

Profile



Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	2.000000	Salaries	\$1,340,585	94.36%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$80,129	05.64%
Regular	84	Support	1.771000			
		Teacher	9.000000			
Year Opened		Total	12.771000	Total	\$1,420,714	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 to successfully complete high school and prepare 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 aged 13 to 19. 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 assist pregnant and parenting teens in meeting 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 organizes 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:

Alberta Health Services, Shoppers Drug Mart #2377 #2350 #2301, 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 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).

By June 2025, Braemar students will show growth in their participation and engagement in learning opportunities, by attending school regularly. We will increase student attendance through our work with the R2 Resiliency Program and collaboration with our Terra Partners.

The following indicators will serve as targets to help monitor Progress:

Division Feedback Survey - DFS

3% increase in the perception that their teacher knows them as a person
3% increase in the perception that their teacher knows how they learn best

Alberta Education Assurance Measures - AEAMs

3% increase in the percentage of teachers, parents, and students who agree that students are engaged in their learning at school

Youth Resiliency Survey - YRS

5% increase in overall engagement

5% increase in attendance over the year

Achievement of this goal will be supported by:

- Staff participating in trauma-informed practices, attendance/re-engagement, and resiliency PD sessions.
- Personal daily attendance calls and engaging families for our younger students.
- Relentless support from our Terra partner by supplying bus passes, driving students, and removing barriers where possible.
- Close partnership and communication between school staff, Terra coaches, and Terra childcare.

Results Achieved:

Improving attendance and understanding students' learning preferences directly supports Division Priority #1 - Building on outstanding learning opportunities for all students. When students are consistently present and feel understood, they are positioned to engage in deeper, more meaningful learning experiences. Regular attendance gives students increased access to curriculum, instruction, instructional resources, and opportunities to participate in collaborative and higher-order tasks that support academic growth and long-term success. Attendance increased from 41.5% to 47.7%, suggesting that targeted structural supports, such as daily attendance calls, family outreach, and the removal of practical barriers (e.g., transportation support), are making a real difference in getting students physically to school. Addressing barriers and fostering supportive conditions (including strong school-family communication and connections) improved attendance by encouraging a sense of support and belonging among students. The perception that "teachers know how students learn best" remained stable at a high baseline (87%), showing continued strength in our educators' understanding of student learning preferences. Additionally, maintaining the Alberta Education Assurance Measures on engagement (93.2%) and school climate displays consistent perceptions of welcoming and respectful learning environments, despite broader challenges, which is significant in sustaining progress.

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work, and professional learning that will support advancing actions towards anti-racism and reconciliation.

The following indicators will serve as targets to help monitor Progress:

Division Feedback Survey - DFS

3-5% increase in the ability of students to see their identity/culture reflected in the materials used in class (77%)
3% increase in students who are aware of the work our school is doing to support anti-racism and belonging in schools

Alberta Education Assurance Measures - AEAMs

2-5% improvement in the welcoming, caring, respectful, and safe learning environments measure

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Trauma-Informed Practices, Mental Health Capacity Building, Biases/Anti-Racism/Privilege and the R2 Resiliency work
- Partnership with TELUS World of Science, Terra, and Braemar for the Health and Wellness Advisory Circle
- Explicit communication with students around the purposes of our activities, guest speakers, whole school activities, and classroom presentations

Results Achieved:

Students and staff engaged meaningfully in advancing anti-racism and reconciliation through intentional learning, dialogue, and curriculum practices that increased both representation and awareness across the school community. The percentage of students who see their identity and culture reflected in class materials improved from 77% to 84%, demonstrating that instructional choices and materials have become more culturally relevant and inclusive. Student awareness of the school's anti-racism and belonging work rose from 87% to 93.5%, indicating heightened visibility, communication, and buy-in for equity and inclusion efforts. Maintaining strong results on the Alberta Education Assurance Measures for welcoming, caring, respectful, and safe learning environments shows that this important work occurred without compromising overall school climate, aligning with policy expectations that schools proactively foster diversity, respect, and belonging for all learners.

What were the biggest challenges encountered in 2024-2025?

Student attendance remains our most significant challenge at Braemar School, where we serve teens who are pregnant, parenting, or both. Often, students come to us after huge gaps in their educational journey. Our students face a complex mix of health-related, social, and logistical barriers to regular attendance, including maternity-related appointments and recovery, sickness, housing instability, cost of living, grief/loss, and mental health challenges. These challenges are compounded when babies are sick or when students lack family support or reliable childcare, forcing them to choose between attending class and caring for their children. Transportation continues to be a major barrier, as students travel from across the city on lengthy and sometimes unsafe public transit routes, navigating long rides and difficult walks in cold weather, with added stress from judgment or unsolicited comments from other riders. Additionally, recent transit schedule changes and ongoing safety concerns have made accessing school even harder for many of our students.

Many of our students this past year knew each other from other settings, and their past connections and interactions filtered into the school, creating some relationship challenges. All of the students didn't start at the same time and have a variety of entry points throughout the year, putting stress on their ability to make new connections and build friendships.

