



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1923.000	Custodial	15.000000	Salaries	\$10,479,288	91.96%
Weighted	2089.926	Exempt	4.000000	Supplies, Equip., Services	\$916,486	08.04%
Regular	1,923	Support	16.600000			
		Teacher	<u>68.465000</u>			
Year Opened	2021	Total	104.065000	Total	\$11,395,774	100.00%

School Philosophy

Dr. Anne Anderson High School offers programming that meets diverse learner needs. Our approach to learning focuses on the provision of rigorous programming, ensuring authenticity in experience, fostering community connections, and having a future focus to ensure students are prepared to work, learn and live in an ever-changing world. Our school culture is vibrant and predicated on building relationships, fostering well being, and developing competencies to ensure the holistic development of students.

Our school is named after Dr. Anne Anderson - a dedicated author and teacher who was instrumental in preserving the cree language and promoting Métis heritage in Alberta and Canada. With a profound appreciation for education, Dr. Anderson was especially known for the kindness and compassion she showed all of her students. She often spoke about the need to respect all cultures and learn from one another. These values underpin the vision and culture for our school.

Community Profile

The following neighbourhoods are in the attendance area for Dr. Anne Anderson High School, effective for the 2023-2024 school year: Heritage Valley neighbourhoods, and Edmonton South West and Edmonton South Central annexation areas. We serve students presenting with diverse needs, interests, and goals. A multiplicity of courses, program offerings, athletics, extra-curriculars, and supports are available to our students to ensure academic, personal and career development.

Dr. Anne Anderson High School is a space for 21st century learning and working. Our facility is unique and we used key design principles to ensure that our school is a welcoming, inclusive, safe and healthy place. Indigenous and natural features are woven throughout our building as a reflection of our school's namesake. Our Dr. Anne Anderson Community Centre shares our state-of-the-art recreational facilities including three gymnasiums, an indoor walking track, spin bike spaces, fitness centres, yoga and dance studios, and more. Community access and use of the school and community centre is made available during the day, evenings and on weekends in partnership with the City of Edmonton.

Programs and Organization

Dr. Anne Anderson High School offers [Regular](#) and [Advanced Placement](#) programming, as well as Interactions, English as an Additional Language, and Knowledge and Employability classes. We offer option courses and Career and Innovation programming that use high impact teaching approaches and address unique career pathways. We are preparing students for the transition from high school to post-secondary study, the world of work, and beyond. Our students will develop a curiosity and knowledge about the world around them and will develop skills and competencies through rigorous and meaningful projects, activities, and experiences that are directly connected to curricular outcomes. We ensure that relevant career information, guest speakers, and industry events provide our students with specialized learning and greater understanding of possible careers.

Our Student Services department provides personal, academic and career supports to all students. All of our students benefit with enhanced access to specialized spaces and shared equipment within the Dr. Anne Anderson Community Centre. Innovative programming, initiatives and opportunities to support physical, mental, and social wellbeing of students is key to our school culture.

School Community Relationships

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

City of Edmonton

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, DAAHS Faculty will develop more nuanced recognition and understanding of, and support for diverse learning needs of our students. DAAHS Faculty will engage in: data analysis to discern strengths and challenges in regard to student achievement; the development of rigorous and shared plans, resources and assessments that support differentiated practice; review and implement promising practices identified in OECD's Promising Practices in Supporting Success for Indigenous Students report and Competency Five within the Teaching Quality Practice Standard, in addition to being sensitive towards the educational needs of our diverse student body; and will apply universal strategies to support diverse learner needs. Our progression towards this goal will be triangulated through anecdotal evidence, teacher and school assessments, large-scale division/provincial examinations (including Diploma exams), and the Alberta Education Assurance (AEA) survey related to our students' achievement. (This goal is also inclusive of Priority 2: Advance action towards anti-racism and reconciliation.)

Results Achieved:

In our second operational year, we offered Grades 10 - 12, however, access to comprehensive data such as high school completion rates, Diploma examination results, and Alberta Education Assurance (AEA) survey is still limited. "Education Quality" is reported as "High" on the AEA report with 87.6% of surveyed respondents indicating they are satisfied with the education quality at our school. On the Division Feedback Survey, 92% of students indicated they have the opportunity to be successful in their learning and 76% of students felt that they are supported to try their best even when learning is hard.

We intentionally developed a collective professional growth plan centered around four pillars - rigorous programming, a future focus, community connections and authentic experiences for all students. During the year, as Faculty delved into work to support diverse learners, they unpacked what these pillars looked like within our inclusive school context; co-constructed plans and a pyramid of intervention that included differentiation and multiple modes of assessments for culminating assessment weeks; partook in data analysis using teacher/department generated data and anecdotal evidence.

