



| Enrolment | | Staff FTE | | Budget | | |
|-------------|---------|-----------|-----------|----------------------------|-------------|-------------|
| Normalized | 183.000 | Custodial | 2.000000 | Salaries | \$1,898,307 | 93.73% |
| Weighted | 293.475 | Exempt | 0.000000 | Supplies, Equip., Services | \$127,033 | 06.27% |
| Regular | 183 | Support | 4.800000 | | | |
| | | Teacher | 12.400000 | | | |
| Year Opened | 1957 | Total | | | Total | \$2,025,340 |
| | | | 19.200000 | | | 100.00% |
| | | | | Internal Revenue | \$38,152 | |

School Philosophy

Britannia School is focused on providing a safe and caring learning environment for our diverse community. Our collaborative environment encourages and provides students with opportunities for growth and development, while instilling the importance of being leaders within the school and our community. We believe in creating authentic learning experiences through inquiry based practices and quality assessments. We value the diverse community and the varied experiences of our families in supporting our students in their learning journey.

Community Profile

Britannia School is located in the heart of the Britannia/Youngstown Community in Edmonton. It is a grade seven to nine school serving a broad range of academic, social, and emotional student needs. Britannia School is currently working with Boy's and Girl's Club, Logos Society, Kids on Track, Bent Arrow Traditional Healing Society, Hope Mission, Breakfast Clubs of Canada, and the Tim Horton's Children's Ranch, all of which assist students with meeting their academic goals and facilitating high school completion. Montessori and Me, a for-profit preschool, lease space within the building.

Programs and Organization

Britannia School offers programming for students in grades 7-9, including three Division programs; Community Living Skills (CLS), Connections classes and Logo's Christian program. We believe our diverse learning community offers a rich learning environment for students to learn, grow and explore. Our staff are committed to creating a high quality learning environment to support student achievement.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters Breakfast Clubs Canada Metis Child and Family Services Tim Hortons

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).

By June 2023, all students at Britannia will demonstrate measurable growth in the areas of literacy and numeracy.

This will be achieved through:

- Targeted teacher interventions using our numeracy and literacy leads working with students below grade level(in class and individual)
- Increased collaboration between staff sharing best practices, resources and assessments
- Applying universal strategies to support diverse learner needs
- Professional learning for staff on targeted interventions for instruction with students working below grade level
- Time given to grade level teams to work together

Measures:

- Student performance on CAT- 4, HLAT and teacher awarded marks will improve and the percentage of students reading "At or Above" grade level will increase.
- Overall positive responses on Assurance and Division survey

Results Achieved:

We hired another teacher to do targeted interventions with supports for small group and one to one interventions in math and reading. Teachers worked collaboratively to support students working below grade level within the class and with one to one/small group intervention.

CAT- 4 Data: We saw measurable gains in our grade 7 cohort.

Grade 7

- Reading Data 76% to 82%
- Math (Overall) 73% to 75%
- Math (Estimation and Computation) 68% to 80%

Division Survey:

72% of students felt they were getting better at reading

70% of students felt they were getting better at math

71% of students felt they were getting better at Writing

We saw declines in the Assurance survey measures on Student Learning Engagement, and Education Quality by all stakeholders.

By June 2023, Britannia will advance action towards anti-racism and reconciliation.

This will be achieved through:

- Pursuing meaningful Professional Learning on anti-racism
- Collaboration with Argyll and Bennett Center - "On the Ways of knowing"
- Incorporating more school events and awareness during the year

Measures:

- Staff and student reflections expressing a greater sense of understanding of what an equitable school is
- Assurance and Division surveys on "sense of belonging" to be increase or maintained for staff and students

Results Achieved:

- Staff attended Professional Development in the Division focused on Anti-racism and reconciliation.
- Students were able to take part in a round dance and learn about Indigenous culture through our collaboration with Argyll and the Bennett center.
- Our Indigenous students participated in a weekly lunchtime club with Bent Arrow Society, they were able to engage in cultural activities.