We also recognize that staffing changes this year — including onboarding one new teacher and welcoming back a returning teacher mid-year — likely affected relationship continuity, which contributed to the decrease in the perception that “my teacher knows me as a person.” Research shows that stable, long-term teacher-student relationships are key for building trust, engagement, and a sense of connection, and that transition periods with new staff can disrupt these bonds as students and teachers work to develop new understandings of one another.

What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

Building a strong sense of belonging and connectedness will continue to facilitate positive student outcomes, including improved attendance, engagement, motivation, and well-being. Students who feel supported by adults and peers, valued as individuals, and included in the school community are less likely to miss school and more likely to participate meaningfully in learning activities. Feeling known and cared for by staff and having supportive peer relationships are key predictors of belonging and engagement, and are associated with better attendance patterns. We will continue to embed purposeful practices within our relationship-centered school culture, curricula, and operations to create outstanding learning opportunities for all students. Additionally, expanding inclusive environments beyond materials to everyday classroom practice, ongoing professional learning, and meaningful family and community engagement will help ensure that equity, belonging, anti-racism, and reconciliation are not isolated projects but embedded in school culture.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	93.2	n/a	95.1	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	90.5	n/a	92.1	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	0.0	36.4	21.8	81.4	80.4	81.4	Very Low	Declined	Concern
	5-year High School Completion	65.8	44.7	53.7	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	29.6	28.9	29.2	82.0	81.5	80.9	Very Low	Maintained	Concern
	Diploma: Excellence	1.2	3.1	1.5	23.0	22.6	21.9	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	95.6	n/a	94.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.2	n/a	94.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	97.7	n/a	98.9	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	n/a	n/a	59.2	80.0	79.5	79.1	n/a	n/a	n/a

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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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 2026, Braemar students will show growth in their participation and engagement in learning opportunities by attending school regularly. We will increase student attendance through our collaboration with our Terra Partners and whole-school targeted interventions.

The following indicators will serve as targets to help monitor Progress:

Division Feedback Survey - DFS

- an increase in the perception that their teacher knows them as a person
- an increase in the perception that their teacher knows how they learn best
- an increase in the perception that they belong at school & treat each other well

Alberta Education Assurance Measures - AEAMs

- increase in the percentage of teachers, parents, and students who agree that students are engaged in their learning at school

Achievement of this goal will be supported by:

- Whole-school, relationship-centered approach including: mentoring, culturally responsive practices, student voice, leadership & social-emotional learning
- Staff participating in trauma-informed practices, attendance/re-engagement, and resiliency PD sessions.
- Personal daily attendance calls and engaging families for our younger students.
- Relentless support from our Terra partner by supplying bus passes, driving students, and removing barriers where possible.
- Close partnership and communication between school staff, Terra coaches, and Terra childcare.

What data will you use to track continuous improvement?

The Division Feedback Survey, Alberta Education Assurance Measures, and internal data. Attendance will be tracked daily, weekly, and monthly through our internal tracking measures, phone calls, PowerSchool, and Dossier.

Division Priority 2

By June 2026, students and staff will have engaged in meaningful learning activities, collaborative work, and professional learning that will support advancing actions towards anti-racism and reconciliation.

The following indicators will serve as targets to help monitor Progress:

Division Feedback Survey - DFS

- an increase in the ability of students to see their identity/culture reflected in the materials used in class
- an increase in students who are aware of the work our school is doing to support anti-racism and belonging in schools

Alberta Education Assurance Measures - AEAMs

- an improvement in the welcoming, caring, respectful, and safe learning environments measure

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Trauma-Informed Practices, Mental Health Capacity Building, Biases/Anti-Racism/Privilege, and SOGI work.
- Partnership with TELUS World of Science, Terra, and Braemar for the Health and Wellness Advisory Circle.
- Explicit communication with students around the purposes of our activities, guest speakers, whole school activities, and classroom presentations.

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to our learning environment. The Division Feedback Survey will show improvements in the areas of Advanced Action Towards Anti Racism and Reconciliation.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		1,420,764		1,420,714
Internal Revenue		0		0
REVENUE TOTAL		1,420,764		1,420,714
Classroom	6.286000	681,302	6.286000	681,302
Leadership	2.000000	262,498	2.000000	262,498
Teaching - Other	.714000	77,386	.714000	77,386
Teacher Supply	.000000	12,100	.000000	12,100
TOTAL TEACHER	8.999999	1,033,286	8.999999	1,033,286
(% of Budget)		72.73%		72.73%
Support	2.000000	150,090	1.771000	135,255
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	2.000000	164,044	2.000000	164,044
Custodial (Supply/OT)	.000000	3,000	.000000	6,000
TOTAL NON-TEACHER	4.000000	319,134	3.771000	307,299
(% of Budget)		22.46%		21.63%
TOTAL STAFF	12.999999	1,352,420	12.770999	1,340,585
(% of Budget)		95.19%		94.36%
SUPPLIES, EQUIPMENT AND SERVICES		43,139		46,589
INTERNAL SERVICES		25,205		33,305
OTHER INTEREST AND CHARGES		0		235
TOTAL SES		68,344		80,129
(% of Budget)		4.81%		5.64%
TOTAL AMOUNT BUDGETED		1,420,764		1,420,714