



Banbury Crossroads Private School

Combined 2010/2011 Annual Education Result Report and 2011-2014 Education Plan

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For November 30, 2011

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the **2010/2011** school year and the Education Plan for the three years commencing September 1, **2011** for Banbury Crossroads School was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011 – 2014 on Nov. 28, (month and day), 2011.

FOUNDATION STATEMENTS

Our Vision

The students of Banbury will be self-motivated, intellectual achievers with a strong sense of self. Their empathetic, unwavering spirit will allow them to confidently embrace the challenges and opportunities encountered throughout life, ultimately to become compassionate, resilient, authentic leaders.

Our Mission:

“We at Banbury Crossroads treasure children as respected individuals, and meet their diverse needs within a safe, familial setting. We are passionately committed to incorporating innovative educational methods that foster intrinsic motivation, learning to mastery, self-responsibility and social competence.”

“Our school values physical, creative and intellectual exploration and growth...”

We believe that exploration and development should be part of every person’s life experience. Our school is a reflection of this journey.

At our school, students explore and grow through a variety of means:

- engaging in learning opportunities that are active, rather than passive, and realized through movement, discussion, inquiry and discovery;
- examining the world *outside* them—culture, history, artistic and musical expression, scientific and mathematical theories, career needs, recreation and social interactions—and the world *inside* them—their talents, interests, strengths and weaknesses, motivations and driving principles by which they live;
- participating in many physical education programs, using first class community facilities off campus to promote the development of individual athletic prowess and an attitude conducive to healthy recreation;
- identifying and drawing upon intrinsic motivational factors, in order to find joy, autonomy and meaning from learning;
- sharing the journey of discovery with caring teacher mentors, peers and family;
- receiving practical support for goal setting, self-discovery and perseverance; and
- living in a school environment that is safe, amiable and comfortable, as well as stimulating, so that they will be engaged and willing to take intellectual risks.

“...that results from curiosity.”

Children are innately curious and eager to master their environment. They exhibit energy and focus in achieving this intention. Curiosity and intrinsic motivation are the catalysts for students, teachers and parents to learn anything. Therefore, we can trust that our students will learn without coercion.

At Banbury Crossroads, we preserve the natural enthusiasm that curiosity produces in young

children by:

- utilizing kinesthetic activities, conversation and field trips to foster animated engagement and inquiry based learning—students asking their own questions, and directing the manner and pace of their investigation;
- incorporating individual interests in our students’ curricular study, assignments, projects and optional classes;
- encouraging choice for students in their time and space management;
- offering students instruction and optimistic support in a manner relevant to their motivation and ability;
- responsively participating in discussions and presentations, to share the discoveries and insights that result from their work.

“We shall assist students in developing a standard of competence and pace of instruction to suit their own needs and abilities...”

Banbury Crossroads follows the Alberta Programs of Study, and is an accredited independent school. Learning is achieved by all individuals through their own unique pattern of perception, motivation and timing. Teachers act as mentors for students as they uncover their own academic needs, learning style, interests and potential for growth, and as they organize their learning activities accordingly. Students develop finesse in assessing the quality of their own work. Our “open classroom”, “progressive education” concept is particularly apt for this interaction, because it allows:

- active decision making by students in choice of worksite, subject matter and duration of study, so that they may pace their work to their goals, abilities and interests;
- the development of time management skills as they create their own schedules, set goals, assess progress, and, if necessary, amend earlier plans;
- low student-teacher ratios, so that teachers have *time* to mentor students, accommodate their learning styles, give remedial and enrichment assistance, and also offer continual feedback, tutorials and mini-lectures;
- learning and personal expression through a variety of media and activities, rather than just pencil and paper, and the spoken word;
- self-directed student-initiated learning, more than teacher-directed learning; and
- parents to be engaged in ongoing communication and in learning activities, both informally and formally. We prepare three lengthy report cards per year that include anecdotal comments and curricular information. As well, we organize two parent/teacher/student meetings to discuss progress and reassess goals in a collaborative manner.

“...so they can work to mastery in their academic courses.”

Banbury Crossroads operates with the belief that schooling is primarily about learning, not teaching. We do not use a teacher-paced, lecture-based approach within classes. Instead, we use a tutorial approach to encourage the learning process to proceed until knowledge and skills are mastered. This is accomplished through:

- organizing classes with small numbers of students—approximately 10 to 12—so that teachers have time with each student to help them process the vast amount of information they encounter;
- providing a multi-aged setting, where students are not socially penalized by being either ahead or behind their peers;
- ensuring that students demonstrate competency at each stage of their academic work, before they proceed to the next stage—students may be in different grades in different subjects, depending upon pace of performance;

- reducing performance anxiety by giving individualized instruction and mini lectures to small groups;
- offering plenty of individual assistance and discussion regarding academic work;
- downplaying competition between students by not assigning marks until Grade 10—promoting learning for intrinsic reasons, so that students focus on their own personal development; and
- creating a comfortable and peaceful environment in which students can concentrate and learn effectively.

“We value a harmonious atmosphere...”

One of our most outstanding attributes is that we exert tremendous energy to develop effective social skills and a harmonious environment. We want each member of our school community to develop a strong sense of self with an unwavering spirit of optimism. Self-responsibility, autonomy and resiliency are necessary for personal emotional health, and for providing citizens with the means to create a healthy democracy. We foster these attributes through:

- caring for the well-being and happiness of each student, as well as their growth in academic areas;
- seeing conflict as a golden opportunity to develop honesty, tolerance, empathy, creative problem solving strategies, and communication and negotiation skills;
- explaining to children their right to determine the course of their own lives, as long as they respect the rights of others to do the same;
- organizing vertical age grouping to mirror the outside world that requires people of different ages to function together with compassion and trust; and
- focusing upon mutual respect as our underlying principle.

“...and encourage the students to create constructive social relationships with others.”

Effective social functioning is attained through emotional and character development that underlines the importance of our interrelatedness. Happiness is reached through self-fulfillment and an optimistic attitude, and through appreciating small, lovely details in our environment and relationships. Teachers are able to encourage such personal growth and connectedness by:

- dealing with conflict constructively, through engaging students in individual and small group discussions, whereby adults may influence and convince them with intrinsic reasons for choosing positive behavior to facilitate social responsiveness and justice—thus, de-emphasizing the behaviorist method of punishment and rewards;
- offering meaningful, trusting relationships with mentors to assist with developing effective logical and moral reasoning skills;
- practicing effective and constructive communication and negotiation skills in interactions with students;
- modeling kindness, good humour, flexibility, equanimity, gentleness and appreciation;
- promoting community volunteerism and helpfulness within the school; and
- persisting in their efforts to help children experience a balanced life with a broad range of interests and skills.

“...providing outstanding preparation for further learning and for life.”

CONTEXTUAL INFORMATION

Profile

Banbury Crossroads School offers a full-time day program from September through June for Junior Kindergarten students aged 3 and 4, for E.C.S. (Kindergarten), and for Grades 1 through 12. We will also offer upgrading in High School subjects for older students, as well as summer tutoring and summer day camps, if a demand is present. Students at Banbury Crossroads live within and outside the Calgary city limits. We are located in the old Curry Barracks just off Crowchild Trail at #201, 2451 Dieppe Ave. SW. We will be housed at this address until such time as the funds for a permanent location can be raised.

This location offers a number of benefits to our school community. Ample and free parking has been a real plus with both parents and staff. The space feels roomy, and there are windows in every room. As well, it was constructed with cement walls that really cut the noise level down between classrooms. Amenities such as the military museums and a theatre/dance studio have also come in handy, and Garrison Woods shopping centre is only a 15 min. walk. There is also an abundance of open field space, a track, and a large paved area (parade square) to utilize for daily physical activities, recess and physical education classes.

On the other hand, the space also has a number of challenges. There is no playground equipment on our site. The younger children must walk 10 minutes for playground time or utilize another school's site during non-regular recess and lunch times. As a result, teachers find it hard to fit this into the day. As well, recreation facilities, such as a gymnasium, pool, fitness centre, etc., are a fair distance to walk to, the closest being at Mount Royal College. These factors have been a source of frustration for both students and teachers. In addition, all classes must drive to a public library, and as a result, this service is accessed much less often. Although some of these challenges may or may not be a deterrent for new families to enroll in Banbury, one of the most detrimental issues in attracting new students is the fact that we are off the LRT line and have limited bus access. Many parents shopping for a school are requesting bus transportation to and from home. We are too small to qualify for bussing service. This continues to be an area of contention for our school community. One of the ways we are trying to deal with the situation is to coordinate some car pooling amongst families who live in similar areas. As well, the Director has started picking up and taking home children with her van. Recently we have just made some in-roads with another school on the base who have some spots open on their buses for any of our parents who want to purchase them. These programs have been helpful to a handful of clients, but are extremely expensive.

The type of students we often receive at Banbury Crossroads affect the operation of the School. We have four types of students, ones who come:

- At an early age and remain,
- After attending school elsewhere,
- After, and sometimes in combination with, homeschooling and
- From foreign countries.

