

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1345.000	Custodial	8.200000	Salaries	\$8,115,173	95.35%
Weighted	1523.498	Exempt	1.000000	Supplies, Equip., Services	\$396,146	04.65%
Regular	1,345	Support	14.714000			
		Teacher	<u>56.239000</u>			
Year Opened	1958	<b>Total 80.153000</b>		<b>Total \$8,511,319</b>		100.00%

### School Philosophy

Vimy Ridge Academy provides a rigorous academic program for students grades 7 through 12 with a focus on Sports Alternative Programming. We hold students to our CORE values of Commitment, Ownership, Respect, and Engagement, and these values ensure a safe, welcoming, caring, respectful and inclusive learning environment that fosters a sense of belonging for all. 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. Our student-athletes turn their passion into performance on the field, on the ice, on the stage, and into careers that lead them to successful and engaging lives.

### Community Profile

Vimy Ridge Academy is centrally located in an established neighbourhood in south-east Edmonton. Students attending Vimy Ridge Academy travel from a wide variety of neighbourhoods in Edmonton as well as outlying communities in the Greater Edmonton area. Together with our formal partners in the organization and delivery of alternative athletic programming, we provide opportunities for students to rigorously develop skills and attitudes that lead 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 collaborative work 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 Program through the University of Alberta, and the Okanagan Hockey Academy.

### Programs and Organization

Vimy Ridge Academy is an Edmonton Public School site specifically designed with alternative athletic programming for unique and diverse opportunities. Students interested in seeking athletic skill development during the school day in programs such as Baseball, Brazilian Jiu-Jitsu, Dance, Elite Athlete, ESports, Golf, Hockey, Lacrosse, Outdoor Pursuits, Ringette, 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. The Academic Enrichment Program (AEP) for Grades 7-9 and the Advanced Placement Program for Grades 10- 12 are excellent academic paths for learners who maintain high academic standings on top of their rigorous athletic commitments. Each alternative athletic academy is administered under the supervision of an Academy Partner who works very closely with the administration of Vimy Ridge Academy to ensure that the academic and athletic programming needs of each student are met. Vimy Ridge Academy is also a division site for the Individual Support Program, providing programming options for medically fragile 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, Bonnie Doon Shopping Centre, Edmonton School of Ballet, Extencicare Holyrood, Friends of Vimy Ridge, Idylwyde Community League, Meals to Go, Okanagan Hockey Academy, Summerside Physio, University of Alberta Green & Gold Soccer Academy

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Staff at Vimy Ridge Academy will continue to focus on literacy and numeracy. Students demonstrate growth and achievement all curricular learning outcomes. By June 2024, students will demonstrate growth in the areas of reading, writing and mathematics, with an emphasis on skill-based, hands-on, interactive activities in classes.

**Results Achieved:**

The Division Feedback Survey results indicated that 92% of students believe they are provided with opportunities for success in their learning. Our focus on improving student engagement through hands-on activities was significantly impacted by the addition of a science lab technician in 2023-2024. Classes accessed learning in the lab more frequently with a minimum of once a month, and more often once a week in high school classes.

**Literacy Results:**

In the 2023-2024 academic year, CAT4 trend reports indicate an improvement in Grades 7, 8, and 9 in reading skills with the range of scores demonstrating a full year's growth in achievement. HLAT results indicate that 93.8% of students achieved at or above grade level in writing. PAT results in Grade 9 indicate that 87% of students met the acceptable standard, and 10% met the standard of excellence in writing skills. 79% of students in Grade 9 met the acceptable standard with 15.5% achieving the standard of excellence in reading skills. Division Feedback Survey results in a 3% increase in students when asked to respond to the prompt "I think I am getting better at reading this year".

**Numeracy & Mathematical Results:**

In the 2023-2024 academic year, CAT4 trend reports indicate an improvement in Grades 7, 8, and 9 in Computation with significant improvement in the median of grade equivalency scores in Grade 7 moving from 7.4 to 9.2. Scores in Grade 8 also improved from 8.7 to 9.3, and in Grade 9 from 10.1 to 10.6, noting that grade equivalency in all three indicates students' ability to work above their current grade levels. PAT results at Grade 9 indicate that 70% of students met the acceptable standard, and 18% met the standard of excellence in mathematical problem-solving. The PAT scores in Science at Grade 9 indicate that 84% of students met the acceptable standard and 22% met the standard of excellence in the scientific inquiry process including knowledge and skills in the curriculum.