As we got to know our students, and as we analyzed our literacy and numeracy data from our first year of operations, our Faculty developed a variety of new course offerings to support diverse learner needs and interests, including courses in Career and Innovation Studies (FinTech, Early Childhood Care, Broadcasting, etc.), Advanced Placement (Modern World History and Capstone Research), Grade 10 academic transitional programming (Math Competencies, Literacy Foundations), special academic cohorts (Interactions, English as an Additional Language, Knowledge and Employability). As we offered Grade 12 programming for the first time, we developed a complement of courses at the thirty level.

Fundamental to our philosophy and practice is the belief that all students are entitled to a quality education and to lead a life of dignity; therefore, we committed to providing multiple pathways for students to complete their high school journey. We fostered a comprehensive approach to supporting students in meeting their goals for high school completion. This included graduation completion checks and individualized conferences for all grade 11 and 12 students, barrier-free access to administrators and counselors for planning support, and a multitude of options for students to access instruction and education. By accessing programming supports like LearnWrite, Block Five offerings, programming for RAP placements and Work Experience opportunities, and offerings through Metro Continuing Education (Summer School and Evening and Weekend courses), we were able to serve students along many pathways towards success. For example, with a fully inclusive Advanced Placement (AP) program, we were proud that 6/12 students within the Province who completed AP Research course were from Dr. Anne Anderson. 48 out of 76 students within the province who successfully completed the AP Seminar course were from Dr. Anne Anderson. 75% of students enrolled in Science Transitions successfully completed Science 14/24 combined. In addition to 53/57 students successfully completing Math 10-3, 22 of these students successfully completed Math 10C in the following term.

Meeting diverse learner needs was intentionally supported through weekly department collaboration, coaching provided by department heads, collaborative development of common course syllabi and unit plans, ongoing item analysis and blueprinting, and professional learning days and sessions to support differentiated instructional/assessment practice and support with ELL benchmarking. Professional learning days and ongoing department collaboration focused on developing IPP goals that fully engaged students as advocates for their learning needs, while also focusing on professional learning related to universal strategies to support diverse learner needs within the classroom. All teachers contributed to ELL benchmarking and IPP reviews.

In addition to our school leadership team developing a professional growth plan that focused on building instructional leadership capacity within our Faculty Council, we held regular sessions with Department Heads on differentiating instruction and assessment. Student voice regarding learning needs and preferences were garnered from youth focus groups, surveys, and Student Senator initiatives. This feedback was instrumental in the creation of academic supports such as Math Club, Peer Tutoring, etc. On the Division Feedback Survey, 84% of students reported that they know how to get help with their learning at school.

By June 2023, DAAHS students will report a sense of belonging and social, emotional and physical well-being on school, division, and the Alberta Education Assurance (AEA) survey data. Faculty will leverage the voices and leadership of all school members (including students and families) in the creation of a welcoming, safe, inclusive, and healthy school environment. Faculty will engage in anti-racism education, review of the OECD's Promising Practices in Supporting Success for Indigenous Students, comprehensive school health planning, and the development of universal wrap-around supports to address mental wellbeing and illness. (This goal is also inclusive of Priority 2: Advance action towards anti-racism and reconciliation.)

Results Achieved:

Dr. Anne Anderson, our school namesake, was a teacher, Cree author and Métis scholar known for preserving Indigenous heritage and culture and embodying a vision of respect for all cultures. This legacy has been central to our vision for culture building within our school. We have intentionally sought out the perspectives of our students, faculty, families, DAAHS School Council, Elders, and other community members to cultivate a vision of who we are and who we might become - individually and collectively as a school community. "Citizenship" is reported as "High" on the AEA summary report with respondents. The AEA reports "Safe and Caring School" as "High." On the Division Feedback survey, 71% of students indicated that they feel like they belong at school.

