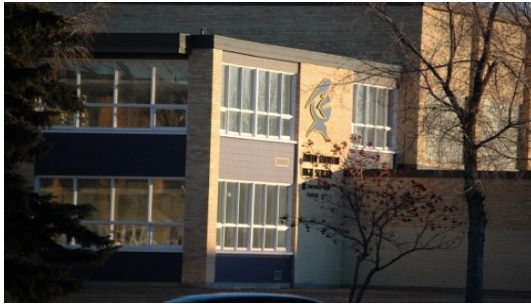


Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1537.200	Custodial	10.000000	Salaries	\$10,111,033	95.72%
Weighted	1962.861	Exempt	2.000000	Supplies, Equip., Services	\$451,730	04.28%
Regular	1,538	Support	30.549000			
		Teacher	<u>62.900000</u>			
Year Opened	1958	Total	105.449000	Total	\$10,562,763	100.00%
				Internal Revenue	\$97,143	

School Philosophy

Queen Elizabeth High School believes that a positive school experience occurs when students are actively engaged in stimulating and challenging programming. In September 2015, we became a designated UNESCO Associated School joining a global network of 10,000 educational institutions in 181 countries and we have continued to embrace a legacy of global citizenship as we work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice. We aim to grow four pillars of learning: learning to know, learning to do, learning to be all that you can be, and learning to live together sustainably. Students are encouraged to develop their knowledge, skills and attitudes within a climate that promote positive citizenship and a healthy lifestyle while preparing them for transition beyond high school. Professional teaching practice, academic rigor, engaging optional courses, community building student activities and a strong career path focus combine to aid students in finding their passion. Our Advanced Placement Program, and by extension articulation with feeder junior high pre-AP programs, is creating comprehensive learning opportunities for our students. We have a large and vibrant English Language Learner program that allows us to provide an inspiring range of opportunities to our larger community. We continually look for new and innovative ways to show leadership within the division and our larger community.

Community Profile

Queen Elizabeth High School serves students in north-central and north-east Edmonton. The diversity represented by the families that we serve, and the community surrounding the school, enriches the experience of our students. The Parents and community are extremely supportive of Queen Elizabeth High School's emphasis on academic excellence, high standards for conduct, character development and building global perspectives. We see ourselves as a community hub and want to be a cornerstone of lifelong learning for students and their families.

Programs and Organization

Our programming is designed to support Academics, Athletics, and Fine Arts activities as we encourage students to live a balanced lifestyle and to pursue life-long learning. Queen Elizabeth School serves diverse student needs from Knowledge and Employability to Advanced Placement and we are a designated site for English Language Learner programming and Individual Support Programing We offer a vibrant Arabic Bilingual program; we also offer Spanish and French as another language. We offer a vast array of engaging classes including Cosmetology, Forensics, Medical Services, Video Production, Animation, Computer Sciences, Robotics, Sports Performance, Food Science, Work Experience and the Registered Apprenticeship Program. A healthy lifestyle is fostered by participation in intramurals and inter school athletic teams. We also house the Centre for Global Education which is an international hub for educational collaboration through video conferencing technology. Our students are also able to participate in our environmental INNOVATE program and make a difference in our world. In September 2015, we were recognized as the "Greenest School in Canada" by the Canada Green Building Council and that legacy is evident in our ongoing work.

School Community Relationships

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

Edmonton Mennonite Centre for Newcomers

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 SMART goals that were established for 2022-2023, 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).

At Queen Elizabeth we embrace our collaborative and leadership role in our catchment and we share a collective commitment to the three priorities outlined in our Division Strategic Plan. The first sentence is a goal common to all of our catchment schools and what follows provides a little more nuance for our context specifically at Queen Elizabeth.

By June 2023, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. (Priority 1) AT Queen Elizabeth we will work to continue our growth in our three and five year high school completion rates, by investing in building a schoolwide infrastructure devoted to building connectedness and enhancing course completion to the best of each student's ability in all of our diverse areas of learning.

Results Achieved:

In our two most significant measures regarding high school completion, we were disappointed to see a regression in our three year completion rate from 67.2% to 59.4%, but heartened by continued growth in our five year rate as we moved from 76.6% to 82.5%. It confirms for us our fundamental understanding that we are playing the long game here at Queen Elizabeth. Students who enter our school often do so at various stages of English language acquisition - including many students who walk in with no English - and, indeed, our EAL stats mirror those of our larger population with a regression in our three year completion rate (61.6% to 59.7%), but growth in our five year completion rate (68.2% to 76.8%). It is a testament to the work of our Graduation coaches that our 3 year completion rate remained essentially steady (33.5% to 33.4%) despite a drop in our five year rate (58.2% to 46.9%).