Staff and students at Vimy Ridge Academy will continue to further their foundational understanding of equity and anti-racism and enhance the experiences of students with diverse backgrounds in an inclusive, safe, and welcoming school setting. In our steps toward Truth and Reconciliation, we make a commitment to establishing relationships embedded in mutual understanding and respect toward a brighter future. Evidence of this work will include data that responds to The Organization for Economic Cooperation and Development (OECD) report of promising practices.

**Results Achieved:**

The OECD report recommends high-quality teaching and learning environments that are safe and inclusive for all students. Placing a focus on the well-being of students in engaged classrooms at Vimy Ridge Academy has resulted in data reflecting a successful endeavour. The Division Feedback Survey Results in Sense of Belonging and Safety demonstrate significant improvements in students feeling they can be themselves (8% increase, 72% positive) and safe at school (7% increase, 82% positive). Families also report a 14% improvement in their child's sense of belonging and a 10% increase in safety perceptions. 84% of Families indicate that their child feels they belong (a 14% increase in positive responses over last year), and 90% of families feel their child is safe at school (a 10% increase over the previous year). In this survey, staff indicated a 93% positive response to safety and well-being at the workplace, with 100% of staff indicating confidence in supporting student wellness. Data from the Provincial Assurance Survey similarly revealed that 89% of students, staff and families feel that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. These results highlight a theme of overall improvement in staff confidence in teaching all students of diversity and that strong engagement in school-level collaboration for student well-being is present.

Vimy Ridge Academy will engage both staff and students in building skills, strategies and relationships that create healthy connections to foster emotional and physical well-being and positive mental health. Our CORE Values (Commitment, Ownership, Respect, Engagement) are the pillars to which we celebrate, recognize, and reinforce a positive school culture. CORE events, staff engagement activities, staff wellness supports, and community engagement opportunities create a comprehensive approach to wellness.

**Results Achieved:**

On the Division Feedback Survey, 86% of Families indicate that the school helps their child develop wellness skills (a 6% increase in positive responses over last year). This data source indicates significant improvements in students feeling they can be themselves (8% increase, 72% positive) and safe at school (7% increase, 82% positive). Families also report a 14% improvement in their child's sense of belonging and a 10% increase in safety perceptions. 86% of families indicated that the School Helps Child Develop Wellness Skills, and 93% of staff positively responded to safety and well-being in the workplace.

Staff wellness data is reflected in collective teacher-efficacy with qualitative data from feedback forms completed at the end of every professional development date. Teacher efficacy refers to the extent to which the teacher believes he or she has the capacity to affect student performance. When teachers feel prepared, confident, and successful in the teaching and learning process, student achievement is significantly positively impacted, thereby improving both student and staff wellness in a school community.

In response to **collaborative days**, the data reflects the following themes and results in levels of positive responses. The overall sentiment is positive, with staff valuing collaborative opportunities and the time to focus on essential tasks. Many appreciated the chance to work with colleagues across departments, particularly in marking assessments and discussing curriculum. However, there are calls for more targeted professional development and ongoing opportunities for collaboration throughout the year. Concerns about equipment management and a desire for a culture of change were also noted, indicating areas for future focus.

- **Collaboration Across Departments:** 85% positive; 15% seeking more structured collaboration
- **Value of Dedicated Time:** 90% positive; 10% wishing for more uninterrupted time
- **Professional Development Needs:** 70% positive; 30% requesting more specific PD opportunities
- **Challenges and Solutions:** 60% positive; 40% indicating ongoing concerns about equipment and student engagement
- **Positive Learning Experiences:** 80% positive; 20% seeking additional opportunities for learning
- **Desire for Continuous Improvement:** 75% positive; 25% suggesting regular PD sessions throughout the year

In response to **teacher-directed days**, the data reflects the following themes and results in levels of positive responses. The overall sentiment among staff is predominantly positive, with many appreciating the time provided for collaboration and personal task completion. Staff expressed a strong desire for more structured opportunities to work together, especially for reflection and planning related to assessment practices and programming. There is a clear acknowledgment of the benefits of self-directed time for personal growth and professional development.