The ones who arrive from outside institutions may come with various personal and/or parental issues. Reasons for enrolling reflect a variety of familial desires. Some parents and students wish for a different learning environment other than the more bureaucratic educational institutions. Others want to focus upon building better relationships, or to find an enhanced program suitable for bright and talented children. Still other parents desire the resolution of their children's learning or emotional difficulties. Students therefore range from the gifted through the average to the struggling learner. These students often require a transition

time when entering our school, to provide for some healing time and for more guidance from staff in terms of organizing their time for scholastic studies, and of making responsible choices, both academic and social. Most of our students eventually become grateful for this caring family atmosphere and for our in-depth, time-intensive intervention, because they appreciate the individual consideration and attention they receive from teachers and staff. They also express gratitude for the opportunity to learn problem solving and communication skills in a setting that mimics the real world outside the school walls. We expect behaviour consistent with our democratic culture.

Those students who arrive at Banbury at an early age and who remain for years display a different profile than those who arrive mid-stream. There will always be differences in personality and ability, but generally, those whom we have trained from an early age tend to be excited learners who are able to work independently and collaboratively, with initiative. We stress self-responsibility to our students, and so it is no wonder to us that they become self-motivated academically. By the time they have been here even a few years, they develop an intuitive understanding of healthy social interaction, and they notice incidents that deviate from this healthy norm; furthermore, they expect to problem solve to resolve the issues with the people involved. They require less remedial intervention. Our long-term students become socially mature, demonstrating an evident self-respect, autonomy and considerate attitude towards each other. As adults, they are likely to participate effectively, constructively and empathetically in group and individual endeavours.

Students coming from homelearning environments have often expressed a desire to go to a school, but a large public school is too much of a leap for them. Banbury offers an ideal in-between setting, in that we are small and still have enough of a home-like atmosphere to ensure a smoother transition. These students often need extra assistance with socialization and school routines. In addition, their academics may not be aligned with the Alberta Program of Studies and they often require gap teaching and/or enriched programs to meet their needs. On the other hand, they rarely come with behavioral issues, are often already self-directed and don't suffer from motivational blocks.

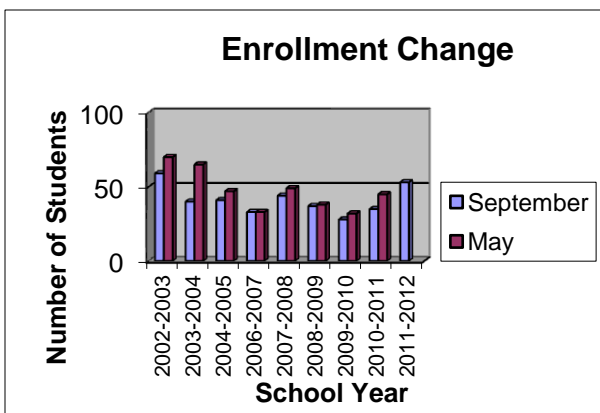
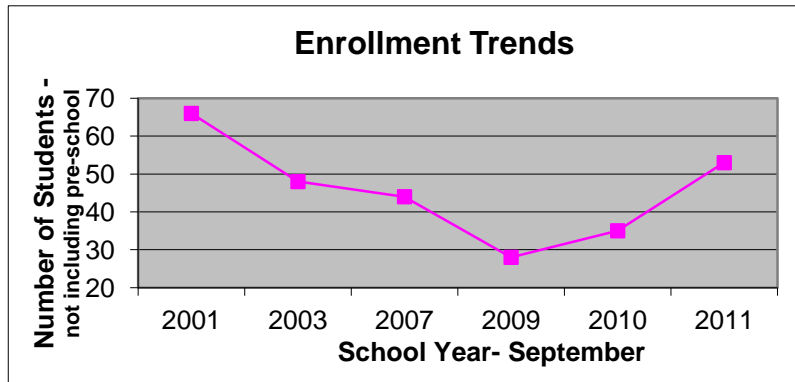
Foreign students generally enroll for a shorter period of time, although some may remain for years. The duration usually ranges from 1 month to one or two full school years, depending upon their age, family finances and Student Visa limits. These students also have a major impact on the operation of the School, because they require an instructor with ESL training, and because they need an opportunity to integrate with native students of the same age. As well, the necessity to address English language learning on a one-on-one and small group basis is essential to their success. These students are usually grateful for the variety of experiences that are provided for them in the school and the community. Many have made long-term friendships with other students that continue long after they return home.

Issues, Trends and Challenges

Enrollment

As the figure to the right shows, our enrollment is returning to comfortable levels but is still below optimal. Enrollment continues to be our most pressing issue. Low enrollment rates create a host of problematic situations for the school, because our finances are so deeply affected. When we don't have those numbers, we must rely on fundraised/donated dollars to pay

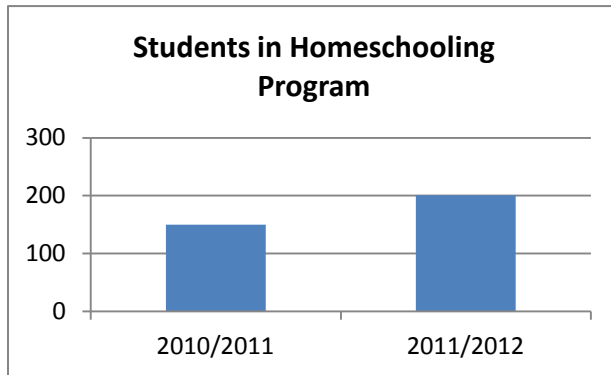
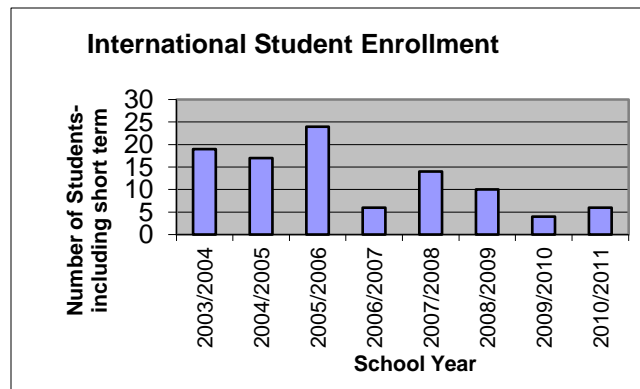
for basic operating expenses. This, in turn, does not allow the school to move forward in purchasing items off wish lists including technology, making plans for a permanent residence in the future, offering opportunities for extraordinary experiences and unique option courses, or accommodating costly professional development. In addition, we cannot afford to pay our teachers at market value. They are grossly underpaid and will continue to be until enrollment increases dramatically. Lower numbers can also create a vicious cycle in maintaining students. Clients may leave or not come at all because the social base is too small, or because there is a lack of equal gender distribution. Yet, if they don't stay, it is hard to grow. We hope that this gain for the 2011/2012 year is a sign of things to come!



This next figure shows that we gained quite a few more students during the course of last year, which is more in line with previous years. As well, we begin this year with even more than we ended with last year, and therefore, we seem to be showing a recovery in maintaining core population. This is good news, because new students will now add to the enrollment numbers and not just replace those who have left the school. As well, this may indicate that we are doing a better job of selecting students that have a higher likelihood of continuing with their schooling here - students that aren't necessarily looking for a quick fix but a true alternative education. Over the last couple

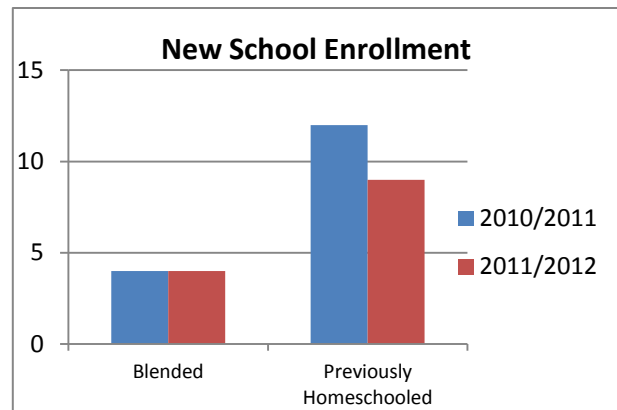
of years, we have been committed to investing in strategies (advertising, selection procedures and parent interviews) that minimize the short term risk of having a transient student base, but produce slower than optimal gain in enrollment. Hopefully we are beginning to see that these efforts are panning out. As well, when students return, it indicates that we are providing for their needs and giving them a quality education.

The number of foreign students enrolled last year was still very low and the majority only stayed for a few months. They were all from Korea. Although it was a relief not to have a full time ESL person adding to the staffing budget, this trend concerns us a bit when our fees and specialized instruction are very much in line with what's going on in the market. However, we have wondered if our program is too non-traditional for the Korean culture and if the agents don't have many families interested in such a place. It would be worth investigating.