We are certainly mindful of the cumulative circumstances of the last three years and the impact they have had on the literacy foundations of our students, and the English Language Arts Diploma Exam results we saw last year appear to reflect these challenging times. Here is a snapshot:

- Out of 172 students in English 30-1, only 5 students achieved a standard of excellence grade (A: 80%-100%).
- The majority of students were below the acceptable standard in English 30-1 Diploma in Semester Two. Roughly 1/3 were below the acceptable standard on the Diploma exam in Semester 1; roughly were below the acceptable standard on the Diploma exam in Semester 2.
- Out of the 185 students in English 30-2, 27 students achieved a standard of excellence grade (A: 80%-100%).
- The majority of students achieved the acceptable standard in English 30-2 in both Semester 1 and Semester 2.
- An area of celebration is that a large portion of the English 30-2 students are EAL students or students with inclusive supports. This is a success to be celebrated that English 30-2 students are achieving very close to the provincial standard.

In Mathematics, we recognize that across the span of K-12 education the learning disruptions we have experienced have been particularly damaging in the large foundational knowledge and process gaps that have been created. All schools are now playing catch-up, and our results reflect that:

Math 30-1:

Provincial Average 63.4 (Jan) 63.2 (Jun)

School Average 51.7 (Jan) 47.5 (Jun)

School Awarded Mark vs Diploma Mark 10-15% difference

Most metrics are in line with provincial achievement except at the top and lower ends. Provincially 50-55% of students have school awarded marks above 80%. Our excellence scores are around 10% in school and on the diploma. On the lower end 30% of students are failing the diploma provincially vs 50% at our school. Our students fared better on the machine scored portion and continue to struggle with the written response. Provincially there is little difference between the two. Conceptual and procedural outcomes were in line with the province, but lower on problem solving.

Math 30-2

Provincial Average 72.3 (Jan) 63.2 (Jun)

School Average 45.4 (Jan) 47.9 (Jan)

School Awarded Mark vs Diploma Mark 13-20% difference

Conceptual and procedural outcomes were in line with the province and though we usually see a drop in problem solving, our students fared better this year. We have placed more emphasis on problem solving throughout our units. Math 30-2 has a higher percentage of language learners as well as more students with academic supports. Like the group above, students struggle on written response but to a much greater degree. Learning and assessments are chunked and happen more frequently. As a result, students perform well on topics and units, but do not perform well on cumulative assessments. There was a much higher drop from school awarded mark to diploma mark in Jan than

in June, but more than 50% of our students are failing the diploma exam at this level. Provincially the diploma results from Jan to June saw a 10% decrease whereas our students had a slight increase.

Across the broad span of our diploma exam results, there were moments of celebration - particularly in Science - and struggle, but we recognize the ongoing need to work towards increased foundational literacy across the curriculum.

At Queen Elizabeth we embrace our collaborative and leadership role in our catchment and we share a collective commitment to the three priorities outlined in our Division Strategic Plan. The first sentence is a goal common to all of our catchment schools and what follows provides a little more nuance for our context specifically at Queen Elizabeth.

By June 2023, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures. At Queen Elizabeth we will continue to develop a collaborative leadership infrastructure - focused on student leadership, community partnerships and staff education and efficacy - that continually reaffirms our commitment to anti-racism, equity and reconciliation.

Results Achieved:

It was heartening to see that our primary partners - our parents - recognized our ongoing commitment to anti-racism, equity and reconciliation through their response to our division survey. 81% and 82% of our parents, respectively, agreed or strongly agreed that we keep them informed about steps we are taking to support truth and reconciliation and anti-racism and belonging. 89% of our families reported that many diverse cultures are represented in the events, activities and environment at Queen Elizabeth.

Last year, we utilized a three pronged student leadership framework - with three staff members tied to different dimensions of student leadership and student life - that served us well in fulfilling student need for belonging in a culturally responsive way. We saw this reflected in four of our big ticket items: our Black History Month finale, our Iftar dinner (in partnership with three other Edmonton high schools), our Mosaic week celebrations and our Indigenous Family night, in addition to a host of other smaller, but significant events. These staff members were also part of our larger instructional leadership team, which included a new position - Department Head of Community Connections and Leadership - that helped foster our connections with catchment and division schools, school partners and local businesses.

