

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1717.000	Custodial	9.300000	Salaries	\$9,203,228	92.38%
Weighted	1854.178	Exempt	2.000000	Supplies, Equip., Services	\$758,851	07.62%
Regular	1,717	Support	16.000000			
		Teacher	<u>63.771000</u>			
Year Opened	1953	Total	91.071000	Total	\$9,962,079	100.00%
				Internal Revenue	\$9,200	

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 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).

Faculty Team has identified the following priorities for the year: Educational Excellence and Organizational Health Our mission statement, founded in providing exceptional opportunities for all students, serves as the guiding philosophy regarding decision making both in the classroom and extracurricular; interconnected is a focus on relationship building with students. Strategies for Achievement Include:

- Intentional review of assessment practices and strategies including scaffolding and standard setting to encourage all students to achieve to their own personal excellence
- Refine core values among staff as they relate to exceptional opportunities and academic excellence
- Focus on school-wide clear, consistent and diverse communication; intentional communication with parents, students, teachers to build a sense of community in a time of pandemic and immense change
- Introduction of English Language Learning support class to address significant language need
- Targeted department and teacher PD to improve instruction across all subject areas
- 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 new class 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

Results Achieved:

- Standards setting in Social and English in teacher directed PD and department meetings increased achievement.
- Focus on education = have challenged all staff to seek 1% improvement each day
- Work of our ELL coordinator is directly impacting teacher instruction and student learning via targeted PD / direct intervention of students / in class supports; ELL - up 5% in high school completion
- PD at each staff meeting across a variety of areas: reconciliation, ELL, antiracism, sozi
- Intentional collaboration at staff meetings across subject areas to share best practices and strategies
- School-wide benchmarking including a number of staff across many disciplines
- Citizenship increased 10% perhaps due to Scona Initiative and resurgence of clubs/teams/intramurals; record participation in all student clubs, teams and initiatives
- Declined in student learning engagement = a question for reflection this coming school year; Many students new to Gr. 11 and 12 and many new throughout the school year that needed to audit courses rather than completing courses
- Support of Indigenous students continues to be a priority; identified a dedicated staff member to work intentionally with our FNMI students
- High school completion = slightly down perhaps due to increased health needs and high numbers of ELL and other diverse needs
- All departments focused on building back a culture of academic rigor as part of our focus on educational excellence
- Strathcona continues to exceed provincial results on diploma exams across all subject areas
- 151 AP scholars up from 130 last year
- The total number of students who wrote exams this year grew by 5.7% (926 up from 849)
- The number of students who achieved a 4 or a 5 (top score) on their AP exam was 552 = more than 50%

Continue to build our Antiracism Education and Action Plan as a framework for enhancing community, culture, and connectedness, increasing awareness and ensuring that Strathcona continues to be a safe and welcoming place for all.

- Department and full school monthly PD on related topics that support an antiracist approach to instruction and learning
- Establishment of a Diversity Engagement Coordinator and an English Language Engagement Coordinator to support racialized and diverse students and celebrate culture
- On-going work of Indigenous Teacher Liaison provides intentional support for First Nations, Metis and Inuit students around attendance, achievement, connectedness and community supports
- Continuation of monthly student focus groups to gather student voice
- Antiracism Working Group, comprised of admin, teachers, support staff, custodians and parents, gathers information and provides a safe place for discussion while providing leadership and guidance on linking antiracism education into all staff practices
- Newly established Social Justice club will give voice to students around issues that are important to them locally and internationally

Results Achieved:

- Commitment to regular review of Antiracism Education and Action Plan; evolution of plan to include Equity
- Access to support and services increased 5%
- Welcoming and caring school increased 5%
- Number of racism reported incidents declined dramatically = less than 10 throughout school year
- Antiracism staff survey = staff feeling more informed and more comfortable accessing information
- Dedicated professional development on land acknowledgements and engagement of staff to create and share their own land acknowledgement
- Staff-wide PD on Indigenous River Walk and Journal Making
- Monthly collaboration with Division Diversity consultants
- Participation in BAM Summits and Schools that Listen initiative
- Expansion of Antiracism Staff Committee to include additional staff across all staff groups
- Highly successful student listening circles each month hosted by Admin and staff
- Did You Know poster series to highlight events connected to Multifaith Calendar
- Revival of Taste of Scona with over 80 countries represented
- Development of the Strathcona Diversity Student Alliance working in collaboration with Social Justice and BSA on school initiatives

One of Strathcona's goals, Organizational Health, drives a dedicated plan around improving student and staff well-being and mental health. Areas of improvement include a focus on non-academic barriers to learning, strategies to empower students and parents to build coping skills, and providing a variety of wrap-around supports to students.