New to the School last year was the addition of a homeschooling program. This was a previously established organization looking for a school sponsor to be connected with and, because we share many of the same values, they joined up with us. The program brought an immediate 150 kids to our official enrollment and a number of extra jobs for administrative personnel to do. Much of the challenges centered around money flow and ensuring that homeschooling parents, facilitators, on-line instructors, the coordinator of the program and the

school all received appropriate reimbursement for their time and efforts. It was a year of growing pains, but one of great learning. In addition, the homeschooling program continues to recommend Banbury when their clients are ready for school and we have gained a number of enrollments as a result. We also continue to have a few blended students coming to the school for certain courses or time and obtaining the rest of their education at home. The addition of the program and the students on the school site has had quite a positive impact on the school, although some of the kinks are still being worked out. It is hoped that this is a harmonious partnership that will exist for a long time as a part of the landscape of Banbury's offerings.



Challenges that still exist in attracting new students:

- There is an abundance of private and charter schools in the city for parents to choose from.
- There are many more tutoring-type businesses that have arisen to aid the kinds of students we often get.
- Most private and public schools now offer an ESL education for foreign students and are even offering accommodation.
- Some schools will pay higher agents fees to bring foreign students into their schools.
- Low staff wages do not attract and maintain teachers.
- Transportation is a problem for some students who live at great distances or are off the two bus lines that access the property.
- There is a lack of recreation facilities, playground, public library, etc. within short walking distances.
- The vicious cycle that low enrollment creates is hard to counteract.
- Accepting students whose parents have not bought into the philosophy creates dissention.

Action Plan for addressing immediate enrollment needs

- Continuing our AISI initiative that expands our self-directed learning philosophy. Our secondary students do internships that are off-campus experiences and that will see them participating in an organization's operations and producing a project to benefit that organization. The project would connect to curricular work at school. To our knowledge, this initiative is not being done elsewhere in Alberta. We hope that it will create a unique learning opportunity that students will want to enroll in. We are hoping to expand the program into the elementary grades as group projects.
- Finding inventive ways of marketing this unique program to students and their parents.
- Refining and expanding student-directed learning and project-based learning that will be planned, implemented and assessed on a multi-subject and multi-grade basis. Again, this is in keeping with the goal to offer a unique educational experience within the field of opportunities in this city.
- Fostering a professional community amongst teachers to improve empowerment, initiative, leadership, and overall morale in all staff. This is one of the strategies that will directly assist in reducing staff turnover until higher wages can be maintained.
- Continuing to target marketing towards homeschoolers, Montessori parents and like-minded individuals, by hosting speakers that address the need for our type of education.
- Continuing to implement a set of policies and procedures that, despite a desperate situation for more students, ensures that there is suitable fit with the school's goals, philosophy and methods. This in turn ensures that we maintain a positive environment for every student and don't lose other clients because of a singular negative situation. This is one of the strategies that will directly assist in maintaining our client base from year to year.

Banbury will most likely remain being a transitional school for some students for whom we provide a temporary service to solve a problem of an academic, social or emotional nature. This is largely a result of our student-focused program. These students then return to a bigger, more mainstream system. However, we greatly desire to increase our base of students who stay. Those who do remain usually become the pillars of the school community and demonstrate to others exactly what the school endeavors to accomplish. They become well-adjusted, independent and confident learners, who have a keen sense of who they are and what they need in order to be successful and happy in all aspects of life.

Staffing

In a city where the cost of living has increased dramatically and the inflation rate is one of the highest in the country, our low wages continue to be one of the biggest issues we need to address. Some full-time staff must have second jobs in order to survive and the lure of doubling their salary in the public systems is strong. As a result, hiring and maintaining competent and suitable staff continues to be difficult and those who are devoted to the school find it difficult to volunteer additional time outside of school hours, to provide extra help to students or to implement

extracurricular activities. With the threat of a teacher shortage looming in the near future, we fear that finding and maintaining teachers will prove even harder for our particular school. Teacher turnover disrupts students' progress and feelings of security. When students and/or parents know that certain teachers aren't returning, their commitment to the school is often questioned. Only an increase in enrollment or a political change in funding will change this trend.

Despite the lower wages, we do have a core of teachers who have remained for multiple years. This is exciting, because the stability of the staff really does have a direct impact on the stability of our clientele. In addition, many of them have become seasoned teachers who are demonstrating increased competency and confidence in carrying out all of the duties of a teacher and all of the added demands that this style of school puts on them. This too has a direct impact on the stability of our clientele. Many teachers enjoy the opportunity to work in a setting that is "outside of the box" for an educational institution. It is an autonomous environment that accepts and fosters their initiative and their ideas and helps them to become self-reflective and student-focused. In addition, the small classrooms allow them to develop "real" relationships with their students and in some cases, with the parents too. It's an atmosphere that we all work very hard at maintaining. Our focus these past years in establishing a more professional community has led to all teachers having a big say in our future and how the school will operate. It has been a very positive experience and is beginning to bring the group together with common goals. We will continue to grow and develop together in the next year.

Two new teachers were hired for this year in addition to another one returning from three consecutive maternity leaves. Unfortunately, in an effort to keep costs down, we were only able to add about the equivalent of .75 of a full time position. Thus we are still shorter on staff prior to the cuts we made two years ago and some teachers are still having to wear multi-hats in order to keep a full time position. This is not an ideal situation, but hopefully, it is just until enrollment increases.

Increased Costs

Each year the school faces an increase in the cost of doing business. Obviously, in our current state, these costs are not welcomed and make a huge impact on our day-to-day operations, our programs and ultimately the success of the school. This past year increases were noted in the cost of rent, text books and resource materials, field trip admissions, book keeping hours and advertising costs among other things.

We continue to eke out an existence. Our funds go directly into our program and in keeping our class ratios very small. We've discovered that this is a hard sell. We do not have a big beautiful building for show as other schools in higher cost brackets do and therefore our tuition rates must remain at the competitive levels of the nearby schools.

Although Alberta Education did provide a slight increase in basic funding this year we still have an issue with the provincial funding formula for high school students. We offer specialized assistance for those difficult students who come to us because they were struggling and unsuccessful within the public system. Many "at risk" children benefit from our smaller class sizes and from pedagogical approaches that are more flexible and focused on the individual student than from those used in the public systems. However, many of these students continue to enroll in fewer than seven courses per year and often take longer than one school year to complete them. The current CEU method of funding these courses is based on students taking full course loads or more and completing them within 10 months. As a result, we often get short changed for doing more work. Alberta Learning's priority goal of increasing high school completion rates is not supported by this funding formula. This system does NOT provide the necessary aid to help "at risk" students achieve a high school diploma. Although this does not deter us from attempting to help these particular students, it is a discrepancy between the governments' mandated goals and its strategies to meet those goals. It is a discrepancy that affects Banbury Crossroads, negatively.

Highlights Of The Past Year

Successful Internships

The second year of the internship program (AISI project) was hugely successful. The majority of our secondary students participated and were able to work with mentors out in the community on a variety of projects in a regular, contributive way. The following is a sample of a few of the internship placements, the general experience and the projects:

- Tenet Medical Engineering – stress testing products, writing reports, researching where products were being used
- SAIT Autobody – working with auto body painting, developing a visual aid for the garage which depicts the various stages of paint application
- Westside Rec. Centre – general volunteering with programs, creating a promotional video geared towards teens
- Mount Royal University – Assisting professor of Linguistic Anthropology with the design and implementation of an exit survey
- On Campus – acted as a teacher assistant, tutoring child with math difficulties

Upon completion of the internship, each student produced an exhibition for their teachers, community mentors, peers and parents describing the learning outcomes, the connections to their school studies and the results of their projects. These exhibitions demonstrated that each student gained work experience and knowledge, some professionalism, and information and skills in an area of personal interest. The addition of the new projector and large screen, paid for by a special grant, was extremely welcome and brought the quality level of the presentations up immensely. This was an exemplary program and we are offering it again this year.

In addition, we were able to involve our elementary population in a group project this year. “Art for Others” took a group of students to a Long Term Care Facility to work with some of their clients on an art project. Students also created thank you gifts for community mentors. Both of these projects will hopefully run again.

Infusion of Technology

Due to a community grant that we received, we were able to install a large screen and new projector in the school. It has been highly used and welcome addition to our technology equipment. As well, the final funds of the Apple contest were spent and we witnessed the first use of iPads in the school. There was also a flurry of short films made last year with the new video camera. Currently, we are replacing a number of old and slow classroom stations and hope to replace all of them over the course of the year. As well, we are investigating the possibility of creating an electronic report card.

Re-focus on Core Values

As a group, teachers focused professional development around re-focusing on our core values and in particular, the self-directed learning aspect of the school’s philosophy. Over the years a number of unanswered questions about the self-directed learning method had surfaced and we endeavored to discover the answers, plus to find better ways of educating our parent population on how we obtain results. The final product was two-fold: 1. A one sheet summary of what a self-directed learner looks like that would be used to talk to parents about their child and 2. A multi-page document of goals and strategies for teachers to use to help them assist students along the continuum of becoming a self-directed learner. These documents are being piloted in the current year and will continue as a refinement process until they are ingrained in our regular procedures. Through this process a brief statement (slogan) was developed and we are in the process of having it printed up for the wall at the entrance to the school.

