

Profile



Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	2.000000	Salaries	\$1,323,598	95.03%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$69,229	04.97%
Regular	65	Support	2.000000			
		Teacher	9.000000			
Year Opened		Total	13.000000	Total	\$1,392,827	100.00%

School Philosophy

At Braemar, we are committed to empowering our students to achieve their full potential both academically and socially. The innovative and flexible programming and dedicated staff inspire students to meet their individual goals and acquire a solid foundation of the knowledge and skills needed to confidently embrace the challenges of society. This commitment to our students ensures the future security of both parent and child.

Community Profile

Braemar High School is located in the quiet residential area of Ottewell in the southeast quadrant of the city of Edmonton. The Braemar campus is bright and sprawling, encompassing a square city block. We are a specialized high school serving the needs of pregnant or parenting young people. We provide flexible high school programming to empower our students in successfully completing high school and preparing them for post-secondary or the world of work. We accept registrations at any time throughout the school year. The school operates in partnership with Terra Centre for Teen Parents which provides wrap-around support for students and operates on-site childcare for our babies and toddlers.

Programs and Organization

Braemar School offers a full complement of core academic programming specifically tailored to the educational needs of pregnant and parenting students, 13 to 19 years of age. Instruction focuses on enhancing global awareness, problem-solving, and critical thinking skills. Braemar also offers on-site teacher-supervised self-directed modular learning and over one hundred one credit CTS courses to stimulate a broad base of interest for our learners. In addition, Braemar offers visual arts and pregnancy-based yoga classes. Counseling is also available to assist with career planning, scholarships, post-secondary transition, and overall personal well-being. The Alberta Government in partnership with the Terra Centre and Braemar School assists and manages a variety of bursaries and grants. These funds are used to assist pregnant and parenting teens to meet their basic family needs, such as childcare, food security, and housing. Terra also coordinates volunteer groups that provide lunch to our students a few times a week and organize the clothes closet.

School Community Relationships

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

Terra Centre

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).

Goal One - Recognize and support the diverse learning needs of all students.

Braemar staff will continue to use a collaborative response process to meet the complex learning needs of our students. Teachers will implement identified strategies and interventions to meet student learning needs, and we will work together to identify and implement school-wide instructional practices. Internal data will be used to track and demonstrate an increase in attendance, course completion, high school completion and student utilization of flex block. Diploma exams will show an improvement in the number of students achieving an acceptable standard. Students, as noted on the Assurance Measure, will continue to indicate that core courses are useful and interesting. Student responses will also indicate that they can easily access help with school work, and teachers are available to help.

Results Achieved:

The Assurance Measure and our internal tracking systems were utilized to support teaching and learning. Data was collected for attendance, course completion, and path to graduation. Data was analyzed and used to plan for interventions to improve student achievement. The 5-year High School Completion rate showed an increase of 4%. Attendance showed a slight increase of 2% from the previous year, and course completion went up by 30 courses. Our flex block utilization declined and will be re-evaluated. The diploma results for the number of students achieving an acceptable standard were not statistically significant based on the small sample of students who wrote. The Assurance Measures showed a slight increase of students indicating that core courses are useful and interesting at 94%. The results remained high when asking if they had access to help with school work and teachers were available to help at 98%.

Goal Two - Support and enhance the educational experiences and achievements of First Nations, Metis, and Inuit students in relationship with First Nations, Metis, and Inuit families and communities.

Braemar staff will focus on providing flexible programming that is responsive to student needs. Braemar staff will increase opportunities for student voice with the goal of further developing and enhancing school culture. Students will be encouraged to share their perspectives and become more involved in planning school wide-events. Students and teachers will participate in the Ways of Knowing program at the Bennett Centre. Teachers will continue and expand on embedding Indigenous practices into classroom programming. We will note an increase in the percentage of students, as indicated on the Assurance Measure, who agree that students care about each other and agree that students respect each other.

Results Achieved:

Students participated in the Ways of Knowing program from the Bennett Centre 3 times at Braemar. There were opportunities for student-led assemblies and school-wide events including National Truth and Reconciliation Day, Red Dress Day, Garden Day, the Science of Bannock, and beading workshops planned and led by students. There were student council meetings held to give voice to students responding to current concerns and action items to follow up on. Teachers embedded Indigenous practices into classrooms such as beading, literature, medicine wheel reflections, dance, cooking, installations such as creating a Truth and Reconciliation tree, and planting native plants, and studying their traditional uses. Students participated in building and programming a robot dressed in regalia to fancy dance at the Oil Kings hockey game between periods. Assurance Measure results of students who agree that students care about each other went from 62% to 70% and 78% agree that students respect each other, increased 2% from last year.