- Reorganization of Student Services to include a School Based Social Worker working alongside counsellors to address academic and non-academic needs of students.
- Introduction of Comprehensive school health lead to raise awareness around health hygiene strategies to improve wellness
- Faculty Council and Staff Meeting agendas include standing items on Organization Health and Wellness
- Faculty Council book study of "The Advantage" will guide professional learning and conversations to improve teaching teams
- Intentional activities among staff and students to rebuilding school culture to strength community and relationships
- Monthly school council presentations raise awareness on topics related to teen concerns and wellness
- Bi-yearly one-on-ones with all staff to provide safe and open opportunities for dialogue on educational pedagogy, practices, successes and challenges
- In class presentations on consent, social media awareness, student expectations and more
- Reintroduction of a vast and diverse array of extracurricular activities for students

Results Achieved:

- Used the resiliency survey to identify students at risk
- Students and staff report a sense of calm, connectivity and positivity in the school
- Extremely low numbers of expulsions in the 22-23 school year (2)
- Student Services worked in close collaboration with Division SLS and AHS therapists to support student needs
- Consent and disclosure conversations with all of our Grade 10 students
- Very high utilization rates of School Based Wellness Coach
- Monthly staff wellness activities hosted by SWAT (Staff wellness team)
- Positive feedback from staff about ability to access many avenues of communication to voice thoughts; high engagement in one-on-ones
- "In the halls and on the walls" - staff wide / school wide walk through to update classrooms to reflect the culture and community of the school
- Restart of the Scona Speaker Series - to engage students across a variety of areas of post-secondary study
- High levels of student engagement in extracurricular, athletics and arts events beyond the classroom
- Revival of the Scona Initiative in support of YESS; raised \$157,000

What were the biggest challenges encountered in 2022-2023?

- Rise in mental health issues
- Increase in complex needs of students (physical, academic and emotional)
- Enrolment pressures
- Influx of Language Learners from around the globe
- Limited availability of supply staff including Educational Assistants

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

- Informed and intentional hiring of new staff to meet the needs, challenges and opportunities of the school.
- Creative scheduling to tap into unique skills of staff.
- Enhance and expand student support roles.
- Accessing specialized Division Support (eg. Sogi, ELL, Diversity, SLS)
- Access to pathways to support career development (Eg. Work Experience, RAP, dual credit)

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7054 Strathcona School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	84.7	91.0	91.0	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	86.3	76.5	80.7	80.3	81.4	82.3	Very High	Improved Significantly	Excellent
	3-year High School Completion	89.9	92.3	91.2	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	95.0	93.6	94.4	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	91.1	88.7	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	33.0	33.2	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	89.1	88.4	88.6	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.2	82.9	82.9	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	81.5	76.2	76.2	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	76.9	75.4	75.3	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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

Goal 1: Educational Excellence

The Faculty Team has identified the following priorities for the year: Educational Excellence, Organizational Health and School Culture. The focus for Educational Excellence is around consistency in attendance and assessment writing including supporting those with accommodations.

What data will you use to track continuous improvement?

Weekly attendance reports, anecdotal data from Counsellors and Wellness Coach, students accessing the Scona Writing Center; tracking reason for use, diploma and AP, course completion and final course grades. Three year completion rates from accountability survey, monthly review of student at risk plans, standards setting across English and Social with an emphasis on writing skills.

Division Priority 1

.The focus for School Culture is on building our work on antiracism, reconciliation and equity. We are also focused on enhancing school culture and on "Scona in 3 Years" which includes increased engagement of students beyond the classroom

What data will you use to track continuous improvement?

Review of our Antiracism and Equity Education Action Plan to enhance community, culture, and connectedness and increase awareness; staff engaged in Benchmarking and access of strategies supported via ELL Coordinator. High school planning and graduation tracking of our Indigenous students; student participation in Diversity events and student listening circles.

The focus for Organizational Health is student and staff wellness and mentoring and coaching of new staff. Organizational Health drives a dedicated plan around improving student and staff well-being and mental health. Areas of improvement include a focus on non-academic barriers to learning, strategies to empower students and parents to build coping skills, and providing a variety of wrap-around supports to students. Mentorship of new staff is essential in carrying this work forward.

What data will you use to track continuous improvement?

Student and staff involvement in wellness activities/PD opportunities, number of students accessing the Student Services Supports, anecdotal feedback from new staff at monthly sharing meeting and one-on-one professional conversations with all staff. Student and staff absenteeism, parent attendance at school council meetings.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		9,762,651		9,952,879
Internal Revenue		9,200		9,200
REVENUE TOTAL		9,771,851		9,962,079
Classroom	55.998000	6,029,475	55.712000	5,998,681
Leadership	6.145000	891,701	6.202000	906,896
Teaching - Other	1.857000	199,949	1.857000	199,949
Teacher Supply	.000000	160,000	.000000	200,000
TOTAL TEACHER	64.000000	7,281,125	63.771000	7,305,526
(% of Budget)		74.51%		73.33%
Exempt	2.000000	216,709	2.000000	216,709
Exempt (Hourly/OT)	.000000	1,000	.000000	1,000
Support	14.900000	914,026	16.000000	974,139
Support (Supply/OT)	.000000	8,000	.000000	16,000
Custodial	9.426000	648,775	9.300000	661,857
Custodial (Supply/OT)	.000000	18,000	.000000	28,000
TOTAL NON-TEACHER	26.326000	1,806,510	27.299999	1,897,705
(% of Budget)		18.49%		19.05%
TOTAL STAFF	90.326000	9,087,635	91.070999	9,203,231
(% of Budget)		93%		92.38%
SUPPLIES, EQUIPMENT AND SERVICES		491,266		549,856
INTERNAL SERVICES		172,950		186,995
OTHER INTEREST AND CHARGES		20,000		22,000
TOTAL SES		684,216		758,851
(% of Budget)		7%		7.62%
TOTAL AMOUNT BUDGETED		9,771,851		9,962,082
Carry Forward Included		0		0
Carry Forward to Future		0		0