Business Improvements

In our continued efforts to be more business principled, a number of accomplishments were made this past year. We hired a new bookkeeper with ideas of how to better streamline our financial procedure and who is highly

knowledgeable on Revenue Canada rules. The director was able to produce an operational budget, separate from the Alberta Education budget process that we had been doing for years, which has proven highly valuable in making financial decisions and plans. Although still a work in progress, the timing of this budgetary process was critical as we took on the very complicated homeschooling funding system.

Homeschooling Program

Although there were a number of growing pains, the first year of the homeschooling program was very successful and the program has grown considerably for the current year (by about 50 students). Despite the fact that we only see them at staff get-togethers, this program brought 4 new teachers (5 this year) into our midst and a number of students who now attend the school. Issues primarily centered around tracking how funds are paid out, but overall, this was an exciting addition to our regular programming and we are continuing again this year.

Community Projects

Once again the school was filled with many a project that took students out into the community or brought the community into the school. Beside the internships and Art for Others project, one of the elementary classes ran a food donation campaign for the Inn from the Cold at Christmas time. A grade two student made books marks from Femo to raise money for the zoo. His \$200 was rewarded by a Mountain Goat being named after him. Pennies for Peace continued with our big jar for penny collection sitting in a classroom for awhile. And finally, one of the most exciting projects was a high school trip to Europe. A number of students and a teacher spent a week touring Rome, Paris and London last May. It was the first international trip the school has sponsored in many years.

GOALS, OUTCOMES, AND PERFORMANCE MEASURES

***Accountability Pillar in Context**

With the increase in provincial funding that we began to receive three years ago, we have had to become a part of the extensive provincial efforts to demonstrate accountability to the public. Alberta Education has taken over our annual parent, teacher and student surveys and provides us with an annual report card that includes a mass of statistics and a color coded rating system based on the results.

Throughout the following pages, data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

It is important for all to point out that Banbury Crossroads often scores, and **will likely continue to score**, below optimal levels on the Provincial Achievement Test (PAT) results due to the fact that we utilize a “self-paced” method where students only write the exam once they have completed the course and the province uses the cohort in their calculations. Some of our students need more than 10 months to complete a course and if they haven’t completed the course, we exempt them from the PAT. As well, some students might take the course a year earlier, and because they are not registered in that grade, they are not allowed to write the PAT. However, any student that hasn’t written the test is still included in the provincial calculation of averages. Obviously, this brings down the averages significantly, since they are treated as a 0 score.

We at Banbury feel that this is unfortunate as we do put a priority on the PATS within our school planning. We feel there is a sound purpose for these tests (with the exception of grade 3) and we do not go around telling parents their children don’t need to take them. It is just that, once again, our uniqueness doesn’t fit into the box of how the Alberta Government operates. This year, there were actually enough students registered in the PATs to record results.

Also important to note is that all of our results gathered by the province are based on such a very small number that one has to question the validity of the results. As well, there are no results this year from parent surveys as we did not have enough responses mailed in by our parents. Although attempts were made through posters, emails and newsletters to encourage them to fill out the survey, some felt that it just didn’t apply to them or that the questions were not valid to their situation.

Areas written in pink are outcomes and strategies directly related to the off-campus and project based initiative that the school is undertaking with AISI (Alberta Initiative for School Improvement) funds.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Banbury Crossroads School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	94.0	95.5	94.4	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	70.4	78.0	75.6	80.9	80.5	80.1	Low	Maintained	Issue
		Education Quality	96.4	97.6	93.9	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	2.1	4.2	4.3	4.7	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	*	*	n/a	72.6	71.5	71.1	*	*	*
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	75.0	*	39.8	79.3	79.1	78.0	Low	Improved	Acceptable
		PAT: Excellence	25.0	*	12.2	19.6	19.4	18.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.6	*	83.3	82.6	83.4	84.0	Intermediate	Maintained	Acceptable
		Diploma: Excellence	7.7	*	33.3	18.7	19.0	18.9	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.9	53.5	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	66.7	66.7	59.6	56.9	57.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	59.3	59.8	59.3	*	*	*
		Work Preparation	100.0	100.0	91.7	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	91.1	97.1	94.4	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	100.0	100.0	98.3	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	90.1	92.9	87.1	80.1	79.9	78.8	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	54.5	25.0	*	75.0		Low	Improved	Acceptable			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	18.2	6.3	*	25.0		Very High	Maintained	Excellent			

Comment on Results

Banbury has a student paced program and as a result, we have students that often complete courses outside the one year box. For example, a student registered in grade nine, could finish certain grade nine courses the year before or the year after, depending on their circumstances. We do not force students to take a test on information they don't yet know. Conversely, we do not make students review a year's worth of information they learned in the previous year, just to take a statistics gathering test. As well, as an independent school, we often have a number of parents who wish for their children to not participate in the provincial achievement tests for various personal reasons and we think that we need to respect that. As a result, it often appears that we do poorly on this measure, because students who are registered in that grade and who do not write the exams for all these various reasons are considered a 0 in Alberta Education's calculations. We continue to encourage all applicable students to participate in the Achievement Test program, but we don't force them. This year we had enough students write the PATs to record results. We are actually pleased that the percentages balanced out in our favor as very small numbers are used in the calculation and it only takes one test result to alter the overall percentage quite drastically.

Strategies

- Maintain our practice of allowing students to work at their own pace, which promotes learning to mastery.
- Ensure that students writing provincial tests have completed the courses.
- Mentor students on an individual basis to increase their self-efficacy and self-motivation.
- Continue to provide constructive feedback and individual instruction to increase academic competence.
- Monitor the performance of those students who do write the tests to ensure they are achieving acceptable standards.
- Ensure that teachers have the means, and provide the time to prepare students to write these exams.
- Provide more information to our school community on the reason for our low results.
- Access, more often, available accommodations to write the exams for students who have completed the course but have academic difficulties – eg. ESL
- Inform parents, who don't want their children writing these exams, that it reflects negatively on school results.

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students achieve educational outcomes

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	83.3	*	84.6		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	33.3	*	7.7	25	Very Low	Declined	Concern			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.5	6.3	0.0	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	66.7	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		*	*	*			

Comment on Results

The results on diploma exams were quite a surprise to us when they came in. The School itself had very few grade 12 students and less than a handful of diploma exams were written. However, last year was the first year we ran a Homeschooling program and the majority of exams written were from this group. The homeschooling coordinator assures us that this was an atypical year for results and is as concerned about it as we are in that it happened despite the supports they had in place. It is important once again, to remember that these results are made up of very few students. Therefore, it only takes one student with a very low mark to bring down the entire average.

Given that Banbury is a student paced program, we often have students who complete high school outside of the three- year box. Students sometimes require another year to finish courses, to upgrade their marks or to take extra sciences or CTS to better prepare themselves for certain post-secondary programs. Although rare, we have even had students complete high school in less than three years. The drop-out rate is one of those measures where one student likely makes that difference between 0% and 6%. Overall, we feel our nurturing and flexible program encourages students to keep plugging away and not to drop out. Given that at any time almost 30% of our secondary students could be deemed "at risk", one would assume the drop- out rate would be higher, but we do not turn students away who take smaller course loads just because we don't get much in the way of government grants for them. They work at their own pace and eventually they finish, at whatever age, which is really the ultimate goal.

It is also important to note that Alberta Education considers any students as drop-outs if they relocate to another province or country, as drop-outs. This too, can affect our results.

Strategies

- Ensure that homeschooled students registering for diploma exams show more evidence that they are ready to write diplomas.
- Provide homeschooling parents more advice on the readiness of these students.
- Check in with homeschooling families on a weekly basis leading up to the exams.
- Continue to use practice exams available on the website and sample writing pieces.
- Continue to recommend homeschooling parents to invest in the Renert Center for specific exam training.
- Utilize our mentoring program to assist students in suitable goal setting and guide students towards an appropriate pace of learning that will allow them to complete courses in a timely manner.
- Continue to implement more project-based learning that encompasses multi-subjects in an attempt to reduce the redundancy within the Programs of Study.
- Continue to connect students with the larger community in the form of internships to attempt to address individual interests, maintain engagement with schooling and provide "real world" skills that students can easily identify as being relevant.

- *Continue to accept students who are at risk of dropping out and encourage them with **caring**, individualized and non-pressured instruction until they develop goals and meet their own potential.*
- *Through discussion and modeling, focus on developing a positive attitude towards learning in all students.*
- *Continue to provide flexibility in course completion time and opportunities to redo work or tests.*

Notes:

1. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are prepared for the 21st century

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	91.7	97.1	91.1		Very High	Maintained	Excellent			
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	83.3	100.0	100.0		Very High	Maintained	Excellent			

Comment on Results

Although the school may be a bit too small to implement events such as student elections, our smallness can be advantageous in hosting other unique activities that model active citizenship, such as debates, volunteer opportunities, decision-making by consensus and fundraising campaigns for charity. As well, innate to our philosophy is democracy, which is carried out in daily occurrences such as: student-led class meetings, student-initiated theme days and social opportunities, and our regular problem-solving sessions focusing on win-win solutions. Becoming self-responsible and autonomous are ultimately two main goals of democratic citizenship.

