



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1892.000	Custodial	12.138000	Salaries	\$12,409,630	96.20%
Weighted	2262.126	Exempt	3.000000	Supplies, Equip., Services	\$490,041	03.80%
Regular	1,908	Support	22.500000			
		Teacher	<u>84.081000</u>			
Year Opened	1948	Total	121.719000	Total	\$12,899,671	100.00%
				Internal Revenue	\$40,000	

School Philosophy

At Victoria School our combined focus of arts and academics promotes student achievement while fostering the lifelong pursuit of excellence. Our wide variety of curricular choices provides experiences that enable students to think creatively and critically about the world in which they live. In this welcoming, positive, supportive, inclusive and dynamic environment, students from kindergarten to grade twelve achieve the full range of their potential. Victoria School's mission statement is *Creating Space for all to Excel*. Victoria School's values are Creativity, Inclusivity, Relationships, Respect, and Responsibility.

Community Profile

Situated in the heart of the city and arts district, Victoria School offers a variety of learning opportunities from Kindergarten to Grade 12 with students from Edmonton and beyond. Together with a supportive community and partnerships within the arts community, Victoria School is an inquiry based, arts engaged International Baccalaureate World School with all four IB Programmes. The diverse K-12 student population shares an international mindedness to develop passionate and compassionate global leaders in the pursuit of artistic and academic excellence.

Programs and Organization

Victoria School, a K-12 school celebrates a solid literacy foundation, where the arts and academics are interconnected. An environment is consistently fostered in which students think both creatively and critically in their classes. Arts programming includes dance, film and media, band and choral music, theatre, and visual art. The International Baccalaureate Programme aligns the arts and academics within a framework of inquiry. As an IB World School offering the full continuum of programmes we provide students academic opportunities and nurture a world view. Learning about Indigenous ways of knowing are important to our school community and we engage in active Reconciliations from K-12. In addition, The Academy at King Edward is an integral partner in our division four programming at Victoria School. Our languages other than English include: French (grades 2-12) Spanish (grades 7-12) and Cree (grades 10-12).

Students are invited to demonstrate a commitment to all learning. They are encouraged to develop the ability, confidence and imagination to pursue their learning goals and contribute to their community both locally and globally. Kindergarten to grade nine students are admitted to Victoria School through an application process based on an interest in an inquiry based, arts engaged learning environment.

School Community Relationships

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

Monarch Child Care Society

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).

1. By June 2024, each Victoria School of the Arts child will demonstrate measurable personal and academic growth through IB and Arts focused teaching and learning practices.

Results Achieved:

Diploma Exams

The school percentage of students achieving the acceptable standard is higher than the province 10 times out of the 17 diploma exams administered in January and June. Here is a breakdown by exam:

- Biology 30: The school percentage was higher than the province both times the exam was administered.
- Chemistry 30: The school percentage was slightly higher than the province.
- English Language Arts 30-1: The school percentage was higher than the province both times the exam was administered.
- English Language Arts 30-2: The school percentage was higher than the province both times the exam was administered.
- Mathematics 30-1: The school percentage was higher once, and lower once, than the province.
- Mathematics 30-2: The school percentage was lower than the province.
- Physics 30: The school percentage was higher than the province both times the exam was administered.
- Science 30: The school percentage was lower than the province.
- Social Studies 30-1: The school percentage was higher once, and lower once, than the province.
- Social Studies 30-2: The school percentage was higher once, and lower once, than the province.
- PATs:
- ELA 9 acceptable and standard of excellence is above provincial average.
- Math 9 acceptable standard is above provincial average and standard of excellence is below.
- Science 9 acceptable standard is above provincial average and standard of excellence meets provincial standard
- Social Studies 9 acceptable standard is above provincial average and standard of excellence is below.
- Science 6 acceptable and standard of excellence are above the provincial average.
- Social Studies 6 acceptable and standard of excellence are above the provincial average.
- HLAT
 - 72.2% of student at or above acceptable standard
 - CAT4
 - 84.9% Reading stanine 4 and above
 - 81.4% Mathematics stanine 4 and above
 - 71.6% Computation stanine 4 and above
 - Reading Levels
 - 71.3% of students reading at grade level
 - 12.4% of students reading above grade level
 - Student Perception of Progress: Within the Assurance Pillar, student survey responses suggest a perception of academic progress:
- 73% of students agree or strongly agree that they are getting better in reading this year.
- 74% agree or strongly agree that they are getting better at writing this year.
- 75% agree or strongly agree that they are getting better at math this year.
- 83% believe their writing has improved.

2. By June 2024, Victoria School of the Arts will improve student belonging and community engagement through equity based school and student-led initiatives.

