



Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	12.138000	Salaries	\$10,735,983	93%
Weighted	0.000	Exempt	2.000000	Supplies, Equip., Services	\$823,538	07%
Regular	0	Support	12.500000			
		Teacher	<u>81.957000</u>			
Year Opened	1948	Total	108.595000	Total	\$11,559,521	100%

School Philosophy

At Victoria School our combined focus of arts and academics promotes student achievement while fostering the lifelong pursuit of excellence. Our wide variety of curricular choices provides experiences that enable students to think creatively and critically about the world in which they live. In this welcoming, positive, supportive, inclusive and dynamic environment, students from kindergarten to grade twelve achieve the full range of their potential.

Community Profile

Situated in the heart of the city and arts district, Victoria School is a kaleidoscope of learning from Kindergarten to Grade 12 with students from throughout Edmonton and beyond. Together with a supportive parent community and partnerships within the arts community, Victoria School is an inquiry based, arts engaged International Baccalaureate World School with all 4 IB Programmes. The diverse K-12 student population shares an international mindedness to develop passionate and compassionate global leaders in the pursuit of artistic and academic excellence.

Programs and Organization

Victoria School, a K-12 school celebrates a solid literacy foundation, where the arts and academics are interconnected. Students think as critically in their arts classes as they think creatively in their academic ones. Arts programming includes dance, media, music, theatre and visual art. The International Baccalaureate Programme aligns the arts and academics within a framework of inquiry. As an IB World School offering the full continuum of programmes we provide students academic opportunities and nurture a world view. In addition, The Academy at King Edward is an integral partner in our division 4 programming at Victoria School. Our languages other than English include: French (grades 2-12) Spanish (grades 7-12) and Cree (grades 10-12). 2020/21 is our first year to offer the Cree Language and Culture curriculum.

Students are invited to demonstrate a commitment to all learning. They are encouraged to develop the ability, confidence and imagination to pursue their dreams and contribute to their community both locally and globally. Kindergarten to grade nine students are admitted to Victoria School through an application process based on an interest in an inquiry based, arts engaged learning environment.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

By June 26, 2020 student achievement at Victoria School, as part of the South Central Catchment, will improve as a result of a focus on assessment, numeracy and literacy as measured by the following:

- HLAT Results
- PAT, and Diploma Results
- High School Completion Rates
- MIPI Results
- Teacher awarded marks
- Catchment Project results
- School Based reading results
- School Based writing results
- Triangulation of ongoing evidence of learning through conversation, observation and products

Results Achieved:

Based on our January Diploma Results, the percentage of students reaching standards in:

- English 30-1 increased by 3.8% (landing on 89.7%) at the acceptable standard and increased by 0.6% (landing on 12.8%) at the standard of excellence
- English 30-2 decreased by 8.5% (landing on 72.7%) at the acceptable standard and increased by 1.9% (landing on 11.8%) at the standard of excellence
- Social Studies 30-1 decreased by 7.1% (landing on 67.0%) at the acceptable standard and increased by 0.2% (landing on 18.4%) at the standard of excellence
- Math 30-1 increased by 17.1% (landing on 48.1%) at the acceptable standard and increased by 0.4% (landing on 14.8%) at the standard of excellence
- Math 30-2 increased by 22.2% (landing on 88.9%) at the acceptable standard and increased by 1.1% (landing on 18.5%) at the standard of excellence
- Biology 30 increased by 0.6% (landing on 80.6%) at the acceptable standard and increased by 1.3% (landing on 32.3%) at the standard of excellence
- Chemistry 30 increased by 18.0% (landing on 86.7%) at the acceptable standard and decrease by 0.6% (landing on 30.0%) at the standard of excellence

Our High School Completion Rate increased to 77.2 from 75.4 and is considered high, maintained and good as an overall measure on the accountability pillar

Based on our January Diploma results, teacher awarded marks were, on average:

- 10.1% higher in English 30-1 than what students achieved on the diploma exam
- 2.8% higher in English 30-2 than what students achieved on the diploma exam
- 12.6% higher in Social Studies 30-1 than what students achieved on the diploma exam
- 4.5% higher in Social Studies 30-2 than what students achieved on the diploma exam
- 26.8% higher in Math 30-1 than what students achieved on the diploma exam
- 3.5% higher in Math 30-2 than what students achieved on the diploma exam
- 12.3% higher in Biology 30 than what students achieved on the diploma exam
- 8.2% higher in Chemistry 30 than what students achieved on the diploma exam
- 1.3% higher in Science 30 than what students achieved on the diploma exam