The overall result for the second measure confirms that our attempts at producing self-responsible and confident students ready to enter the work force are successful. From pre-school on, our methods encourage these skills so that every student has opportunity to make decisions about what, where, when and how they will be accomplishing their work. The addition of the internship program likely hits it home, because they have early opportunities to explore career options, to work cooperatively alongside adults, and to experience the satisfaction of contributive volunteerism.

Strategies

- Offer the opportunity to join student committees to plan and implement social activities and the fundraising necessary for them.
- Continue to provide teachers with extra pay for their volunteer hours.
- Utilize noon hours for organized activities.
- Expose students to and promote volunteerism.
- Ensure students feel visible and accepted in order to develop self-confidence, enthusiasm and competence in their activities. This leads to a life-time attitude most likely to promote success.
- Provide a unique learning opportunity for every student to participate in off-campus organizations, create socially responsibly projects within those opportunities, gain valuable work experience and obtain job shadowing opportunities.
- Offer cost effective courses and experiences in CTS, off-campus education, and travel.
- Create an atmosphere of mutual respect so that students can collaborate freely with adults.
- Maintain our practice of allowing students to direct their own learning so that they develop strategies for goal setting, time management and self-assessment – all necessary abilities for a healthy work ethic.
- Ensure that all teachers have a personal growth plan for each year of employment. Encourage the growth plan to be linked to overall school goals.
- Utilize AISI funds to assist in implementing the new initiative.
- Focus efforts on gaining more students and finding a permanent home for the school.
- Find ways to increase teacher salaries in order to lower turnover, and improve dedication.
- Continue to foster the development of a professional community amongst staff members.
- Utilizing applicable areas in the curriculum as opportunity for discussion and activity about FNMI history and culture, foster an atmosphere of tolerance and understanding

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students are prepared for the 21st century (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	n/a	87.5	100.0	100.0		n/a	n/a	n/a			
Percentage of students in grades 7-12 participating in an off-campus project.				66.6%	71.4%	100%						

Comment on Results

We are very pleased with this result although it would be even better if we had some input from parents. At Banbury we try to instill an attitude for learning for the sake of learning and not for some extrinsic reward. That is why we don't provide marks until high school, when students require those measures for post secondary education purposes. We spend an abundance of time assisting students in building the skills necessary to reduce emotional, physical and social barriers to learning. We embrace them as unique individuals and support them in seeking out their personal interests. In essence, we truly are assisting them in becoming life-long learners. In addition, because of our emphasis upon encouraging autonomy in our students, they are well-prepared for post-secondary and lifelong learning, because they take responsibility for their own education. They know how to manage time, define goals, obtain resources and assistance, collaborate and assess their own productivity – all within the mind-set of intrinsic motivation and an appreciation of the value of effort. As well, their "soft skills" are well-developed as a result of our focus on effective communication and problem solving.

Although 71.4% only equates to ten full time students, these ten internships were highly successful. Reasons for not completing an internship ranged from enrolling in the school too late, to having to concentrate on diploma courses more, to experiencing too many personal challenges to be able to make such a c commitment. We will continue to strive for more students to participate.

Strategies

- *Continue to offer students "real world" opportunities through internships, special projects, work experience and volunteerism.*
- *Continue to assist students in making connections with their school work to the world at large – relevancy.*
- *Continue to assist students in discovering their passions, interests, strengths and learning modalities.*
- *Continue to assist students in becoming self-directed learners who are able to take charge of their learning and play the lead role in their education.*
- *Continue to assist students in developing skills in goal-setting, project management, and self-assessment.*
- *Address student interests and passions to guide areas of study on and off-campus.*

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Transformed Education Through Collaboration

Outcome: Students have access to programming and supports to enable their learning

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	73.2	78.0	70.4	75	Low	Maintained	Issue			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	90.1	97.6	96.4		Very High	Maintained	Excellent			
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	93.3	95.5	94.0		Very High	Maintained	Excellent			

Comment on Results

Although we would like to see the results of the first measure higher, it is a reality of being a small school with low enrollment. We just can't afford to hire more teaching hours in order to offer more CTS – type courses. We do have health, CALM and physical education and we did offer Art, Special Projects, Work Experience, World Religions, Spanish and Food Studies. It is suspected that the lack of technology-type and trades-type course offerings is what's at the root of this result. It is hoped that with the internship program operating, the students will feel this objective is being met, just in an alternative way.

The percentages on the second measure indicate to us that Banbury continues to meet the needs of its students academically, physically and emotionally. We can also infer that the majority of our school population understand and appreciate our uniqueness and what we are trying to accomplish at this school.

The continued high rating on the third measure is extremely pleasing as the basis of our learner oriented philosophy is to provide a safe, caring and nurturing atmosphere more conducive to learning. These elements remove many of the emotional barriers to learning that students often have. The benefit to keeping the school small is that students are forced to practice various social skills, such as problem solving through talking, because there is no one else to run away to. Cliques tend not to develop, as well as extreme bullying, because the students learn to speak up and to respect and care for one another, even if in some cases, they don't particularly like one another.

Strategies

- Offer as many optional courses as economics and staffing permit.
- Adjust junior high schedules to accommodate "mini-options" – courses that only run for half of the year, thereby allowing them to experience more variety.
- Utilize newly improved policies and procedures to improve suitability in student selection.
- Educate parents on our unique methods and philosophy through newsletter excerpts, report card inserts, Director's Messages, informal discussions, evening courses and parent/teacher conferences.
- Utilize the Banbury Learning Philosophy document assist in conversations with parents about their child's level of self-direction.
- Utilize the Banbury Student Learning document to assist teachers in implementing practices that produce and support more self-direction in students.
- Post the 4 basic values of our program on the wall of the entrance to the school for all to see.
- Maintain our already safe and caring atmosphere within the school, by adhering to our conflict resolution policies and our overall philosophy that fosters community.
- Continue to provide opportunities (discussions, workshops, P.E.T. courses) for students and teachers to learn and improve communication skills, problem solving, self-responsibility and goal setting.
- Continue to facilitate individual students and small group discussions, with teachers and/or administrators, specifically designated as problem solving sessions.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	96.7	100.0	100.0		Very High	Maintained	Excellent			
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	81.3	92.9	90.1		Very High	Maintained	Excellent			

Comment on Results

This is a measure that really needs parental input to be valid.

As a small independent school, we are in a position to be more responsive to parental input and to be able to welcome them into the school in multiple and meaningful ways. We work very hard at listening to parents and at generating potential solutions to any problems they perceive. We like to think the door really is open. We also encourage our teachers to have an ongoing relationship with their students' parents by contacting them regularly by phone or email for updates and by attending school events where opportunities to speak informally may occur.

Most staff meetings and parent meetings have an element of "how can we improve that" to them. There is always effort in bettering the way we do things. That being said, however, we still seem to move at a snail's pace on some things and it may be just a result of being small and not having enough manpower or, some cases, not having the resources to implement desired strategies. In addition, change can be difficult for many. It is nice to see that our students and teachers see that we are trying. The increase in enrollment is the real evidence of improvement. Besides a continued focus on our community projects focused on AISI, this past year staff utilized professional development days to re-focus on our core values. Summing up and tagging these ideas into brief statements was difficult but necessary when trying to explain it to others. As well, we put into words that which we had been doing for years, which is the way we promote self-directed learning.