- **Collaboration Opportunities:** 70% positive; 30% requesting more structured time
- **Productivity and Self-Directed Time:** 80% positive; 20% wishing for more time
- **Professional Development:** 75% positive; 25% wanting more focus on relevant topics
- **Support for New Teachers:** 90% positive; 10% seeking more mentorship options
- **Reflection and Future Planning:** 70% positive; 30% indicating a need for more dedicated planning sessions
- **Resource Sharing:** 85% positive; 15% wanting more structured resource-sharing opportunities

**What were the biggest challenges encountered in 2023-2024?**

While our journey is underway, we have continued work to do to ensure the representation of diverse cultures in our building. We saw significant declines in staff perception of cultural representation (20% decrease to 54% positive) and family satisfaction with cultural representation (small decline to 62% positive). Staff reported a 16% decline in positive responses regarding resource accessibility for diverse learning needs (down to 69%). Diversity in this context not only refers to cultural differences, but also to academic capabilities in our students who have been situated in large class sizes and reduced funding to access resources and supports for differentiation.

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

We will continue to focus on improvements in literacy and numeracy in student achievement results. We will continue to put our energy into daily interactions that build a safe and welcoming school culture. In review of our results with regard to diversity, we will increase the visibility of diverse cultures through school materials, events, and partnerships with local cultural organizations, provide regular training on resource utilization, and increase resource accessibility through peer mentoring and collaboration.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7050 Vimy Ridge

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	83.2	82.0	82.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.5	76.7	77.6	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	87.6	88.1	88.4	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	93.5	91.7	91.2	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	73.2	67.4	67.4	62.5	62.6	62.6	Intermediate	Improved	Good
	PAT9: Excellence	16.4	13.2	13.2	15.4	15.5	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	81.9	80.6	80.6	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
Diploma: Excellence	15.5	13.8	13.8	22.6	21.2	21.2	Intermediate	Maintained	Acceptable	
Teaching & Leading	Education Quality	86.3	87.4	88.9	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	83.5	84.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.9	85.0	85.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.5	72.6	71.7	79.5	79.1	78.9	High	Improved	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

**Division Priority 1**

Vimy Ridge Academy will continue to focus on literacy skills in reading and writing, and numeracy skills in mathematics and computations wherein all students will demonstrate growth and achievement each core subject area. By June 2025, results on HLATs, provincial assessments, the Assurance Survey, and the Division Feedback Survey will indicate improvement on numbers of students meeting the acceptable standards through engaged learning lessons with an emphasis on skill-based, hands-on, interactive activities in classes.

To address achievement in literacy specifically, we strive to see a 3% increase in the percentage of students who achieve at or above their Grade Level of Programming in written skills on the Highest Level of Achievement Tests, and 3% increase in the percentage of students achieving an acceptable standard of reading and writing on the Grade 9 Language Arts Part A and B Provincial Achievement Tests. As well, we strive to see a 3% increase in the percentage of students achieving an acceptable standard of reading and writing on the Grade 12 Language Arts Diploma Exam Part A and B. We strive to see 3-5% increase in the percentage of students who think they are getting better at writing this year reflected in the Division Feedback Survey.

To address achievement in numeracy, we strive to see a +1.0 median increase in the percentage of students who improve their computation and mathematical skills on the CAT4 assessments, and 3% increase in the percentage of students achieving an acceptable standard on the Grade 9 Mathematics Part A Provincial Achievement Tests (Part A assesses students' foundational skills and fluency in mental math, estimation, algebra, square roots, exponent laws, and arithmetic operations on rational numbers, without the use of calculators), and a 3% increase in Grade 9 Mathematics Part B Provincial Achievement Tests (Part B is completed with the use of a calculator), and a 3% increase in the percentage of students achieving an acceptable standard on both the Mathematics 30-1 and 30-2 Diploma Exam. We strive for a 3-5% increase in the percentage of students who feel their teachers know how they learn best on the Division Feedback Survey.