Focus on student engagement in all classes. This will be achieved through providing collaborative time for teachers and staff with the intention to share best practices, in order to improve pedagogy supporting inquiry based and arts engaged quality teaching and learning. This will be measured through analyzing the following areas reported on the Accountability Pillar:

- Parents satisfied with the opportunities their child has to learn
- Students finding school work challenging
- Parents satisfied with the education their child receives
- Teachers satisfied with the quality of education students are receiving
- Students are feeling they are aware of and prepared for the future careers

Other measures will include:

- Course completion (div 4)
- attendance reports
- Drop-out rate (div 4)

10 Results Achieved:

General Accountability Pillar Results:

- Overall Accountability results increased in the 2019-2020 year.
- Safe and Caring improved by 6.1% and is considered very high and excellent as an overall measure.
- Program of Studies improved by 2.8% and is considered very high and excellent as an overall measure.
- Education Quality improved by 3.0% and is considered very high and excellent as an overall measure.
- High School Completion rate improved by 1.8% and is considered high and good as an overall measure.
- Rutherford Scholarship increased by 1.3% and is considered very high as an overall measure.
- Transition Rate increased by 0.10% and is considered high and good as an overall measure.
- Work Preparation increased by 14.3% and is considered good as an overall measure.
- Citizenship increased by 5.1% and is considered very high and excellent as an overall measure.
- Parental Involvement increased by 4.6% and is considered high and good as an overall measure.
- School Improvement increased by 10.2% and is considered very high, significantly improved and excellent as an overall measure.
- Out-of-school suspension rate in 2019/20 dropped from 108 to 23 and expulsions dropped from 3 to 0 from the previous year as we actively focused on restorative culture, thus we were able to keep more students in class while not ignoring harmful reactions and behaviours.

According to the Accountability Pillar:

- 91% of parents are either very satisfied or satisfied with their child's opportunities to learn a variety of subjects (compared to 88% in 2019)
- 80.5% of secondary students either strongly agree or agree that their school work is challenging (compared to 71.0% in 2019)
- 79.5% of secondary students either strongly agree or agree that their school work is interesting (compared to 69.0% in 2019)
- 91% of parents are either very satisfied or satisfied with the quality of education their child is receiving (compared to 84% in 2019)
- 100% of teachers are either very satisfied or satisfied with the quality of education students are receiving at the school (compared to 100% in 2019)
- 77% of parents are either very satisfied or satisfied with the attitudes and behaviours their child is taught to be successful at work (compared to 59% in 2019)

Victoria School will continue to offer opportunities for partnerships with parents, community members and organizations to mentor and guide K-12 students in a variety of learning experiences as measured by:

- District Survey Results
- Accountability Pillar
- Number of volunteers in the school
- Number of new partnerships created
- Increase in the number of student learning experiences for student mentorship

u Results Achieved:

According to the Accountability Pillar:

- 85% of parents either classify themselves as "a lot" or "some" as to their involvement with decisions about their child's education (compared to 83% in 2019)
- 58% of parents either classify themselves as "a lot" or "some" as to their involvement in school based decisions (compared to 54% in 2019)
- 70% of parents are either very satisfied or satisfied as to the opportunities they have to be involved in decisions at their child's school (compared to 70% in 2019)

Our partnership (prior to COVID) with the Arts Foundation provided:

- Students with over \$82,000 of awards and scholarships
- \$34,000 in master classes to bring in artists to work with our students

Increased and diversified our partnerships and mentorships of local artists working with our students through arts enhancement

Established connection with Campus EPSP to work with local restaurants to set up a culinary arts and hospitality program at the school

What were the biggest challenges encountered in 2019/20?

- Math and numeracy results continue to be a challenge for some of our students
- Accurate data was a challenge to obtain due to variables that were created by COVID measures
- Shift to online learning was a challenge for many staff and students - especially those involved with the arts
- Creating programming for our ELL students was addressed this year
- Complexities with scheduling and class sizes were addressed at the beginning of the year
- Partnership and open dialogues with our FNMI community was a focus this year

What was most important for your school community as you prepared for the 2020-2021 school year?