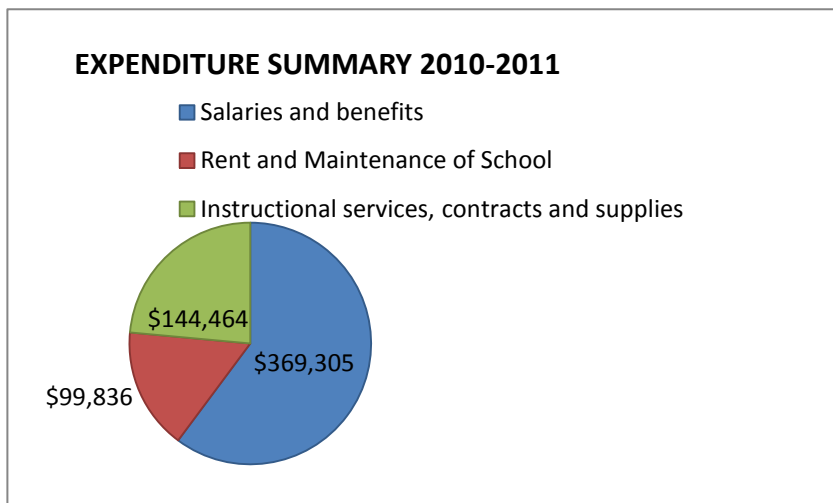
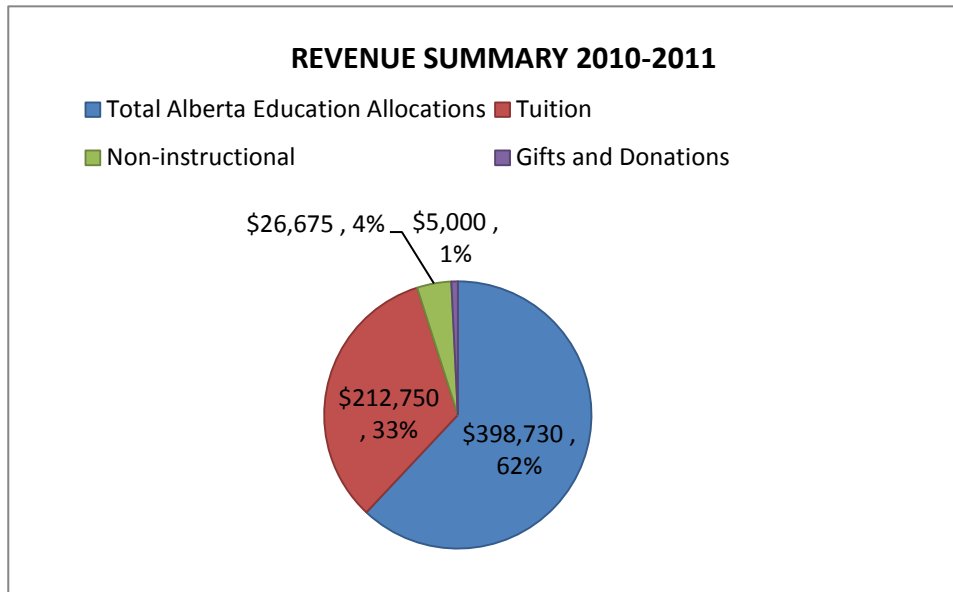
Strategies

- *Maintain an environment that is open for parents to have as much contact and information as they personally require, and encourage their involvement with events surrounding the school and their children's education.*
- *Maintain committees of parents with specific tasks to fulfill and re-establish the parent council.*
- *Involve parents in the planning, implementing and assessing of off-campus projects.*
- *For those parents wanting a lot of input, offer them a homeschooling option*
- *Ensure that all teachers have a personal growth plan for each year of employment. Encourage the growth plan to be linked to overall school goals.*
- *Utilize AISI funds to assist in implementing and improving the community projects.*
- *Focus efforts on gaining more students and finding a permanent home for the school.*
- *Find ways to increase teacher salaries in order to lower turnover, and improve dedication.*
- *Continue to foster the development of a professional community amongst staff members.*
- *Utilize some professional development time to become more informed and skilled at dealing with atypical learners and the inclusive education system of Alberta Education.*

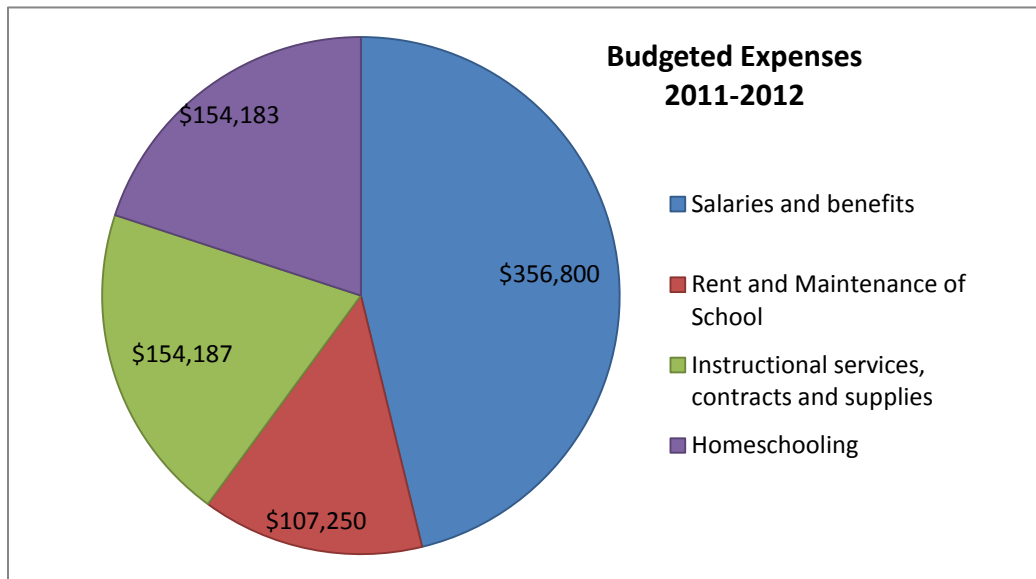
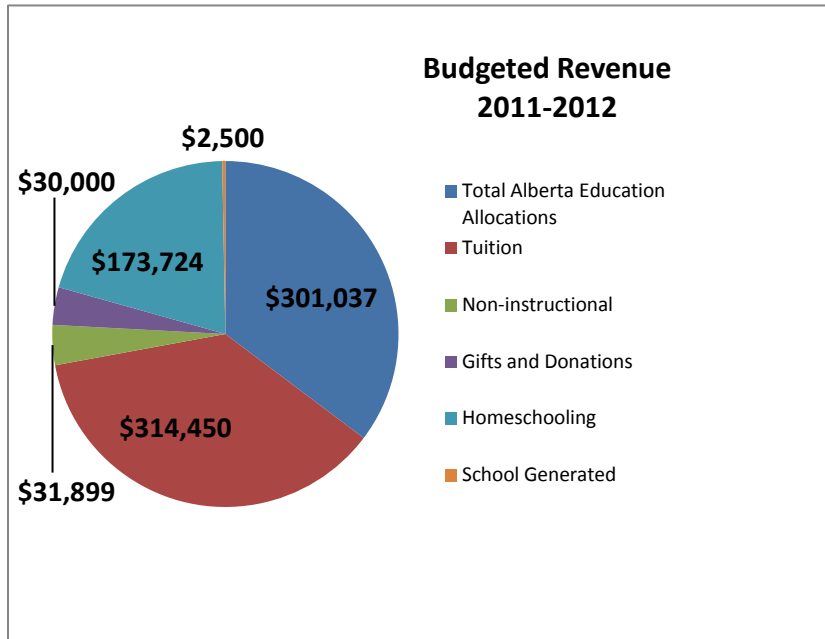
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Summary of Financial Results

Revenue for the past school year is significantly different from the previous year, because of the addition of the Homeschooling Program. The number on the chart for Gifts and Donations is quite a bit lower than the actual will end up on the audit. At the time of writing, this number had not been calculated yet. These funds continue to be a major source of providing for the costs of field trips, classroom budgets, technology and IT, ESL and physical education. As well, there was the addition of some other government grants that we were awarded. On the expense side, most costs remained fairly stable, other than the addition of the homeschooling staff. We ran a tight budget last year in order to operate within our means and we were successful. We did not run a deficit; however, the director/owner of the school was still working with a pay cut, no teachers received salary increases and we were still operating with reduced staffing levels. It is hoped that with an increase in enrollment these areas can be rectified. All other expenses, including payouts to homeschooling families, are lumped in one category as per Alberta Education formatting. For more detailed information or a look at our annual audit, please contact Diane Swiatek, Director of Banbury Crossroads School.



Budget Summary



Much of the school's revenue comes from the school fees that parents pay to have their child(ren) attend the school. As well as tuition, this includes fees for registration, physical education, secondary optional courses, and books for elementary students. This money is primarily used to pay for the operation, maintenance and administration of the school. As well, it covers salaries and benefits that aren't paid for through government grants and that result from deficits incurred by the CEU system (credit enrolment units), which only pays for the completion of high school courses. The school's unique philosophy is supported by the school fees in covering the cost of having small teacher/student ratios, individualized programs and tutoring, field trips, manipulative/hands-on materials and professional development.

The Alberta Education Allocations include the per-student-enrolled amount we receive based on September

30th enrollment numbers, including students in our homeschooling program, as well as small grants for the Alberta Initiative for School Improvement, kindergarten, daily P.E. and as of the past three years, operational. These grants are mainly used to pay for teachers' salaries and benefits that are the bulk of our expenses. As described throughout the Education Plan, AISI funds will be helping to support our situational learning project. The AB Education portion of the budget has increased tremendously the last two years as a result of the number of homeschooled students who have registered with us. Half of the homeschooling grant goes directly to those parents and the other half is used to pay for the coordinator, the facilitators and the administrative costs of that program.

The Gifts and Donations and School Generated amounts are the dollars earned through fundraising efforts, such as the casino, as well as any donations made for bursaries or other projects and other grants that have been applied for and awarded to us. Until enrollment rises, fundraised dollars are essential for the operation of the school. This money is handled by the Banbury Crossroads School Society. Other than assigned bursaries, much of these dollars are allocated to classroom budgets, which account for equipment, supplies and field trips. Costs for special events would also come out of this amount, as well as IT support, daily PE and ESL.