Our staff continued their journey in establishing foundational knowledge in Indigenous ways of knowing and this was a cornerstone of three of the professional development days that framed our year at the beginning, middle and end of the year. In addition to this dedicated work we used the following mechanisms to created inclusivity throughout the year:

- The Knights Watch
- QE Speaker's Series
- Student Voice Lunch
- Events: Indigenous Family Night
- Broad student and staff participation in four Learning Summits hosted by the Bennett Center: Ways of Knowing, Building a Culture of Consent, Building a Culture of Belonging and
- The use of posters featuring members of the LGBTQAI2+ community members, influential Indigenous and Black Canadians.
- QE Connection Newsletter
- Enhanced and refined teaching practices in support of our work around anti-racism and equity.
- Staff engaged in targeted professional development both within the school and catchment; 3 Series, and NCCS collaboration.
- A QE community of practice (COP) was established engaging in anti-racism, equity, and Indigenous Foundational Knowledge.
- Catchment Principals and High School principals engaged in ongoing learning opportunities around Anti-Racism.

On the division survey, 83% of our staff felt that school level collaboration and resources enhanced their confidence in supporting all students to achieve learning outcomes. 84% of our staff indicated that our staff reflect the diversity of the students we teach. On the division survey, 83% of our students noted that they were aware of the work our school is doing to support anti-racism and belonging., while 73% indicated that our school takes actions that support truth and reconciliation. 78% of students indicated that many diverse cultures are represented in the books and materials at our school. Notably, well over 85% of our students indicated that they have learned about contributions of Indigenous peoples and perspectives, treaties and residential schools. While there is still work to do here, these measures indicate to us that we are continuing to move in the right direction.

At Queen Elizabeth we embrace our collaborative and leadership role in our catchment and we share a collective commitment to the three priorities outlined in our Division Strategic Plan. The first sentence is a goal common to all of our catchment schools and what follows provides a little more nuance for our context specifically at Queen Elizabeth.

By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures. At Queen Elizabeth, we recognize that there are increasing, and often unrelenting, pressures on staff and students that impact their mental and physical well-being. We commit to actively seeking out collaborative opportunities within our staff and with our community partners to help support a sense of belonging and overall wellness for all members of our school community.

Results Achieved:

While our division survey results revealed that a majority of our staff (58%) were doing Very well or Well, of more immediate significance are the 30% who indicated they were only "So-So" and the 12% who indicated they were not well, or not well at all. It is clear that increasing pressures on staff -including a lack of preparation time and limited discretionary resources at the school level- have taken a toll. This was reflected in unusually high staff absences throughout the year and, indeed, lower than usual participation in division and provincial surveys. In our Alberta Education Assurance Survey, 82% of our students indicated that they are treated well by other students, while only 55% of teachers indicated that they thought students treated each other well. 82% of parents and 79% of students indicated that they find the school a welcoming place to be. It is testament to the often unrelenting pressures on staff that many are struggling to feel that same sense of welcome despite the fact that 100% of our teachers felt that teachers at our school care about their students. While we invested heavily in opportunities for staff to collaborate and attend meaningful professional learning opportunities, and continually growing our list of community partners, it is clear that we have work to do to help support our staff in a time of diminishing resources. While there is also certainly work to do as we work to support our students in developing their sense of belonging and larger identity needs, there are also promising signs that allow us to build on the welcoming atmosphere we have created: 89% of the students indicated that they have the opportunity to be successful in their learning and 84% indicated that our staff have high expectations of them. 67% recognized that our school helps them keep trying when things get hard. These items speak to a sense of hope and abiding resiliency that characterizes our student population.

What were the biggest challenges encountered in 2022-2023?

Mental Health - As noted above, staff and student wellness was an ongoing concern throughout the year. This has far ranging implications, including increased staff and student absences and reduced efficacy in the classroom for students and staff alike.

Literacy and Learning Gaps - We continue to struggle with the legacy of the pandemic. It is clear that many students either missed large chunks of their formative learning experiences at the end of junior high and beginning of high school, or were poorly served by the many shifts to online and distanced learning that they experienced.

Resources - The current funding structure has posed significant challenges for us as we program for instruction and attempt to provide a rich and multi-faceted high school experience for all of our students. Attempting to do more with less has exacerbated the two challenges noted above.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

Leadership - As we continue to invest in and develop our internal leadership framework, we are also continually looking for ways to enhance capacity. We have started an Emerging leaders cohort as part of our NCCS Collaboration and we are well represented by QE teachers. We have also offered opportunities for our current formal leaders to spend time in the office supporting the school, when administrators are away. We have a wide range of teachers taking part in our Catchment Level Schools that Listen sessions that will better enhance our connections across the catchment and our ability to listen to and respond to diverse student voices. We have developed a See and Be Seen initiative for staff that will both allow for deeper connections with staff, but help broaden their awareness of other contexts.

Collaborative Response Structures - A big part of our leadership work has been a deepening understanding of collaborative response structures with an eye towards developing practical and effective structures that can support us in our very specific context. Our home room structure is a cornerstone of this work, but we are also developing enhanced student tracking systems to provide better oversight and support for each student. We have established a new student support center that will be connected to our whole student services team and school leadership team. This will be a hub that will allow us to track individual student progress in a number of different ways. We already track student attendance, lateness and behavior, but can do a better job of tracking academic growth and challenges, with the ultimate end of programming students for both short and long term success.