Feedback garnered from rights holders through surveys, conversations, focus groups, interest inventories, and presentations with Q and As helps us create a culture of well-being, inclusivity, and a deep sense of belonging for all who walk our halls. This has included the co-construction of our Student Rights and Responsibilities document in consultation with EPS Diversity Education. With the opening of the Dr. Anne Anderson Community Centre, our focus on wellness and health was established as we integrated City of Edmonton wellness options and opportunities with other school initiatives and supports. Additionally, we expanded supports for student wellbeing: hired two coaches; opened our mental health classroom ("The Den") and Extended Learning Opportunities room; provided academic, career and personal counselling sessions and individualized appointments; established teams, clubs and tutoring programs (e.g., Community Helpers, Best Buddies, Black History Month Committee, Math Club; etc.); developed a protocol for fee and food subsidies; used restorative practices to help students repair harm; collaborated with Outreach, Hospital Campus, and other agencies to meet specialized learning needs; and engaged our Mental Health Capacity Building coach as a member of our Student Services team and as presenter for class sessions and Agora Days. Student Services liaised with feeder junior high teams to discern program placement, mental health wrap around supports, and transitions to specialized programming such as Competencies in Math, Literacy Foundations, and our AEL cohort programming. Our Mental Health Capacity project included the provision of parent sessions (2 School Council sessions with Saffron Sexual Assault Centre), school-specific presentations and workshops, and mental health PL training to build capacity amongst staff (e.g., GO TO Educator training). We developed the DAA Catchment Admin/Counsellor Network to coordinate catchment/school-based Mental Health capacity building.

Work was undertaken to consider universal strategies related to health, wellbeing, and self-advocacy. Anti-racism education and OECD findings underpinned our planned AGORA sessions (focused on mental well being, Indigenous perspectives and legacies, cultural awareness and connections, and academic/career possibilities); Orientation programming focused on belonging and inclusivity; and breakfast/lunch club opportunities with our school Elder. On the Division's Feedback Survey, 80% of students reported that they have opportunities to be involved in activities that foster a sense of belonging at school. 94% of students indicated that they have opportunities to learn about the contributions of Indigenous people and 95% reported they have learned about residential schools and their legacy. However, only 74% of our students reported that they have at least one adult to go to if they needed help.

Faculty engaged in anti-racism education alongside catchment colleagues during our professional learning days; were provided a range of educational articles; partook in smudges and teachings with Elders, and engaged in a teacher-led book study ("This Book is Anti-Racist"). Emerging and Aspiring leaders reviewed the OECD Policies and Practices to Improve Achievement and engaged in sessions that explored Indigenous legacies and culture, including PL with Dr. Christine Martineau. The DAA Catchment hosted PD Days to honor and showcase the perspectives, voices and talents of First Nations, Métis and Inuit people, in addition to diversity education across K-12. Our PL survey results were overwhelmingly positive and participants expressed appreciation for deep, reflective learning and saw immediate practical application to their classrooms and practice.

What were the biggest challenges encountered in 2022-2023?

- Opening a new school is an opportunity of a lifetime; however, the exponential growth enrolment in our school requires great tenacity as we welcomed over 90 new faculty and staff, along with 1,450+ new students that need to get to know each other as we build a shared vision for our future.
- In 2022-23, we opened Phase Two of our school. This was the first year we offered Grade 12 programming and Diploma examinations for a full complement of courses.
- Students' mental health needs were increasingly apparent and complex. We oftentimes lacked the training/expertise, resources, and time to address students' and families' needs in a timely manner. With limited Student Learning Services personnel, much of our time focused on crisis management rather than proactive and preventative programming and supports. We saw the need to add to our Student Services team, including planning to hire two additional student counsellors.
- Teachers continue to note learning losses and gaps in social and emotional development of our students. This required us to engage deeply in discussions about how we could explicitly support and teach critical competencies needed for learning and life and to discern which were critical learning outcomes to revisit or focus upon.
- Planning school activities and initiatives was challenging without having one person to coordinate resources, calendars, facilities, etc. We saw the need to have one leadership position to oversee student service and leadership and school life.
- We worked extensively with our City of Edmonton partner to support both school and community centre initiatives and priorities. Shared space created complexity in regards to access and scheduling.

-Finally, as school life evolves in this post-pandemic context, reconnecting and reengaging students and families, staff and the community in our school culture was a challenge as the level of comfort, workload, and wellness varied for each individual.

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

- Although we are in our third year, the work of culture building and co-constructing our understanding of high quality learning and teaching will continue to be a focus.
- We need to reconceptualize time and support that is required to assist teachers with developing Grade 12 course content, as well as for those teachers offering new option offerings and courses (e.g., Aboriginal Studies, Rehabilitative Medicine, Early Childhood Learning and Development, Mechatronics, FinTech, etc).
- We will be intentional in planning collaboration time for teachers to develop programming that aligns with our four pillars and supports diverse learner needs (this includes enhanced use of universal strategies to address needs and to provide more formalized academic intervention supports).
- Supporting the social, emotional and academic needs of our diverse student population will be of the utmost importance as we plan for the next school year. Staff and student wellness remains a critical priority at Dr Anne Anderson High School. We will seek training related to universal strategies that support proactive mental wellbeing and preventative approaches.
- We will allocate additional resources for educational assistants to support inclusive placements as and increased number of our learners present with complex needs within the regular classroom setting.
- We will focus on building and maintaining a strong, vibrant and welcoming school culture that supports diversity and inclusion that fosters Indigenous Foundational Knowledge and Anti-Racism Education. This includes enhancing understanding, support, education and awareness initiatives through "Schools that Listen," youth focus groups, Amplify service initiatives, and our Student Diversity and Leadership Summits.
- We need to monitor and try to reduce class sizes, particularly in Semester Two as we anticipate a number of new registrations throughout the year.
- We will continue to explore strategies to engage parents and community members within our school.
- As we continue to focus on the collective professional growth plan goals established in our first two years, we will honour work done to date as we deepen and sustain school improvement. Work is underway to ensure alignment with the Division's Strategic Plan.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 2249 Dr. Anne Anderson School