Overall, our financial planning continues to be guided by our deep-rooted goals of:

- keeping the school small,
- ensuring students have direct contact with the outside community,
- keeping tuition reasonable,
- operating as we advertise to be,
- finding alternate sources of revenue,
- and planning for the future.

Access to additional and more detailed budget information can be obtained from the Director, Diane Swiatek.

Timelines and Communication

Parents will be able to obtain a copy of this report on our website. They will have an opportunity to discuss the document at a parent council meeting to be held in the new year. As well, the school keeps a number of hard copies available for anyone to peruse.

This document will be posted on the website at www.banburycrossroads.com under the *Banbury* tab in *Education Plans* for November 30, 2011.

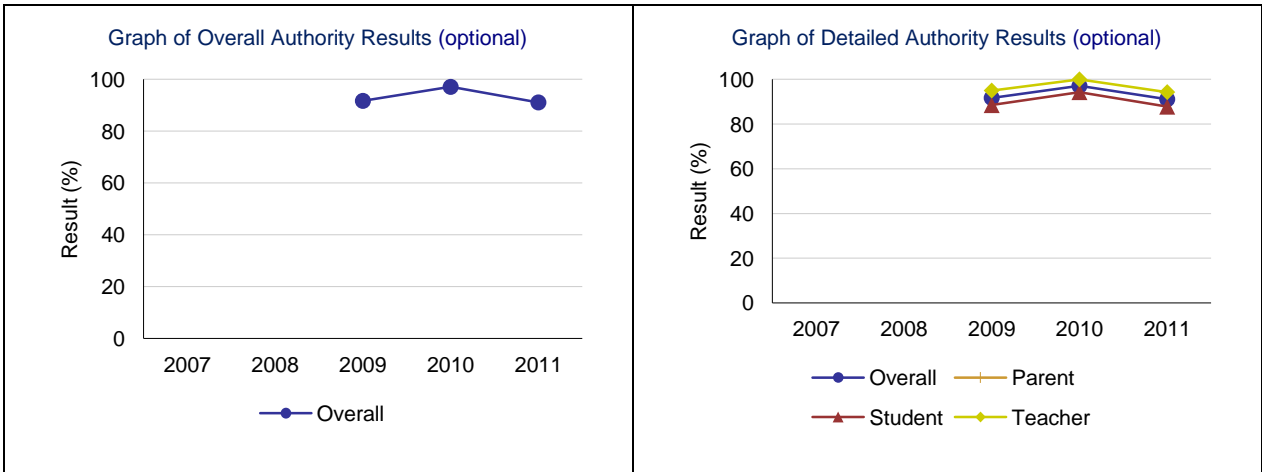
APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Citizenship – Measure Details

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	91.7	97.1	91.1	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	95.0	100.0	94.3	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	n/a	*	*	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	88.5	94.3	87.8	67.1	68.5	71.8	72.7	74.5

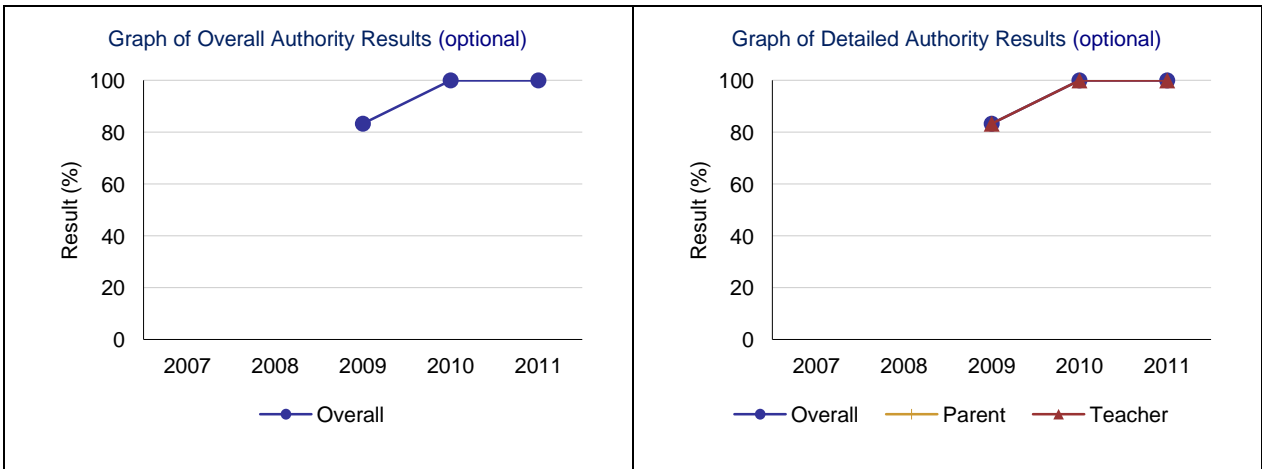


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	83.3	100.0	100.0	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	83.3	100.0	100.0	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	n/a	*	*	65.1	70.9	70.2	69.8	70.6

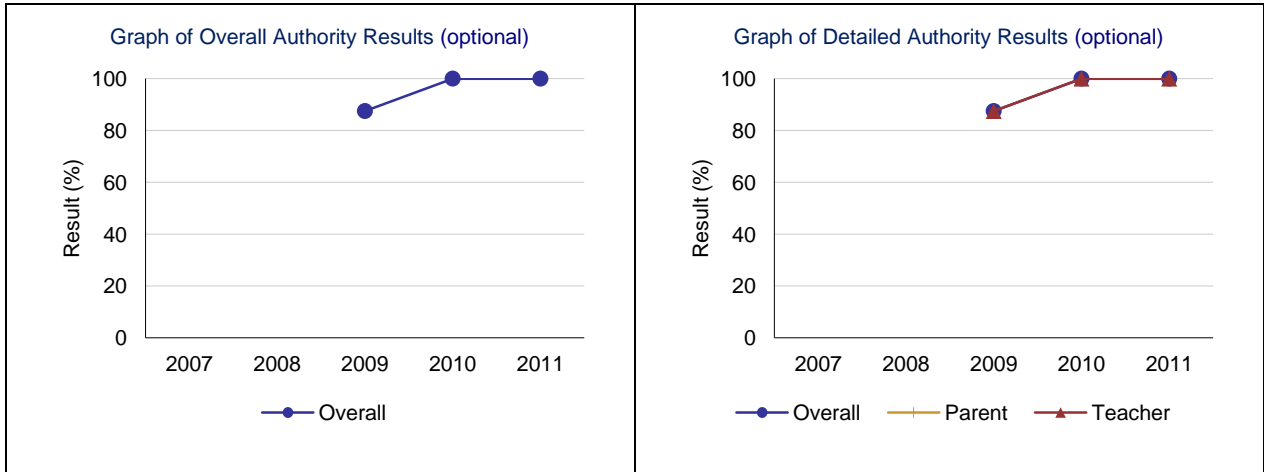


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	87.5	100.0	100.0	65.6	66.7	67.4	67.6	67.9
Teacher	n/a	n/a	87.5	100.0	100.0	74.1	73.8	74.0	75.4	75.3
Parent	n/a	n/a	n/a	*	*	57.1	59.5	60.8	59.8	60.6

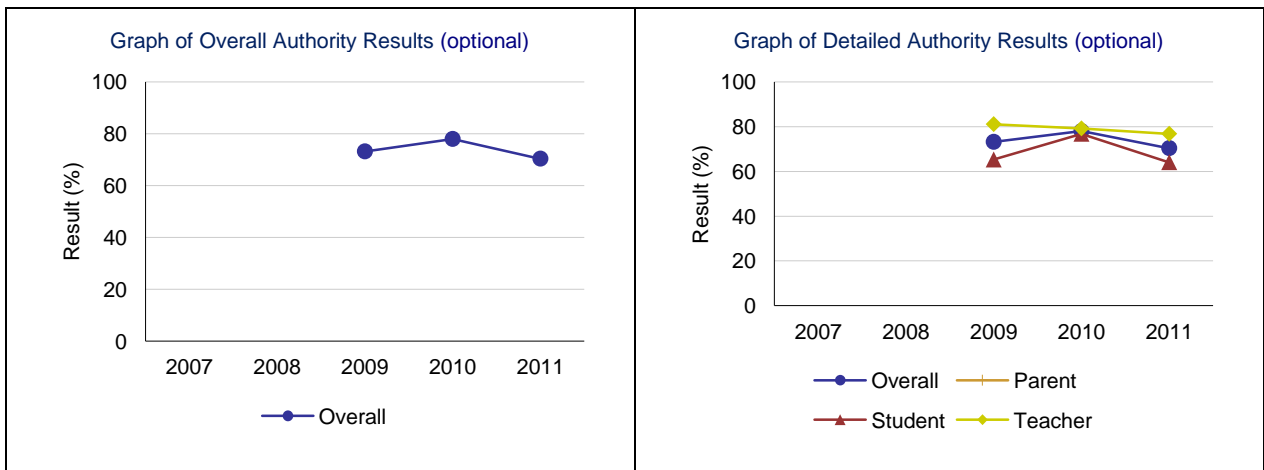


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	73.2	78.0	70.4	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	81.1	79.2	76.8	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	n/a	*	*	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	65.3	76.8	64.1	72.9	74.1	75.3	75.9	76.9

