

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	377.000	Custodial	2.000000	Salaries	\$2,064,325	92.94%
Weighted	384.641	Exempt	0.000000	Supplies, Equip., Services	\$156,848	07.06%
Regular	377	Support	2.225000			
		Teacher	<u>15.286000</u>			
Year Opened	1907	Total	19.511000	Total	\$2,221,173	100.00%

School Philosophy

Old Scona Academic was established as an academic alternative high school in 1976 by the Board of Trustees of Edmonton Public Schools. It has emphasized this priority by offering the International Baccalaureate program to its students since 1980. The school's purpose is to provide motivated students, who have demonstrated academic success, with an opportunity to pursue a program of studies that challenges and enriches their learning experiences. A focus on high quality instruction and best practices that supports students and staff in reaching optimum levels of academic excellence in preparation for post secondary learning. Our parents are recognized as being key partners in the learning process at Old Scona Academic.

Community Profile

The building that houses Old Scona Academic was established in 1908 and has provided excellence in education ever since then. In 2008, the Province of Alberta announced with pride that Old Scona Academic is an official Alberta Provincial Heritage Resource. Our school is located in the heart of the vibrant and historic Old Strathcona community in south central Edmonton. Our campus and school history contributes to the culture, creativity and experiences of that community. We are fortunate to share community membership with the University of Alberta, nearby hospitals as well as the artistic, cultural and commercial venues of Whyte Avenue. Our students come to us from across the city of Edmonton, which is our community at large. Our students participate in an entrance process where selection is based on ranking of data which includes: 1) 4 core subject grades 2) an administration recommendation and 3) an entrance exam.

Programs and Organization

Our program provides students with the opportunity to earn the Alberta High School Diploma and the International Baccalaureate Diploma/Certificate through full year instruction. Our students traditionally produce exceptional performance results in their individual pursuits of excellence. We are confident that they graduate fully prepared to continue these pursuits in post-secondary studies. Our school has developed a strong Alumni Association with very prominent alumni that support our current students through coaching, mentorship and insight into professional life after public education.

School Community Relationships

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

Alberta Health Services Friends of Old Scona Academic Heritage Youth Researcher Summer (HYRS) Program OSA Alumni OSA School Council Rotary Clubs University of Alberta WISEST

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).

Old Scona will continue to build upon outstanding learning opportunities for all students. This involves developing excellence in instructional and assessment practices that challenge and engage students. Our focus remains on preparing students to be successful in post secondary, and beyond. Positive relationships between students and staff will continue to be a foundation for student engagement and learning.

By June 28, 2023, Old Scona students will demonstrate an increase in academic performance over the provincial results in each subject area. Old Scona students will demonstrate success in learning by having 90% of all students achieving the standard of excellence on final blended marks. 100% of IB course completions will result in a final grade of "4" or above.

These results will be accomplished by a combination of professional development for all staff on best practices in instruction, as well as collaboration between teachers in the school and with teachers at other high schools in the Division. Through the work of the SET team, Community Helpers, Students Union, and the numerous teacher sponsored clubs and events in the school, better relationships will be formed.

Results Achieved:

- In June 2023, the goal of having 90% or more of all students achieving the standard of excellence on the blended mark for diploma courses, was only achieved for English, Chemistry and Biology.
 - Mathematics was at 85.8%, Physics was 83.5%, and Social Studies was 86.6%.
- In IB courses, 98.3% of all students achieved a 4 out of 7, or higher, on their IB courses. That means that 6 out of 354 course marks were lower.
- Teachers spent two after school sessions and one PD day with a consultant working on improved understanding of assessment and higher order thinking skills.
- IB teachers were enrolled in IB workshops to ensure up to date training on IB curricular expectations, especially in science where a new curriculum is being implemented starting in 2023-2024.

The Old Scona Academic High School staff is committed to advancing actions towards anti-racism and reconciliation. The staff will work on developing our collective and individual skills in the areas of anti-racism, as well as enhancing our foundational knowledge in the area of Indigenous history, cultures and protocols.

By June 2023, 100% of our staff will demonstrate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, the Harry Ainlay Catchment staff year end survey, as well as anecdotal records.

This goal will be accomplished through the PD work of all staff through the Harry Ainlay Catchment, High School Principal Community of Practice, and within the school at staff meetings and PD Days.

