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Annual Education Results Report 2021-2022



BANBURY CROSSROADS SCHOOL



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Accountability Statement

The Annual Education Results Report for the 2021-2022 school year for Banbury Crossroads School was prepared under the direction of the Board of Directors in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021/2022 was approved by the Board on January 25th, 2023.

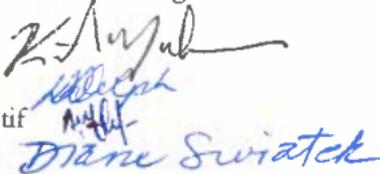
As per review of the Annual Education Results Report for 2021-2022 the Directors of the Board of Banbury Crossroads School agree with the contents and approve the document.

Krista Malden

Denise Dolph

Muhammad Atif

Diane Swiatek

Handwritten signatures in blue ink for Krista Malden, Denise Dolph, Muhammad Atif, and Diane Swiatek.

(signatures and minutes on file)

FOUNDATION STATEMENTS

Our Vision

The graduates 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.

Banbury Crossroads students will take ownership, learn through interests, develop character, and engage in community.

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.”

Curiosity and intrinsic motivation are the catalysts for young people to exhibit energy and focus in mastering their environment. We trust in children’s natural unfolding in a balanced way, and in their ability to make valid, age-appropriate choices. In our comfortable, safe atmosphere, our students learn through inspiration and stimulation, and without coercion.

Our school structure emulates an extended family, consisting of a mutually respectful and flexible partnership between parents, students, and teachers. We offer small, multi-aged classes because we are committed to knowing our students individually. Students work to mastery in academic courses. Instruction is primarily tutorial, with mini-lessons, collaborative and individual projects, and group discussions rounding out the differentiated and inquiry-based learning model. With guidance, students find a pace of work that is suitable to their goals, needs and abilities.

We value a harmonious atmosphere and encourage the students to create constructive social relationships. We do not use a punishment/reward approach. Teachers are trained in Parent Effectiveness Training (P.E.T.), and these courses are offered to our community. This allows us to learn superb communication and negotiation skills, in order to listen effectively, express ourselves congruently, use logical and moral reasoning, develop empathy, and solve problems in a win-win fashion.

We mentor and empower our youth to envision goals, and to develop organizational and evaluative skills. The trust, confidence and self-responsibility gained through this Banbury experience provide outstanding preparation for further post-secondary learning and for life.

Our Practice:

Banbury Crossroads incorporates a Self-Directed Learning program. We are a member of the Canadian Coalition for Self-Directed Learning and we uphold the fundamental practices of SDL, which are:

- **Relationships** – The single most important aspect of SDL is the relationship between the student and the teacher who acts as a mentor, facilitator, coach and guide, and who stresses communication, collaboration, organization, high expectations, goal setting and reflection.
- **Flexible Scheduling** – Flexibility in the use of time is integral to SDL. Students make real decisions about how, where, when and with whom they work. Schedules are fluid and will often change, depending on the student's goals and reflections, and/or teacher's guidance.
- **Personalized Programming** – Students of SDL are presented choices in how they approach learning activities and are encouraged to incorporate their personal interests where possible.
- **Collaborative Teaching Environment** – Teachers are encouraged to work collaboratively in an SDL school to accommodate cross-curricular opportunities for students.
- **Interactive Learning Environment** – In an SDL school there is a focus on active learning (direct learning through field trips and experts, hands-on learning, project-based learning), reflection, and collaboration.
- **Diagnosis of Student Developmental Characteristics** – Students of SDL develop self-awareness as learners and social beings in order to be self-directed and self-regulated. This is accomplished through reflective conversations with mentoring teachers.
- **Authentic Assessment** – Teachers of SDL support assessment strategies which encourage students to demonstrate their knowledge and skills, highlight their strengths and support the improvement of their learning.
- **Continuous Progress** – SDL provides the opportunity for students to work at a pace suitable to their current, assessed level of ability, personal or familial conditions, emotional status and motivation.
- **Mastery Learning** – SDL schools believes that it is important that students are successful, and to this end, learning activities require the student to demonstrate mastery of skills before progressing in their course work.

CONTEXTUAL INFORMATION

Profile

Banbury Crossroads School offers a full-time day program from the end of August 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/courses and summer day camps, if a demand and the resources are present. Students at Banbury Crossroads live within and outside the Calgary city limits. We are located in the old Currie Barracks just off Crowchild Trail at #201, 2451 Dieppe Ave. SW.

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 opening windows in every room. As well, it was constructed with cement walls that really minimize the noise level between classrooms. Amenities such as the military museums, nearby playgrounds and a gymnasium on the site have been handy, and Garrison Woods shopping centre is only a 15 min. walk. There is also an open field space and a large paved area (parade square) to utilize for regular recess and physical education classes.