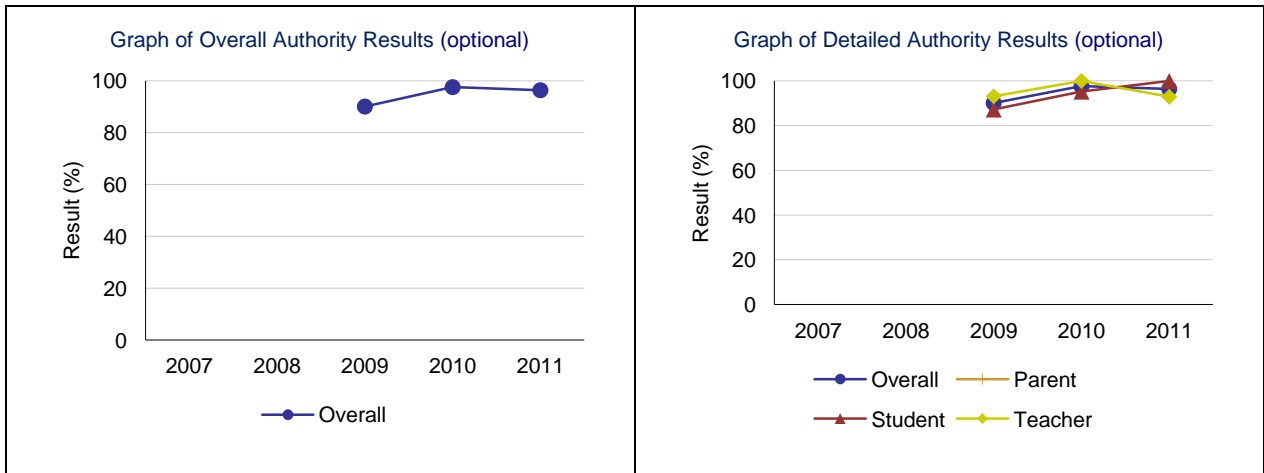


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	90.1	97.6	96.4	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	93.1	100.0	92.9	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	n/a	*	*	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	87.2	95.2	100.0	86.4	86.6	88.3	88.2	88.5

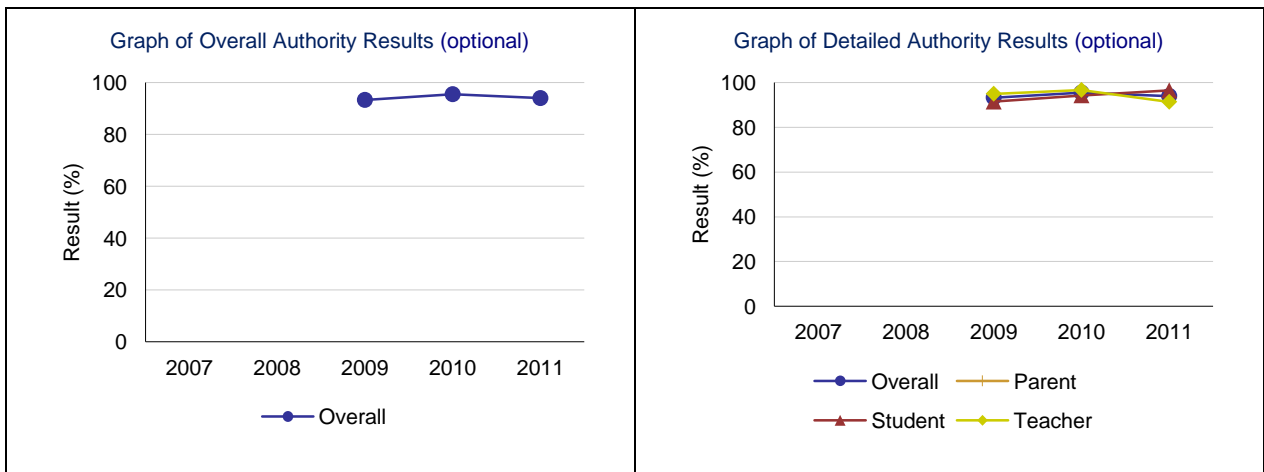


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	93.3	95.5	94.0	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	95.0	96.7	91.4	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	n/a	*	*	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	91.5	94.3	96.5	78.5	79.1	81.7	82.2	83.3

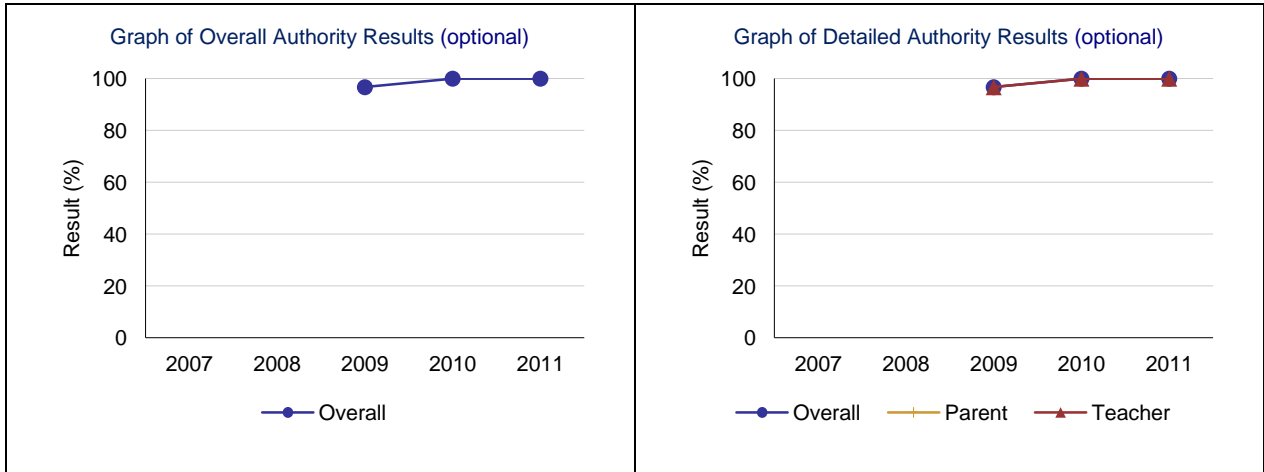


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	96.7	100.0	100.0	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	96.7	100.0	100.0	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	n/a	*	*	67.9	69.0	72.2	71.3	71.7

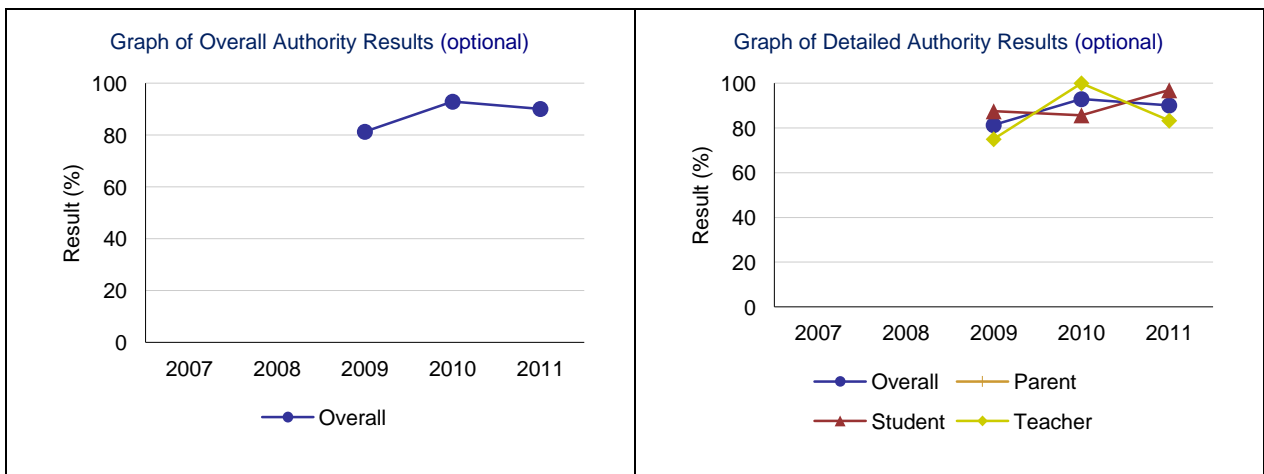


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	81.3	92.9	90.1	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	75.0	100.0	83.3	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	n/a	n/a	*	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	87.5	85.7	96.9	79.3	79.5	81.8	81.8	82.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).