Results Achieved:

- Old Scona staff and students scored a result of 93.2% in Citizenship on the Alberta Education Assurance Survey. This was down from 96.2% in the previous year. It should be noted that the Catchment results were 80.4%, down from 82.4% the previous year. The Old Scona results are still 23% greater than the overall Edmonton Public Citizenship results.
- 75% of students surveyed reported that they were aware of the work that their school was doing to support anti-racism and belonging in schools.
- 76% of students agreed that their school takes action that supports truth and reconciliation.

- OSA teachers spent one PD day writing their own land acknowledgements. This was led by the Division consultant who provided the background as to what the land acknowledgement represents and why it is important.
- OSA teachers were provided with two books to read as part of their professional growth. One book titled "Five Little Indians", was a fictional account of five residential school students. The second book, entitled "We Were Dreamers", was an autobiography about an Asian man growing up under the high academic and career expectations of Asian parents. Staff completed the readings and discussed the books at monthly staff meetings.
- Old Scona staff took part in a year long number of activities based on the development of "Schools That Listen", which encompasses truth and reconciliation, along with anti-racism actions. Schools That Listen is based on improved relationships between students, community and the school. Its goal is that all students will feel welcome and accepted in their school.
- The Harry Ainlay Catchment took part in monthly learning sessions that the administrators, as well as select teachers and leaders took part in. These sessions featured students and staff that shared their experiences in their schools and community.
- The catchment schools also took part in two PD days that provided guest speakers on various topics around truth and reconciliation, as well as anti-racism. These speakers were followed by debriefing sessions with small groups of all staff from various schools.
- The high school community of practice also spent time at monthly meetings working with the Bennett Centre - Argyll-Metro (BAM) staff further deepening our work on the Schools that Listen learning. This also enlisted the schools to provide students to take part in projects on various topics. Twenty students from Old Scona took part in two groups, anti-racism or consent. Their goal was to provide learning about these topics and how they could best share their learning with other students in the school and community.
- Over the past year, Old Scona had over 36 student clubs that provided students the opportunity to be engaged in activities outside of instructional classes. These clubs were focused on building awareness and compassion in the school community. Others were enhancing cultural and even religious diversity by sharing of their group's unique identity during events throughout the year such as Black History Month, Diwali, Eid, and Chinese New Year.

Old Scona staff and students will continue to promote a comprehensive approach to student and staff well-being and mental health. The school will continue to build upon its foundation of involving all students in various aspects of school life while attending Old Scona. There will also be supports provided for staff and students that can assist with mental health and wellness.

By June 2023, at least 80% of students and staff at Old Scona will report feeling "well", or "very well" on the Division's spring survey. This will be up from 47% of students on the 2022 survey, and 79% of staff on that same survey.

This goal may be accomplished through active and engaging student groups and clubs such as the Students Union, S.E.T., Community Helpers, and others which are inclusive, supportive and engaging for all students. There will be guest speakers and activities to promote well being for staff and students throughout the year.

Results Achieved:

- 100% of STAFF responded as doing "Very Well, Well, or So-so" when asked how they are doing this year on the EPS Division survey. No responses of not well, or worse.
- 92% of STUDENTS responded as doing "Very Well, Well, or So-so" when asked how they are doing this year on the EPS Division survey.
- 100% of staff responded that they "Strongly Agree, or Agree" that they feel safe at their workplace.
- 95% of students responded that they "Strongly Agree, or Agree" that they feel safe at their school.
- Old Scona provided 36 clubs for students to take part in their extra-curricular pursuits, as well as some cultural clubs. This continues to provide students with opportunities to develop a stronger school culture by students expanding their network of friends in the same grade and others.
- Community Helpers is a student club that trained students in mental health first aid and provided help sessions for students.
- Staff were provided additional time for planning and collaborative time by limiting formal PD activities to the first half day of each school or catchment based PD day. Teachers commented in conversations with admin that they especially appreciated this extra time to meet and plan with their colleagues.

What were the biggest challenges encountered in 2022-2023?

- Student enrollment was lower than projected and we were not able to accept additional students into the school before September 30th. This lowered the budget for the year and required restraint of spending on PD and other supports in the school.
- Changes in the budget for the year meant larger classes, increased assessments for teachers, and fewer opportunities to develop positive relationships with students.
- Events taking place in the world also influenced certain groups due to war, global warming, and other factors that caused concern to students.
- Staffing changes, for various reasons, have made it challenging to provide continuity for instruction. Training and retraining for new teachers is challenging for the demands of the IB program.
- Students that took part in the anti-racism and consent groups as part of the high schools that listen work, completed meaningful projects. However, the students were not able to bring this work directly back into the school and therefore its impact was somewhat limited.