- Continue to shift our culture (kindness matters, focus on restorative practices, connection with students, resilience)
- Continue to work alongside our FNMI and ELL communities
- Expand our partnership with Campus EPSB
- Continue to improve our academic and athletic reputations and results
- Continue to expand and enhance our Arts programming
- Continue to expand and diversify our inquiry based and arts enhanced practices within the school
- Support students and parents who are learning at a distance and want to remain connected to the Victoria school community

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7055 Victoria School



Measure Category	Measure	Victoria 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
Safe and Caring Schools	Safe and Caring	89.4	83.3	86.0	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	90.4	87.8	87.8	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	91.2	88.2	89.0	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	1.9	1.5	1.8	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	77.2	75.4	73.5	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.6	79.6	80.6	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	21.2	18.5	19.0	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.5	81.3	80.2	83.6	83.7	83.1	Low	Declined	Issue
	Diploma: Excellence	17.4	15.7	15.0	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	53.9	47.5	49.0	56.4	56.3	55.6	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	78.5	77.2	76.1	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	59.7	59.6	50.4	60.1	59.0	58.5	High	Improved Significantly	Good
	Work Preparation	80.4	66.3	71.3	84.1	83.0	82.7	High	Improved	Good
	Citizenship	86.7	81.8	83.9	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	79.0	74.4	73.7	81.8	81.3	81.2	High	Improved	Good
Continuous Improvement	School Improvement	85.6	75.4	79.2	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 - 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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 Examination 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.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Goal 1:

By June 29, 2021 student achievement at Victoria School, as part of the South Central Catchment, will improve as a result of a focus on assessment, numeracy and literacy as measured by the following:

- HLAT Results
- PAT, and Diploma Results (if required to write this year)
- High School Completion Rates
- MIPI Results
- Teacher awarded marks
- Catchment Project results
- School Based reading results
- School Based writing results
- Triangulation of ongoing evidence of learning through conversation, observation and products

Priority 1

Goal 2

Focus on student engagement in all classes, both in person and on-line. Understanding that precautions taken to reduce community spread of the COVID-19 virus and keep our students and staff safe, many adjustments will have to be made in our work this year. In cases where COVID-19 safety protocols and pedagogy are in conflict, safety will take priority. This will be achieved through providing collaborative time for teachers and staff with the intention to share best practices, in order to improve pedagogy supporting inquiry based and arts engaged quality teaching and learning. This will be measured through analyzing the following areas reported on the Accountability Pillar:

- Parents satisfied with the opportunities their child has to learn
- Students finding school work challenging
- Parents satisfied with the education their child receives
- Teachers satisfied with the quality of education students are receiving in light of COVID-19.
- Students are feeling they are aware of and prepared for the future careers

Other measures will include:

- Course completion (div 4)
- attendance reports (isolation order attendance code "CI" does not accurately record student activity during isolation)
- Drop-out rate (div 4)

Priority 2

Goal 3:

During the 2020-2021 school year, Victoria School will continue to offer opportunities for partnerships with parents, community members and organizations to mentor and guide K-12 students in a variety of learning experiences as measured by:

District Survey Results

Accountability Pillar

Number of partnerships created and sustained

Increase in the number of student learning experiences for student mentorship

Parent involvement where possible (COVID-19 reentry plan restricts parent and community volunteer opportunities)

Priority 3

Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		11,559,521		11,559,521
Internal Revenue		0		0
REVENUE TOTAL		11,559,521		11,559,521
Classroom	72.742000	7,477,224	72.742000	7,477,224
Leadership	6.715000	869,612	6.715000	869,612
Teaching - Other	2.500000	256,978	2.500000	256,978
Teacher Supply	.000000	240,000	.000000	240,000
TOTAL TEACHER	81.956993	8,843,814	81.956993	8,843,814
(% of Budget)		76.51%		76.51%
Exempt	2.000000	208,325	2.000000	208,325
Exempt (Hourly/OT)	.000000	126,800	.000000	126,800
Support	12.500000	707,602	12.500000	707,602
Support (Supply/OT)	.000000	25,000	.000000	25,000
Custodial	12.138000	778,442	12.138000	778,442
Custodial (Supply/OT)	.000000	46,000	.000000	46,000
TOTAL NON-TEACHER	26.638000	1,892,169	26.638000	1,892,169
(% of Budget)		16.37%		16.37%
TOTAL STAFF	108.594994	10,735,983	108.594994	10,735,983
(% of Budget)		92.88%		92.88%
SUPPLIES, EQUIPMENT AND SERVICES		660,138		660,138
INTERNAL SERVICES		163,400		163,400
TOTAL SES		823,538		823,538
(% of Budget)		7.12%		7.12%
TOTAL AMOUNT BUDGETED		11,559,521		11,559,521
Carry Forward Included		0		0
Carry Forward to Future		0		0