What were the biggest challenges encountered in 2022-2023?

Student Attendance impacted by mental health issues, housing, and sickness continued to be an area of concern, especially when the babies are sick and can not attend childcare. Our students rarely have another option for childcare or access to childcare. We serve both pregnant and parenting teens, when students are off having their baby or going to appointments, it affects their attendance and therefore their achievement. Transportation is another challenge our students experience as they come from all areas of the city. The bus routes can be difficult to navigate and many students are on the bus for up to 90 minutes each way. During inclement weather it can be difficult to navigate the long walks/waits to take the bus with their babies. The changes to the LRT and

bus schedules had a significant impact on our population. Food Security was also a significant barrier to learning, girls were hungry. Snacks were provided in the classrooms to support students, in addition to breakfast and lunches provided by various grants and volunteers.

- What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**
- Increasing opportunities to develop student voice and school culture which will increase their attendance and achievement when they feel they belong to a welcoming, caring, safe and respectful learning environment.
 - We will work on resiliency skills with the R2 Resilience Program
 - Meeting the complex needs of our learners - With planned collaboration time, teachers will continue to create high-quality flexible learning experiences focusing on common assessment practices, resilience qualities and targeted strategies for flexible programming and assessment.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7704 Braemar School

Assurance Domain	Measure	Braemar 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	94.8	95.3	95.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	92.1	92.0	85.2	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	0.0	29.1	20.4	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	60.2	56.2	52.9	88.6	87.1	86.2	Very Low	Maintained	Concern
	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	29.5	36.4	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	0.0	0.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	95.4	94.4	94.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.4	94.7	94.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	97.8	100.0	100.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	60.0	58.3	53.0	79.1	78.8	80.3	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 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 Braemar, we recognize and support the diverse learning needs of all students. By June 2024, Braemar students will demonstrate a 3% increase in attendance and course completion. To achieve this, our teachers will participate in dedicated collaborative time to create high-quality learning experiences, focusing on; common assessment practices, resilience qualities, and targeted strategies for those students currently approaching acceptable standards. Our school-based tracking documents and collaborative conversations with our partners will allow us to track the current data in a timely manner.

What data will you use to track continuous improvement?

We will use the following: Alberta Education Assurance Survey, Division Feedback Survey, Resilience Survey (which includes in school resilience pre/post work and surveys), teacher observations and feedback during Thursday's Child meetings, internal tracking document reviewed at the end of each month, and ensuring students are in the appropriate classes to help students achieve their goals.

Division Priority 1

At Braemar, we will support and enhance the educational experiences and achievements of First Nations, Metis, and Inuit students in relationship with First Nations, Metis, and Inuit families and communities. Braemar staff will focus on providing flexible programming that is responsive to student needs. Braemar staff will increase opportunities for all student voices with the goal of further developing and enhancing school culture. Students will be encouraged to share their perspectives and become more involved in planning school-wide events while developing their leadership skills. The Assurance Measure will show an expected 3% increase in "Active Citizenship" and "Welcoming, Caring, Respectful and Safe Learning Environments" sections. Teachers will continue and expand on embedding Indigenous practices into classroom programming.

What data will you use to track continuous improvement?

We will use the following: Alberta Education Assurance Measures Survey, Division Feedback Survey, Resilience Survey (in school resilience pre/post work and surveys), teacher observations and feedback during Thursday's Child meetings, internal tracking document reviewed at the end of each month, and ensuring students are in the appropriate classes to help students achieve their goals.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,391,905		1,392,827
Internal Revenue		0		0
REVENUE TOTAL		1,391,905		1,392,827
Classroom	6.286000	676,832	6.286000	676,832
Leadership	2.000000	260,543	2.000000	260,543
Teaching - Other	.714000	76,879	.714000	76,879
Teacher Supply	.000000	10,000	.000000	15,000
TOTAL TEACHER	8.999999	1,024,254	8.999999	1,029,254
(% of Budget)		73.59%		73.9%
Support	2.000000	138,612	2.000000	138,612
Support (Supply/OT)	.000000	2,000	.000000	1,500
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	4,000	.000000	3,000
TOTAL NON-TEACHER	4.000000	295,845	4.000000	294,345
(% of Budget)		21.25%		21.13%
TOTAL STAFF	12.999999	1,320,099	12.999999	1,323,599
(% of Budget)		94.84%		95.03%
SUPPLIES, EQUIPMENT AND SERVICES		46,500		41,909
INTERNAL SERVICES		25,307		27,320
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		71,807		69,229
(% of Budget)		5.16%		4.97%
TOTAL AMOUNT BUDGETED		1,391,906		1,392,828
Carry Forward Included		0		0
Carry Forward to Future		0		0