On the other hand, the space also has had a number of challenges. There is no playground equipment on our site. The younger children must walk 10 minutes for playground time. As a result, teachers must schedule this time into the day outside of recess and lunch breaks. 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 carpooling amongst families who live in similar areas.

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 social, emotional and/or academic 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 difficulties, or emotional struggles. Students therefore range from the gifted through the average to the struggling learner, and many are coded. These students often require a transition time when entering our school as they progress from being passive learners to more active ones. This provides for some healing time and for more guidance from staff in terms of organizing their time for scholastic studies, of making responsible choices, both academic and social, and of finding a bit more relaxation and confidence. 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 engaged learners who are able to work with more initiative and self-awareness, both independently and collaboratively. 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. 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 a considerable 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, don't suffer from motivational blocks, and have a positive relationship with adults.

We accept Foreign students, from all over the world, at the beginning of each semester, for a duration of at least 6 months. We conduct a pre-interview with families interested in coming to our school to ensure that their expectations are aligned with what we can provide (ie. expecting to take English 30 when there is limited English). 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. The domestic student body benefits through having a direct experience with people from other cultures, religions and ethnic backgrounds, thereby broadening their vision of the world and encouraging tolerance of diversity. This contact also offers informal and formal leadership and mentorship opportunities to students.

Issues, Trends and Challenges

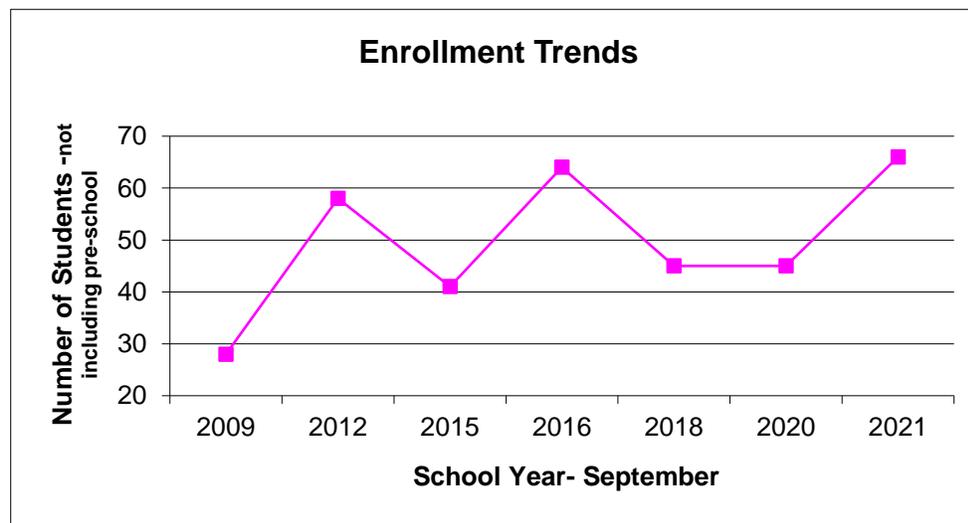
COVID-19

One of the biggest issues of the past year was that restrictions for the COVID-19 pandemic, were still in place for about half of the year. Thus, the distancing and cleaning protocols made extra work for teachers and the distancing and masking added challenges to teaching, learning, and to the development of social skills. The gradual lifting of these restrictions was welcome by many, but not all, of our school community. Although most of our student body managed to complete their courses, gaps in knowledge and skills were still evident, and there was a noticeable decline in the mental health of many (likely all, in some form).

Mental Health and Resiliency

Although there has been a gradual increase in diagnosed anxiety disorders and depression in the student body of the school over the last decade, the general mental health of all students, and likely of many young people worldwide, was observably damaged after the pandemic restrictions came to an end. Many students seemed easily dysregulated, visibly anxious, absent from school, overtly sad, lacking resilience, or just obviously uncomfortable and challenged in social situations. Teachers too, in general, showed a level of exhaustion not seen before, and a low morale for continuing in the profession. The School's response to this new epidemic is outlined in the Summary of Accomplishments section later in this document.