**What data will you use to track continuous improvement?**

Qualitative and quantitative data will be collected through assessments such as PATs, HLAT Writing, CAT4, CAT5, RCAT, Diploma Exams, the data in the Assurance Survey, the Division Feedback Survey, and teacher professional judgment (informed by observation, conversation, and student products) in the determination of school-awarded marks.

**Division Priority 2**

Staff and students at Vimy Ridge Academy will continue to further their foundational understanding of equity and anti-racism and enhance students' experiences with diverse backgrounds in an inclusive, safe, and welcoming school setting. Resources that represent diverse cultures will be significantly increased in our school library and in our classroom bookshelves in our English Language Arts classrooms. Professional Development opportunities for our staff will continue to be a priority to further the foundational knowledge of Indigenous history and ways of knowing. In our steps toward Truth and Reconciliation, we commit to establishing relationships embedded in mutual understanding and respect toward a brighter future. Evidence of this work will include data that responds to The Organization for Economic Cooperation and Development (OECD) report of promising practices.

**What data will you use to track continuous improvement?**

Data will be derived from the Provincial Assurance Survey, the Division Feedback Survey, the Resilience Survey, and internal evidence collected with regard to the OECD report recommendations which include; high expectations regarding student achievement; family engagement opportunities, a focus on equity in our classrooms, and equitable access to interventions.

**Division Priority 3**

Vimy Ridge Academy will engage both staff and students in building skills, strategies and relationships that create healthy connections to foster emotional and physical well-being and positive mental health. Our CORE Values (Commitment, Ownership, Respect, Engagement) are the pillars to which we celebrate, recognize, and reinforce a positive school culture. CORE events, staff engagement activities, staff wellness supports, and community engagement opportunities create a comprehensive approach to wellness.

**What data will you use to track continuous improvement?**

Data from the Assurance Survey, the Division Feedback Survey, round-table discussions with students in our Leadership classes, feedback discussions at School Council Meetings, reflective feedback forms from school staff after Professional Development Days, and responses in one-on-one interviews with each staff member will provide qualitative and quantitative data for this priority.

# Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		8,556,074		8,511,319
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>8,556,074</b>		<b>8,511,319</b>
Classroom	47.205000	5,101,589	49.239000	5,321,408
Leadership	6.500000	867,708	6.000000	817,297
Teaching - Other	1.000000	108,073	1.000000	108,073
Teacher Supply	.000000	180,000	.000000	170,000
<b>TOTAL TEACHER</b>	<b>54.705002</b>	<b>6,257,370</b>	<b>56.238998</b>	<b>6,416,778</b>
<b>(% of Budget)</b>		<b>73.13%</b>		<b>75.39%</b>
Exempt	1.000000	143,567	1.000000	143,567
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	15.714000	954,238	14.714000	893,547
Support (Supply/OT)	.000000	26,500	.000000	21,000
Custodial	8.200000	617,781	8.200000	617,781
Custodial (Supply/OT)	.000000	27,500	.000000	22,500
<b>TOTAL NON-TEACHER</b>	<b>24.914001</b>	<b>1,769,586</b>	<b>23.914000</b>	<b>1,698,395</b>
<b>(% of Budget)</b>		<b>20.68%</b>		<b>19.95%</b>
<b>TOTAL STAFF</b>	<b>79.619003</b>	<b>8,026,956</b>	<b>80.152998</b>	<b>8,115,173</b>
<b>(% of Budget)</b>		<b>93.82%</b>		<b>95.35%</b>
SUPPLIES, EQUIPMENT AND SERVICES		358,948		262,546
INTERNAL SERVICES		163,170		128,600
OTHER INTEREST AND CHARGES		7,000		5,000
<b>TOTAL SES</b>		<b>529,118</b>		<b>396,146</b>
<b>(% of Budget)</b>		<b>6.18%</b>		<b>4.65%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>8,556,074</b>		<b>8,511,319</b>