

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	155.000	Custodial	2.000000	Salaries	\$1,514,618	89%
Weighted	237.404	Exempt	0.000000	Supplies, Equip., Services	\$181,038	11%
Regular	155	Support	4.214000			
		Teacher	<u>10.200000</u>			
Year Opened	1957	<b>Total</b>	<b>16.414000</b>	<b>Total</b>	<b>\$1,695,656</b>	<b>100%</b>

### School Philosophy

Britannia School is dedicated to ensuring success for all students. We believe that respect for one's self, others, and the greater community is the cornerstone upon which our school is built. We work with families and community partners to provide safe, caring, healthy, diverse, inclusive, and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. It is our priority that every student has a positive learning experience at our school.

### Community Profile

Britannia School is located in the heart of the Britannia/Youngstown Community in north-west 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 Metis Child and Family Services, Boy's and Girl's Club/Big Brothers and Sisters of Edmonton, Alberta Health Services, Hope Mission, Tim Hortons Children's Ranch, and Junior Achievement to build interagency programs which assist students with meeting academic goals and facilitating high school completion. Montessori and Me, a for-profit agency, leases space within the building.

### Programs and Organization

Britannia School programs consist of one Community Living Skills (CLS) class, one Behavior and Learning Assistance (BLA) class, a LOGO's Program (students are integrated into regular classes with the exception of Chapel) and six mainstream division three classes that provide regular academic instruction and facilitate the integration of special eligibility students into the regular academic stream with appropriate support and adaptations.

### 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, Boyle McCauley Health Centre, Boys & Girls Big Brothers Big Sisters, Creating Hope Society, Metis Child and Family Services, SACE

### District 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 2018-2019, 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 District's Priorities that were in effect when the goal was set.

**Our teachers will continue to expand and refine their ability to meet the complex needs of our diverse learners in the area of literacy (Reading) and numeracy (Mathematics) so as to ensure success for every student.** This will be accomplished through targeted professional learning in staff meetings, subject area meetings, catchment and district designed PD opportunities and personal learning networks. In conjunction with district consultants, we will enhance our assessment practices in the area of student feedback and differentiated programming. We will continue our work to align cross-curricular approaches to vocabulary. We will run an intervention program (MYLI) for identified students, as well as our ELL population, opposite our FSL classes. Students identified as reading and/or writing below grade level and those challenged in mathematics will have shown personal improvements through various means of assessment. The categories of Overall Educational Quality and School Improvement will remain constant or show an improvement. Overall positive responses on the District Feedback Survey aligned with Priority 1/Goal 2 will be maintained or show an improvement. Our student achievement results at the Acceptable Standard, as measured by the ELA and Math PAT, will be maintained and/or show improvement.

#### Results Achieved:

After an overhaul of our instructional practices, establishment of essential learning outcomes, aligning our unit focus with the PAT and development of subject area adapted programming, we saw a significant increase in the PAT results:

ELA 9: 88% (+20.4%), 16% (+13.3)                      MATH 9: 72% (+27.3%), 20% (+14.7%)  
SCIENCE 9: 96% (+28.4%), 52% (38.5%)                      SOCIAL STUDIES 9: 88.5% (+31.7%), 26.9% (5.3%)

On the **Accountability Pillar**, we have achieved a rating of "Improved" in both Acceptable and Standard of Excellence in Student Learning Achievement.

#### District Feedback Survey

##### Students

- My school has helped me write for different purposes - 79%
- My school has helped me understand the information I read - 88%
- My school has helped me improve in Mathematics - 73%

##### Parents

- School has helped my child improve in Mathematics - 91%
- School has helped my child develop their writing skills - 100%
- School has helped my child understand the information they read - 95%

**Staff will continue to participate in and have opportunities to enhance, support and expand their professional capacity, leadership skills and teacher efficacy through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments.** This will be achieved through staff meetings, subject area meetings (release time and scheduled time), in addition to Catchment and District professional learning opportunities. All staff will be invited to participate in Catchment leadership initiatives. Staff will engage in collaborative work that is driven by student and personal/collective learning needs that support student success outcomes. On the Accountability Pillar, Effectiveness of Professional Development and School Improvement will remain constant or improve. Overall positive responses on the District Feedback Survey (or on surveys similar) items aligned with Priority 2/Goal 3 will be maintained or show an improvement.