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

- Breaking Down The Walls will provide the students the opportunity to build a strong school culture and greater empathy from the beginning of the school year. This three day event is scheduled for September, 2023.
- Students will again take part in the groups that work on anti-racism, consent, as well as other topics of interest to students. As more students get involved, and we look for ways to bring this work back into the school, it will become more meaningful and engaging.
- High schools will be working together to review assessment practices in order to bring more consistency to how and what is assessed across all high schools in the Division.
- With each year the younger teachers of Old Scona gain experience with the higher level subject areas and the IB curriculum. This experience is expected to translate into better and more consistent results.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7066 Old Scona School

Assurance Domain	Measure	Old Scona 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	93.1	90.4	90.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.2	96.2	96.0	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	95.6	99.1	98.3	80.7	83.2	82.3	Very High	Declined	Good
	5-year High School Completion	97.6	98.6	99.4	88.6	87.1	86.2	Very High	Declined	Good
	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	98.7	98.6	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	78.1	77.7	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	93.2	90.0	91.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	92.9	92.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	87.3	85.5	85.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	82.6	88.3	84.5	79.1	78.8	80.3	Very High	Maintained	Excellent

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

Old Scona will continue to build upon outstanding learning opportunities for all students. This involves developing excellence in instructional and assessment practices that challenge and engage students. Our focus remains on preparing students to be successful in post secondary, and beyond. Positive relationships between students and staff will continue to be a foundation for student engagement and learning.

By June 27, 2024, Old Scona students will demonstrate an increase in academic performance over the provincial results in each subject area. Old Scona students will demonstrate success in learning by having 90% of all students achieving the standard of excellence on final blended marks in diploma subjects. 100% of IB course completions will result in a final grade of "4" or above.

These results will be accomplished by a combination of professional development for all staff on best practices in instruction and assessment, as well as collaboration between teachers in the school and with teachers at other high schools in the Division. Through the work of the SET team, Community Helpers, Students Union, and the numerous teacher sponsored clubs and events in the school, better relationships will be formed.

What data will you use to track continuous improvement?

- AB Diploma results - Blended marks for student's achieving the standard of excellence in each of the diploma subjects. IB course results for students completing their classes.

Division Priority 1

The Old Scona Academic High School staff is committed to advancing actions towards anti-racism and reconciliation. The staff will continue to work on developing our collective and individual skills in the areas of anti-racism, as well as enhancing our foundational knowledge in the area of Indigenous history, cultures and protocols.

By June 2024, 100% of our staff will demonstrate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, the EPS Student and Staff Feedback Survey, Harry Ainlay Catchment staff year end survey, as well as anecdotal records.

This goal will be accomplished through the PD work of all staff through the Harry Ainlay Catchment, High School Principal Community of Practice, and within the school at staff meetings and PD Days.

What data will you use to track continuous improvement?

- Alberta Education Assurance Measures Survey of staff and students. The Edmonton Public Staff and Student Division Feedback Survey specific questions.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,308,889		2,221,173
Internal Revenue		0		0
REVENUE TOTAL		2,308,889		2,221,173
Classroom	12.929000	1,392,104	12.681000	1,365,401
Leadership	2.125000	295,465	2.125000	294,839
Teaching - Other	.480000	51,683	.480000	51,683
Teacher Supply	.000000	50,000	.000000	33,000
TOTAL TEACHER	15.533999	1,789,252	15.285999	1,744,923
(% of Budget)		77.49%		78.56%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	2,000	.000000	2,000
Support	2.500000	172,456	2.225000	156,069
Support (Supply/OT)	.000000	1,500	.000000	5,600
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	4,500	.000000	4,500
TOTAL NON-TEACHER	4.500000	331,689	4.225000	319,402
(% of Budget)		14.37%		14.38%
TOTAL STAFF	20.033999	2,120,941	19.510999	2,064,325
(% of Budget)		91.86%		92.94%
SUPPLIES, EQUIPMENT AND SERVICES		149,723		125,848
INTERNAL SERVICES		38,225		31,000
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		187,948		156,848
(% of Budget)		8.14%		7.06%
TOTAL AMOUNT BUDGETED		2,308,889		2,221,173
Carry Forward Included		0		0
Carry Forward to Future		0		0