Division Survey

Students:

My school takes actions that support truth and reconciliation (74% positive responses)
At my school, I have the opportunity to be involved in activities that support a sense of belonging. (72% positive responses)

Parents:

My child feels like they belong at school (87% positive responses)
Many diverse cultures are represented in the events, activities and environment of my child's school (67% positive responses)

Staff:

My school takes steps to support a sense of belonging and inclusion for everyone (100% positive responses)
My school is a place where all students feel like they belong (82% positive responses)

We saw declines in the Assurance survey measures on welcoming, Caring, Respectful and Safe Learning Environments and Citizenship.

By June 2023, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

This will be achieved through:

- Increased supports of mental health therapist and school counselling time
- Continue to provide wrap around services to students on basic needs and food insecurity
- Weekly Mental Health check-ins for students, bi-weekly for staff
- Supporting the staff wellness team as they plan activities to promote mental health

Measures:

- Improvement in attendance for students identified and targeted for Mental Health support
- Through our Mental health check-ins we would see a decline in the "crisis" zone on the Mental Health continuum through-out the year
- Positive responses on the Division survey on supports for Mental Health

Results Achieved:

We hired a mental health therapist for 1.5 days a week. This had an immediate effect on our students as they sought out to connect with her on a weekly basis. The number of students requiring support increased through out the year. The lack of access was a challenge for us as the demands for mental health support increased and we were unable to provide more time. This had a negative effect on our students sense of belonging and safety within the school.

Division Survey:

Students:

77% of students feel like they have at least one adult in the school they can go to for help.
66% of students feel like they belong at school.
65% of students feel safe at school
63% of students feel we are supporting their wellness

Parents:

I feel my child is safe at school (100% positive responses)
Through school my child has built relationships that support their wellness (93% positive responses)
I feel staff in my child's school care about my child (100% positive responses)

Staff:

I feel confident helping students build skills that support their wellness (88% positive responses)

What were the biggest challenges encountered in 2022-2023?

- Regular attendance continued to be a challenge for many of our students, particularly in grade nine.
- Food insecurity and the growing economic pressures on families.
- We continued to see mental health, illness and disengagement as contributing factors to students well being and success in school.
- We were only able to provide one and half days for our mental health therapist and this was not enough time for the number of students requiring support.
- Access to community mental health supports were limited and a struggle for parents to navigate.
- The high levels of emotional dysregulation in students as we returned to the norms of school and social interactions often impacted the school environmental negatively.

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

We will continue the work we started last year in building an inclusive school that focuses on a culture of belonging for students, staff and parents. We see the relationship between having a sense of belonging and achievement as a partnership necessary for success.

We will:

- increase mental health supports
- dedicated intervention time through assigned teacher FTE
- increase community partnerships
- development of student led assemblies, student leadership team and increase whole school activities
- use CAT-4,HLAT,PAT data to guide intervention strategies and guide classroom practice
- increase engagement with parents and community to foster a greater sense of belonging

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7551 Britannia School

| Assurance Domain | Measure | Britannia 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 | 79.5 | 90.5 | 90.5 | 84.4 | 85.1 | 85.1 | n/a | Declined | n/a |
| | Citizenship | 55.0 | 88.3 | 87.8 | 80.3 | 81.4 | 82.3 | Very Low | Declined Significantly | Concern |
| | 3-year High School Completion | n/a | n/a | n/a | 80.7 | 83.2 | 82.3 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.6 | 87.1 | 86.2 | n/a | n/a | n/a |
| | PAT: Acceptable | 26.9 | 55.7 * | n/a | 63.3 | 64.3 | n/a | Very Low | n/a | n/a |
| | PAT: Excellence | 3.8 | 10.7 * | n/a | 16.0 | 17.7 | n/a | Very Low | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 80.3 | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 21.2 | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 84.4 | 90.4 | 91.0 | 88.1 | 89.0 | 89.7 | Intermediate | Declined | Issue |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 68.9 | 88.9 | 88.9 | 84.7 | 86.1 | 86.1 | n/a | Declined Significantly | n/a |
| | Access to Supports and Services | 81.6 | 93.2 | 93.2 | 80.6 | 81.6 | 81.6 | n/a | Declined Significantly | n/a |
| Governance | Parental Involvement | 81.3 | 85.3 | 82.2 | 79.1 | 78.8 | 80.3 | High | Maintained | 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 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