On the district feedback survey:

- 100% of staff feel that have the resources they need to engage students in meaningful experiences across the curriculum, and that they have the knowledge and skills to support FNMI students
- 91% feel they are able to support students needing specialized supports and services
- 100% of staff feel that their professional learning is enhanced by Catchment, School and Personal professional learning
- 100% of staff feel that the school uses research and evidence to inform planning and decision making

In relation to the Accountability Pillar, Britannia School maintained an 85% in School Improvement to maintain an overall rating of Excellence with Very High Achievement.

**We will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing supports for the whole child.** Our learning community (students, staff, parents, Parent Advisory Council) will engage in school, catchment, and district based opportunities designed to support and enhance an inclusive, welcoming and high performing learning community. We will engage our school community through meaningful communication and engagement opportunities. On the Accountability Pillar, the measures of Safe and Caring Schools, Modeling Active Citizenship, and Parental Involvement will show an improvement. Overall positive responses on the District Feedback Survey (or on surveys similar) aligned with Priority 3/Goal 1 and 2 will be maintained or will show an improvement.

**Results Achieved:**

In relation to the Accountability Pillar, Britannia School dropped in the areas of Safe and Caring, Education Quality, and Citizenship. These results are not consistent with similar questions on the District Survey and can be attributed to a statistically significant number of students (10 - 15%) selecting "I Don't Know" to several questions in these categories, which are subsequently reported as negative responses.

On the District Survey, 21 parents responded.

- Priority One: Parent satisfaction was above 90% on every question (Improvement in Mathematics, Variety in Writing, Reading for understanding, Awareness of student learning needs). The only exceptions being Transition to post-secondary and Transition to the world of work (86% and 76%)
- Priority Two: Parent satisfaction was above 91% on every question, including Student opportunities, Student safety, Enjoyment of school and the four pillars. 100% of parents said the school was Welcoming, Caring, Respectful of student differences, that their child felt a sense of belonging at school and that their child could get support for their mental well-being.
- Priority Three: 100% of parents felt comfortable contacting the school with an issue.

**What were the biggest challenges encountered in 2018/19?**

- Equity of programming across same subject area and grade level classrooms
- Meeting the academic, social, physical and emotional needs of an increasingly complex and diverse community of learners
- Increasing the professional capacity of our teachers in order to meet the complexity and diversity of our learners

**What are the implications from 2018/19 that will impact your current year plan?**

- Establishment of subject area common assessments, collaborative teams and refinement of our programming to meet student need
- Continued support and development of teacher professional capacity and leadership abilities
- Professional development in the area of mental health and building teacher awareness and capability

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2019**  
**School: 7551 Britannia School**



Measure Category	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
Safe and Caring Schools	Safe and Caring	77.5	88.9	89.2	89.0	89.0	89.3	Very Low	Declined	Concern
Student Learning Opportunities	Program of Studies	76.5	77.5	79.5	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	80.8	93.1	92.1	90.2	90.0	90.1	Very Low	Declined	Concern
	Drop Out Rate	0.0	0.0	1.4	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	58.0	44.7	45.1	73.8	73.6	73.6	Very Low	Improved	Issue
	PAT: Excellence	17.0	7.7	6.0	20.6	19.9	19.6	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	n/a	88.9	94.4	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	70.3	83.2	84.6	82.9	83.0	83.5	Low	Declined	Issue
Parental Involvement	Parental Involvement	n/a	77.8	83.9	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	85.4	83.1	79.2	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. 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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.

### District 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 2019/2020 school year. Select the District 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.