Intentional Data Driven instruction and Assessment - As noted in our overview of our diploma exam results, we recognize the literacy and numeracy deficits that many of our students are facing and the need for developing intentional instruction and assessment practices to address these needs. Many of our department heads are taking part in a cross division Foundations of Assessment course with leaders from many other high schools and we hope that this collaboration opportunity will pay dividends.

Scheduling and Support- Many of our departments have expressed concern with student placement, as students without the foundational knowledge and skills are very unlikely to find success at the next level. We are continuing to explore innovative means of scheduling to provide each student with the support they need to be successful.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7052 Queen Elizabeth School

Assurance Domain	Measure	Queen Elizabeth 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
Student Growth and Achievement	Student Learning Engagement	69.9	79.2	79.2	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	60.1	69.8	70.0	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	3-year High School Completion	59.4	67.2	64.7	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	82.5	76.6	71.8	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
	PAT: Acceptable	n/a	**	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	**	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	54.8	47.5	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	6.6	5.4	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	74.7	81.1	82.2	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	65.0	73.7	73.7	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	73.0	80.2	80.2	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	56.1	65.9	66.9	79.1	78.8	80.3	Very Low	Declined	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. 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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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

At Queen Elizabeth we embrace our collaborative and leadership role in our catchment and we share a collective commitment to the three priorities outlined in our Division Strategic Plan. The first sentence is a goal common to all of our catchment schools and what follows provides a little more nuance for our context specifically at Queen Elizabeth.

By June 2024, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. (Priority 1) At Queen Elizabeth we will work to continue our growth in our three and five year high school completion rates, by investing in building a schoolwide infrastructure devoted to building connectedness and enhancing course completion to the best of each student's ability in all of our diverse areas of learning.

What data will you use to track continuous improvement?

Obviously, large scale measures such as high school completion rates, division and provincial survey results, and diploma exam results will provide us with a sense of annual growth, but we have established a new student support center that will be connected to our whole student services team and school leadership team. We will track student attendance, lates, behavior, and academics.

Division Priority 1

By June 2024, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures. At Queen Elizabeth we will continue to develop a collaborative leadership infrastructure - focused on student leadership, community partnerships, staff education and efficacy - that continually reaffirms our commitment to anti-racism, equity and reconciliation.

What data will you use to track continuous improvement?

Certainly, the Alberta Education and Division surveys will continue to provide us with valuable data to measure growth and development. We will continue to host our monthly student voice lunches and we're excited about our catchment School that Listen initiative and the promise it holds for collecting and respecting authentic student voice.

By June 2024, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures. At Queen Elizabeth, we recognize that there are increasing, and often unrelenting, pressures on staff and students that impact their mental and physical well-being. We commit to actively seeking out collaborative opportunities within our staff and with our community partners to help support a sense of belonging and overall wellness for all members of our school community.

What data will you use to track continuous improvement?

Again, we will hope to see significant improvement in all areas on the division and provincial surveys. We have developed a See and Be Seen initiative that will both allow for deeper connections with staff, but help broaden their awareness of other contexts. We will continue to draw on our Instructional Leadership team to provide guidance and support and track wellness.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		9,712,280		10,465,620
Internal Revenue		93,000		97,143
REVENUE TOTAL		9,805,280		10,562,763
Classroom	49.325000	5,310,975	51.525000	5,547,854
Leadership	8.375000	1,131,812	8.875000	1,194,706
Teaching - Other	1.750000	188,428	2.500000	269,183
Teacher Supply	.000000	180,000	.000000	300,000
TOTAL TEACHER	59.450001	6,811,215	62.900002	7,311,743
(% of Budget)		69.46%		69.22%
Exempt	2.000000	224,974	2.000000	224,974
Exempt (Hourly/OT)	.000000	7,000	.000000	7,000
Support	27.600000	1,646,779	30.549000	1,821,485
Support (Supply/OT)	.000000	10,000	.000000	3,000
Custodial	10.000000	737,834	10.000000	737,834
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	39.599998	2,631,587	42.549000	2,799,293
(% of Budget)		26.84%		26.5%
TOTAL STAFF	99.049999	9,442,802	105.449001	10,111,036
(% of Budget)		96.3%		95.72%
SUPPLIES, EQUIPMENT AND SERVICES		244,028		326,980
INTERNAL SERVICES		118,450		124,750
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		362,478		451,730
(% of Budget)		3.7%		4.28%
TOTAL AMOUNT BUDGETED		9,805,280		10,562,766
Carry Forward Included		0		0
Carry Forward to Future		0		0