Results Achieved:

- 88% of students believe they have opportunities at school that support their sense of belonging
- 89% of students believe many diverse cultures are represented in the books and materials at Victoria School

- 80% of students believe the adults in their school care about them
- 72% of students feel they can be themselves at school
- 71% of students feel like they belong at school
- Increased student led performances in Cafe
- Workshops w/anti-racist speakers for K-12 well received
- Student led initiatives, ABEEL Scholarships
- Diversified text lists in ELA
- Hope Mission Lunch Program added 3 days a week
- Interactions Interns program added throughout school
- Students have a variety of supports within the school to access and feel comfortable accessing them.
- Increase in athletics programming
- IB Learning/Community project celebration of all four IB programs a success
- More students and staff believe that students have opportunities to be involved in activities and events outside of class.
- Empathy & conflict resolution workshops with grade 7s
- Students made effective use of grades reported in interims/progress reports to set achievable goals for growth
- Students are more socially aware and treat their peers/teachers with high levels of respect and understanding
- Attendance improvements based on contact home policy & discussions with students
- Increased participation - and interest in athletics
- Application of knowledge/learning applied outside of the classroom has increased

What were the biggest challenges encountered in 2023-2024?

In 2023-24, our school felt the economic challenges that our families were facing. We had many students stay home to care for younger children, and families who were experiencing uncertainty in their home lives. Relationship building became even more critical to student success. We had many more students accessing snacks and our lunch program. Greater societal factors also impacted our youth as they continue to question societal decision making. The perceived lack of resources to support all aspects of a young person's life continues to be a challenge. Assessment practices across K-12 (4 divisions) continues to be a challenge as many of our staff members are in progress reporting all year.

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

As we reflect on last year's teaching and learning, we have learned that our goals felt managable to staff and students. Our students showed growth over the year in so many aspects of their lives. However, we also learned that there are aspects to our goals that provide opportunities for further growth. We will continue to work on triangulation of classroom data, and analyze our standardized testing data more closely. Feedback suggests we also need to provide increased opportunities for qualitative data from students and families.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7055 Victoria School

Assurance Domain	Measure	Victoria 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	73.2	75.3	76.2	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	69.9	69.1	72.5	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	70.1	79.2	78.7	80.4	80.7	82.4	Low	Declined Significantly	Concern
	5-year High School Completion	86.0	86.9	86.0	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	85.2	71.8	71.8	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	33.3	18.8	18.8	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	64.6	55.4	55.4	62.5	62.6	62.6	Low	Improved	Acceptable
	PAT9: Excellence	15.0	9.7	9.7	15.4	15.5	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	80.9	73.1	73.1	81.5	80.3	80.3	Intermediate	Improved Significantly	Good
Diploma: Excellence	16.1	12.4	12.4	22.6	21.2	21.2	Intermediate	Improved	Good	
Teaching & Leading	Education Quality	82.2	82.0	83.1	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.0	74.0	77.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	67.2	69.9	69.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	69.2	62.0	65.9	79.5	79.1	78.9	Very Low	Maintained	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 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

By June 2025, each Victoria School of the Arts student will demonstrate measurable personal and academic growth. This growth will be assessed through a variety of methods, including those informed by IB and Arts focused teaching and learning practices.

What data will you use to track continuous improvement?

Triangulation of ongoing evidence of classroom learning through conversations, observations, and products. Common assessments and classroom awarded grades. Literacy and numeracy measures. Individual course and grade completion data; targeted supports for high school completion. Standardized assessments such as: PATs, Diplomas, CAT4s, HLATs. Increase use of self-assessment practices.

Division Priority 3

By June 2025, Victoria School of the Arts will improve student belonging and community engagement through equity based school and student-led initiatives.

What data will you use to track continuous improvement?

Improving the number of opportunities for each student to engage in school life. Increased numbers of integrated K-12 school events. Increased use of feedback surveys. Increased opportunities for student, staff and family engagement and voice. Increased home/school communication.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		12,157,221		12,859,671
Internal Revenue		40,000		40,000
REVENUE TOTAL		12,197,221		12,899,671
Classroom	64.970000	7,021,505	71.181000	7,692,745
Leadership	14.625000	1,817,909	10.400000	1,380,442
Teaching - Other	2.270000	245,326	2.500000	270,183
Teacher Supply	.000000	145,432	.000000	268,893
TOTAL TEACHER	81.864998	9,230,172	84.081001	9,612,263
(% of Budget)		75.67%		74.52%
Exempt	3.000000	332,816	3.000000	332,816
Exempt (Hourly/OT)	.000000	85,522	.000000	110,522
Support	20.900000	1,279,676	22.500000	1,383,973
Support (Supply/OT)	.000000	10,000	.000000	37,325
Custodial	12.075000	898,172	12.138000	902,731
Custodial (Supply/OT)	.000000	15,000	.000000	30,000
TOTAL NON-TEACHER	35.974998	2,621,186	37.638000	2,797,367
(% of Budget)		21.49%		21.69%
TOTAL STAFF	117.839996	11,851,358	121.719002	12,409,630
(% of Budget)		97.16%		96.2%
SUPPLIES, EQUIPMENT AND SERVICES		231,717		309,541
INTERNAL SERVICES		114,146		180,500
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		345,863		490,041
(% of Budget)		2.84%		3.8%
TOTAL AMOUNT BUDGETED		12,197,221		12,899,671