**Our teachers will continue to expand and refine their ability to meet the complex needs of our diverse learners in the areas of literacy (Reading) and numeracy (Mathematics) so as to ensure success for every student.**

This will be achieved through:

- teacher assignments adjusted to support collaborative teams
- grade-level classes blocked at the same time to support flexible groupings
- embedded collaborative time for subject-area teams
- Social Studies weekly minutes increased to support development and Literacy skills with a Humanities approach
- implementation of a weekly flex block - WIN (What I Need)
- reduced staff meeting time, increased collaborative time
- school-based PD to support collaboration
- professional learning to support the refinement of adapted programming

The categories of Overall Educational Quality and School Improvement will remain constant or show an improvement (both indicators are Very High Achievement with an Overall level of Excellent). Our student achievement results at the Acceptable Standard and at the Standard of Excellence, as measured by the ELA and Math PAT, will be maintained and/or show improvement.

Priority 1

**Staff will continue to participate in and have opportunities to enhance, support and expand their professional capacity, leadership skills and teacher efficacy through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments.**

This will be achieved through staff meetings, subject area meetings (release time and scheduled time), in addition to Catchment and District professional learning opportunities.

All staff will be invited to participate in Catchment leadership initiatives. Staff will engage in collaborative work that is driven by student and personal/collective learning needs that support student success outcomes.

On the Accountability Pillar, Effectiveness of Professional Development and School Improvement will remain constant or improve. Overall positive responses on the District Feedback Survey (or on surveys similar) items aligned with Priority 2/Goal 3 will be maintained or show an improvement.

Priority 2

**We will continue to grow and enhance our rich and diverse school culture by engaging parents as partners and providing support for the whole child.**

Our learning community (students, staff, parents, Parent Advisory Council) will engage in school, catchment, and district based opportunities designed to support and enhance an inclusive, welcoming and high performing learning community. We will engage our school community through meaningful communication and engagement opportunities.

On the Accountability Pillar, the measures of Safe and Caring Schools, Modeling Active Citizenship, and Parental Involvement will show an improvement.

Overall positive responses on the District Feedback Survey aligned with Priority 3/Goal 1 and 2 will be maintained or will show an improvement.

Priority 3

	2019-20 Spring Proposed		2019-20 Fall Revised	
Resources		1,554,630		1,695,656
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,554,630</b>		<b>1,695,656</b>
Classroom	9.000000	925,119	9.200000	945,677
Leadership	1.000000	131,208	1.000000	131,208
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	41,206
<b>TOTAL TEACHER</b>	<b>10.000000</b>	<b>1,086,327</b>	<b>10.200000</b>	<b>1,118,091</b>
<b>(% of Budget)</b>		<b>69.88%</b>		<b>65.94%</b>
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	3.714000	207,135	4.214000	234,092
Support (Supply/OT)	.000000	6,500	.000000	18,500
Custodial	2.000000	134,935	2.000000	134,935
Custodial (Supply/OT)	.000000	6,500	.000000	9,000
<b>TOTAL NON-TEACHER</b>	<b>5.714000</b>	<b>355,070</b>	<b>6.214000</b>	<b>396,527</b>
<b>(% of Budget)</b>		<b>22.84%</b>		<b>23.38%</b>
<b>TOTAL STAFF</b>	<b>15.714000</b>	<b>1,441,397</b>	<b>16.414000</b>	<b>1,514,618</b>
<b>(% of Budget)</b>		<b>92.72%</b>		<b>89.32%</b>
SERVICES PURCHASED		0		0
SUPPLIES, EQUIPMENT AND SERVICES		74,473		133,768
INTERNAL SERVICES		38,760		47,270
<b>TOTAL SES</b>		<b>113,233</b>		<b>181,038</b>
<b>(% of Budget)</b>		<b>7.28%</b>		<b>10.68%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,554,630</b>		<b>1,695,656</b>
Carry Forward Included		0		43,928
Carry Forward to Future		0		0