and beyond. AEGBEE continues to be a dedicated partner in maintaining a thriving German Bilingual program. Strathcona School Council has provided a vital conduit of communication with parents since March 2020. Strathcona has had a long-standing relationship with the Advanced Placement College Board providing students and staff educational resources, professional development and assessment resources to ensure the continuity of the largest AP program in Canada. Strathcona continues a productive partnership with Victoria School and catchment schools for the sharing of best practices.

Expected Measures of Improvement include:

- Increased course completion and graduation rates with continued high participation in AP exams and students transitioning to post-secondary
- High level of parental engagement and voice via School Council meetings and surveys
- Support from U of A partnership increase interest in the athletic industry and supports students the classroom via healthy break ideas and Google Classroom resources for online and isolating students
- Sprachdiplom results will provide students opportunities for international post-secondary education
- Revisioning of student leadership initiatives to provide mass impact while still adhering to COVID-19 protocols

#### **Results Achieved:**

- High school completion rate stayed relatively the same at 95%. Our AP results continued to be one of the highest in Canada with 88% of scored a three or higher, which is consistent with years past.
- Virtual meetings with parents were exceptionally well attended. Over 750 parents attended our back to school meetings in August and bi-weekly virtual meetings were provided to parents with presentations around student support, First Nation, Metis and Inuit happenings, and BSA and Student Voice in addition to school updates and question periods.
- Our Advanced Placement, Open House and Awards Celebration were hosted online and extremely well attended.
- Fitness center consultants helped lead multiple activities with workouts and wellness sessions were offered to staff and students. These sessions were well attended by all involved.
- Sprachdiplom results were one of the highest ever with 10 students achieving the C1 level and 12 achieving B2.
- Reimagined the Leadership initiatives to include local food and sock drives that were extremely successful and involved the entire school community. School spirit days were organized to build school culture such as online contests, jersey and dress up days.

#### **What were the biggest challenges encountered in 2020/21?**

- Structure of the Division Online school; Eg. necessity to reschedule each quarter, lack of training for some teachers instructing AP classes, fluctuating deadlines
- Teaching and learning in a quarterly system: very long classes, massive amounts of instruction to be planned for each day, reduced class time
- Transitioning classes and teachers online and back due to covid isolation requirements or government mandates
- Learning new technology while providing synchronous instruction to students who needed to stay online
- Catching up students who were away on isolation missing sometimes 10 class days of instruction

- Extreme mental health concerns in students and staff due to isolation, increased anxiety and worry, inability to grieve, lack of social connections
- Difficult to celebrate student achievements and successes (Eg. Graduation and Awards) due to Covid restrictions
- Extremely difficult to create team and build school culture under strict COVID guidelines

**What are the implications from 2020/21 that will impact your current year plan?**

- Teachers and counsellors need to spend increased time supporting time management needs, learning strategy supports and mental health concerns
- Increased communication about and focus on basic skills in Fine Arts / CTS / Languages due to little or no exposure at the junior high school level
- Teachers will need to offer dedicated support to online students coming into this school year with a gap in their bilingual programming
- Multiple transitions between in-person and online learning created a spectrum of abilities / skills in students. This will lead teachers to adapt instruction and increase scaffolding as skills are built.
- Continue to intentionally integrate antiracism conversations, instruction, professional development and practices into our teaching and community experiences
- Teachers will need a refocus on exam preparation and test taking as diploma exams and most final exams were eliminated
- Need to spend time rebuilding school culture and creating unique opportunities for this to happen within the continued COVID guidelines
- Due to reorganization at the University of Alberta, the partnership between the University of Alberta Athletics and our athletics programs and classes has ended

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Strathcona School (7054)



Assurance Domain	Measure	Strathcona School (7054)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	79.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	74.1	84.8	85.8	Intermediate	Declined Significantly	Issue
	<a href="#">3-year High School Completion</a>	90.8	90.5	90.7	Very High	Maintained	Excellent
	<a href="#">5-year High School Completion</a>	94.5	94.9	93.7	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	88.5	89.8	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	32.9	35.7	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	85.8	88.7	89.5	Intermediate	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	81.4	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	72.9	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	64.4	75.2	76.7	Very Low	Declined Significantly	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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.

### Division Priorities 2018-2022

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 2021/2022 school year. Select the Division 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.