By June 2024, students at our school will demonstrate growth in reading, writing and mathematics as measured by the following data:

- All students who participate in the HLAT will demonstrate growth in their writing.
- All students who participate in the CAT4 and who are below the Canadian norm in reading and Math, will demonstrate growth toward average or above average scores (stanine 4 and above).
- There will be an increase in the percentage of students achieving at the acceptable standard and standard of excellence on the Grade 9 LA PAT.
- There will be an increase in the percentage of students achieving at the acceptable standard and standard of excellence on the Grade 9 Math PAT.

Achievement of this goal will be supported by:

- Allocation of dedicated teacher time to engage directly with students one on one or in small group, targeting areas for growth.
- Reviewing and implementing practices identified in the OECD's Promising Practices in Supporting Success for Indigenous Students
- Gathering and analyzing data collaboratively during whole-staff professional learning, to inform teaching practice and student supports.

What data will you use to track continuous improvement?

We will use the data from the Spring Canadian Achievement Test 4 (CAT4) and HLAT results as indicators of progress. The 2024 Provincial Achievement Test (PATs) results will be analyzed as a final indicator of success towards our goal.

Division Priority 1

By June 2024, students at Britannia will demonstrate an increased sense of belonging and social, emotional well being. Achievement of this goal will be supported by:

- Participation in the schools that listen series and developing school plan to support building meaningful relationships between staff and students to support increased sense of belonging for students
- Increase partnerships with community partners, to create connections with students and their community
- Create a student council to give agency to student voice
- A continued focus on anti-racism and reconciliation professional development for staff
- Host a cultural Fair to show case our students diversity

What data will you use to track continuous improvement?

We will use monthly attendance data and our mental health check ins to monitor student well being. Additionally, the 2024 Division Feedback Survey results, Alberta Education Assurance Survey, and the Youth Resilience Survey around sense of belonging and caring safe schools will be indicators of progress towards our goal.

| | 2023-24 Spring Proposed | | 2023-24 Fall Revised | |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources | | 1,741,128 | | 1,987,188 |
| Internal Revenue | | 38,152 | | 38,152 |
| REVENUE TOTAL | | 1,779,280 | | 2,025,340 |
| Classroom | 9.500000 | 1,022,894 | 10.900000 | 1,173,637 |
| Leadership | 1.500000 | 206,706 | 1.500000 | 206,706 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 30,000 | .000000 | 60,000 |
| TOTAL TEACHER | 11.000000 | 1,259,600 | 12.400000 | 1,440,343 |
| (% of Budget) | | 70.79% | | 71.12% |
| Exempt (Hourly/OT) | .000000 | 0 | .000000 | 0 |
| Support | 4.000000 | 244,911 | 4.800000 | 292,581 |
| Support (Supply/OT) | .000000 | 6,500 | .000000 | 9,650 |
| Custodial | 2.000000 | 151,233 | 2.000000 | 151,233 |
| Custodial (Supply/OT) | .000000 | 4,500 | .000000 | 4,500 |
| TOTAL NON-TEACHER | 6.000000 | 407,144 | 6.800000 | 457,964 |
| (% of Budget) | | 22.88% | | 22.61% |
| TOTAL STAFF | 17.000000 | 1,666,744 | 19.200000 | 1,898,307 |
| (% of Budget) | | 93.68% | | 93.73% |
| SERVICES PURCHASED | | 0 | | 0 |
| SUPPLIES, EQUIPMENT AND SERVICES | | 71,868 | | 97,948 |
| INTERNAL SERVICES | | 40,168 | | 28,585 |
| OTHER INTEREST AND CHARGES | | 500 | | 500 |
| TOTAL SES | | 112,536 | | 127,033 |
| (% of Budget) | | 6.32% | | 6.27% |
| TOTAL AMOUNT BUDGETED | | 1,779,280 | | 2,025,340 |
| Carry Forward Included | | 0 | | 0 |
| Carry Forward to Future | | 0 | | 0 |