Assurance Domain	Measure	Dr. Anne Anderson 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	84.1	86.0	86.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	80.1	78.8	78.8	80.3	81.4	82.3	High	Maintained	Good
	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	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	83.3	79.2	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	26.0	43.8	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	87.6	89.4	89.4	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.1	83.4	83.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	86.0	86.9	86.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	71.7	74.8	74.8	79.1	78.8	80.3	Low	Maintained	Issue

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

DAAHS Faculty will engage in planning, instruction and assessment that supports career pathway development and lifelong learning. Specifically, by June 2024, students will demonstrate additional growth of at least 2% in literacy and numeracy.

To achieve this, DAAHS faculty will engage in:

- Data analysis to discern strengths and challenges in regard to student achievement
- Collaborative development of rigorous plans, resources and assessments
- Review and implementation of promising practices identified in OECD's Promising Practices in Supporting Success for Indigenous Students report and Competency Five within the Teaching Quality Practice Standard
- Application of universal strategies to support diverse learner needs

What data will you use to track continuous improvement?

Our progression towards this goal will be triangulated through: Quantitative data (Diploma exam results; Teacher-awarded grades; Completion data and participation rates; Alberta Education Assurance Survey) and qualitative data (Division Feedback Survey; Youth focus group and survey data; Teacher observations/stories; Examination of student work).

Division Priority 1

DAAHS Faculty will leverage the voices and leadership of all school members in the creation of a welcoming, safe, inclusive, and healthy school environment (combines Division Priorities 2 and 3). Specifically, by June 2024, our school community will have opportunities to participate in school-based and catchment-wide collaboration and professional learning to build capacity and efficacy related to safety, well-being, inclusion and anti-racism education.

To achieve this, DAAHS faculty will engage in:

- Professional learning related to the Teaching Quality Practice Standard (including Competency Five) and the OECD's Promising Practices in Supporting Success for Indigenous Students research.
- Allocated department collaboration time, school/catchment Professional Development Days, external training, and various division initiatives.
- Youth engagement initiatives (focus groups, Schools that Listen, Agora Days, etc).

What data will you use to track continuous improvement?

Our progression towards this goal will be triangulated through: Quantitative data (Alberta Education Assurance Survey; Resilience Survey) and qualitative data (Division Feedback Survey; Youth focus group and survey data; School Council meeting feedback; Teacher and counsellor observations/stories).

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		11,284,533		11,395,774
Internal Revenue		0		0
REVENUE TOTAL		11,284,533		11,395,774
Classroom	54.567000	5,875,395	60.215000	6,483,532
Leadership	8.125000	1,103,773	8.250000	1,117,238
Teaching - Other	4.000000	440,692	.000000	10,000
Teacher Supply	.000000	347,069	.000000	290,000
TOTAL TEACHER	66.692001	7,766,929	68.464996	7,900,770
(% of Budget)		68.83%		69.33%
Exempt	4.000000	409,668	4.000000	409,668
Exempt (Hourly/OT)	.000000	500	.000000	500
Support	16.600000	994,018	16.600000	989,078
Support (Supply/OT)	.000000	14,000	.000000	14,000
Custodial	16.000000	1,176,346	15.000000	1,100,276
Custodial (Supply/OT)	.000000	65,000	.000000	65,000
TOTAL NON-TEACHER	36.599998	2,659,532	35.599998	2,578,522
(% of Budget)		23.57%		22.63%
TOTAL STAFF	103.292000	10,426,461	104.064995	10,479,292
(% of Budget)		92.4%		91.96%
SUPPLIES, EQUIPMENT AND SERVICES		531,572		598,025
INTERNAL SERVICES		326,500		312,461
OTHER INTEREST AND CHARGES		0		6,000
TOTAL SES		858,072		916,486
(% of Budget)		7.6%		8.04%
TOTAL AMOUNT BUDGETED		11,284,533		11,395,778
Carry Forward Included		0		0
Carry Forward to Future		0		0