Faculty Team has identified the following priorities for the year: Covid mitigation, maintain rigorous education and reliable assessment practices with a focus on building skills that may have suffered last year, rebuilding school culture, supporting teacher wellness. Our mission statement serves as the guiding philosophy regarding decision making both in the classroom and extracurricular; interconnected is a focus on relationship building with students. We will continue to meet the diverse needs of students through targeted support for our First Nations, Metis and Inuit, and English Language Learner students and will strive to support the increased needs around mental health. Expected Measures of Improvement include:

- Intense focus on operating procedures to maintain health and safety and mitigate the spread of COVID-19
- DH support of instructional needs including increased class size, decreased instructional time and appropriately scaffolding for students with diverse range of skills
- Reintroduction of clubs and athletics and numerous other student initiatives provide opportunities for students to build school culture
- Support for students and families navigating a semestered school schedule; time management, exam preparation, stress management
- Harnessing the leadership of Faculty to support high-level instruction and creative approaches to curriculum delivery and assessment
- Intentional communication with parents, students, teachers to build a sense of community in a time of pandemic and immense change
- Scheduled support time of First Nations, Metis and Inuit students by an Indigenous Lead Teacher.

**Priority 1**

Focus on safety, student and staff wellness, and mental health support in providing a welcoming, high-quality learning and working environment. Commitment to education and developing a greater understanding of our roles as educators in promoting anti-racism within our classrooms and community. We will continue to build teacher capacity and skills through PD opportunities that support mental health awareness, stress and anxiety reduction, technology supports for teaching and learning, and antiracism. Expected Measures of Improvement include:

- Administration and Faculty will create a strong sense of community that provides support for all staff in working at their highest capacity
- Building team in Faculty through clear, consistent communication that leads to distributed school-wide leadership
- School PD and activities on mental health awareness, stress and anxiety reduction, technology supports for teaching and learning, and antiracism
- Formation of a teacher antiracism committee and establishment of the BSA and a Social Justice Club to provide voice and perspective for the school community
- Creation of a prayer room for Muslim students to access throughout the day and a designated space for our First Nations, Inuit and Metis students
- Intentional partnership with AHS for addictions counselling and Division provided Social Worker to assist students and families with services

**Priority 2**

Strathcona is engaged in a variety of partnerships that enhance the educational opportunities and diversity of support for students and staff. The Student Leadership program and active wealth of clubs engage with and bring awareness to charities that make a difference. Partnership with a Fitness Coach to support athletics, physical education and school-wide community. AEGBEE continues to be a dedicated partner in maintaining a thriving German Bilingual program. Strathcona School Council provides a conduit of communication with parents through an online speaker series, monthly school updates and showcasing of student events. There is a long-standing relationship with the AP College Board providing students and staff educational resources and professional development to ensure the continuity of the largest AP program in Canada. There is a continued partnership with LearnWrite, Argyll and catchment schools. Expected Measures of Improvement include:

- Increased course completion and graduation rates; high participation in AP exams and students transitioning to post-secondary
- High level of parental engagement and voice via School Council meetings and surveys
- Support wellness coach to increase interest in the athletic industry and supports students in the classroom
- Sprachdiplom results will provide students opportunities for international post-secondary education
- Revisioning of student leadership initiatives to provide mass impact while still adhering to COVID-19 protocols
- Work with ISLE and ISA to become part of the academy to support the growth and success of Spanish Bilingual Program; exposure to experts across all disciplines of Fine Arts increase opportunities for students to experience a range of techniques and to explore post-secondary and career options in these disciplines

**Priority 3**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		9,195,630		9,393,439
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>9,195,630</b>		<b>9,393,439</b>
Classroom	51.575000	5,303,560	52.000000	5,347,264
Leadership	5.750000	818,239	7.375000	986,750
Teaching - Other	2.675000	285,076	2.500000	267,080
Teacher Supply	.000000	175,000	.000000	190,000
<b>TOTAL TEACHER</b>	<b>60.000000</b>	<b>6,581,875</b>	<b>61.875000</b>	<b>6,791,094</b>
<b>(% of Budget)</b>		<b>71.58%</b>		<b>72.3%</b>
Exempt	1.000000	135,509	1.000000	135,509
Exempt (Hourly/OT)	.000000	21,850	.000000	22,250
Support	13.000000	777,879	13.000000	772,944
Support (Supply/OT)	.000000	6,000	.000000	12,000
Custodial	9.964000	643,364	9.426000	625,836
Custodial (Supply/OT)	.000000	14,000	.000000	30,000
<b>TOTAL NON-TEACHER</b>	<b>23.964001</b>	<b>1,598,602</b>	<b>23.426001</b>	<b>1,598,539</b>
<b>(% of Budget)</b>		<b>17.38%</b>		<b>17.02%</b>
<b>TOTAL STAFF</b>	<b>83.964001</b>	<b>8,180,477</b>	<b>85.301001</b>	<b>8,389,633</b>
<b>(% of Budget)</b>		<b>88.96%</b>		<b>89.31%</b>
SUPPLIES, EQUIPMENT AND SERVICES		777,873		752,909
INTERNAL SERVICES		198,280		210,900
OTHER INTEREST AND CHARGES		39,000		40,000
<b>TOTAL SES</b>		<b>1,015,153</b>		<b>1,003,809</b>
<b>(% of Budget)</b>		<b>11.04%</b>		<b>10.69%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>9,195,630</b>		<b>9,393,442</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0