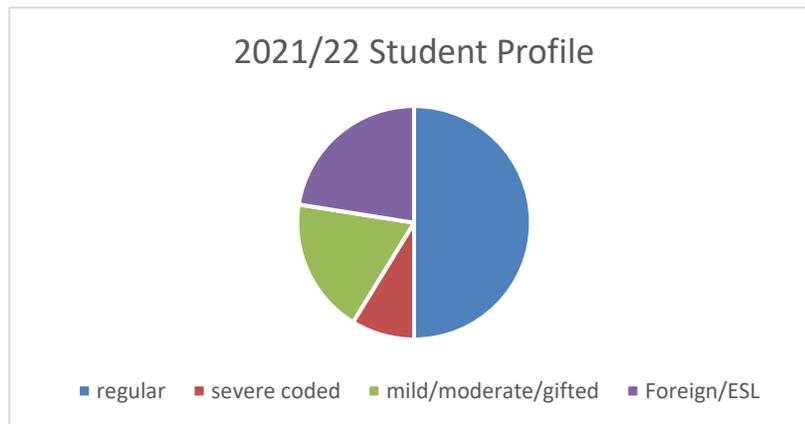
Enrollment



As the figure above shows, our enrollment has always fluctuated, but is currently trending upwards. The increase in enrollment is highly welcome after several years of stagnation, because an increase in population brings an increase in funding. We also experienced a **21.5% growth rate** during the year, predominantly in the junior high grades. Although this too was welcome, these students only come with additional tuition as the Weighted Moving Average funding formula from Alberta Education does not provide grants for additional students that join during the year. Our new Managing Director has been building capacity to prepare the school for expansion. The additional students during the year was due to those initial strategies and marketing efforts beginning to take hold.

Being a small school comes with a number of challenges. First and foremost, our finances have to be managed precisely and we often must rely on fundraised/donated dollars to pay for some basic operating expenses. This, in turn, does not allow the school to move forward in paying teachers closer to market value and making plans for a permanent residence in the future. Our teachers continued to be grossly underpaid and, until enrollment increases consistently, they will remain so. Secondly, when there are fewer students, it makes it hard to attract new students. Young people generally desire, and need, social opportunities, and the small numbers make it appear that there isn't much social choice. Also, because there are fewer resources for our programs, potential families can also be turned off from the fewer academic and CTS opportunities. We try to make up this lack through our internship program and personal interest projects, but often students and parents don't see the opportunities that actually exist within this alternative delivery method.

We recognize that much of our success in bringing in new students has been due to word of mouth, and we continue to strive to find apt fits. We sometimes struggle to find an optimal balance of students who are regular in nature and choose to be at the school for philosophical/pedagogical reasons, with those that need the smallness and caring atmosphere to address academic or social/emotional issues. When the balance is off, the regular students stop coming. We have addressed this issue with an extensive interview process and try-out days. We are an inclusive school, and we know which types of challenges can be mitigated by our program, but sometimes individuals elude this process. Too many atypical learners and unregulated individuals can throw off the otherwise calm and productive atmosphere, and it can take a long time to get it back. Throughout the history of the school, this has been a factor in our fluctuating population.



As the above diagram shows, only about half of our students are regular students. These were domestic students who were not diagnosed with learning or social/emotional challenges, and who generally caught on to the self-directed methodology quite quickly. In addition there was a number of those regular students who had undiagnosed academic or emotional struggles, some of which were waiting for an assessment. Thus about 60% of the population required additional efforts on behalf of the teaching staff to assist their educational progress and/or social/emotional growth.

We continue to discuss adjusting our selection procedures to favor more regular students. However, this isn't easy, as we often do not know when a student tries out the school that there are any issues. It is only when the file arrives, or after we've worked with a student for a few weeks, that the challenges become apparent.

Staffing

Year after year, we seem to maintain a wonderful core group of teachers who act as mentors to any new teachers. Each year there are a few changes to the core, but generally the number of new teachers is manageable. This year, we added two new classes to the elementary grades with two new teachers. 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.

Although there is a new commitment from Operations to increase salaries, our teachers were still paid far below what they would be in the public systems, and many had second jobs in order to make ends meet. The level of dedication from those that have remained employed, despite the pay, is commendable and greatly appreciated. They truly understand that the very philosophy of the school being small, intimate and somewhat customized to the student, does not create a foundation for money making. It’s just good education.

When reflecting on the pool of teachers currently working at the school, the talent, commitment and understanding of what we are trying to do is very high, especially in light of how diverse our student population is. Over 60% of the population required additional efforts on behalf of the teaching staff to assist their educational progress and/or social/emotional growth. This put incredible strain and stress on the teachers who were not trained to work with special needs, and who did not apply for a job at a Designated School for Special Needs. It also put a strain on the integrity of school as many of these students **cannot** be self-directed, and our very core is altered to accommodate them. It was recognized that in order to build capacity, more teaching/aide hours would be required to assist the amount of one-on-one time provided to these students and to cover for when teachers are sick.

As well, the Principal remained in a teaching position and as a result, there continued to be a bit of a gap in terms of manpower and leadership at the administrative level. Many desired initiatives and “extras” are slow to evolve, and the continuous updating and improving of the school’s policies and procedures aren’t addressed in a timely manner. Other teachers stepped up to help out when they could, but all staff members already had very full plates of responsibility. In summary, all of the staff had too much to do and too little time. We need to add hours of time.

A new Managing Director was hired during the year. This person was tasked with finding ways to grow the school so that salaries can be increased, a larger student body can be accommodated, and policies and procedures are more efficient. Later in the year, more employees were hired: a person to work with agents bringing in foreign students, a person to research alternative revenues and grant opportunities, and consultants to assist and advise on social media, capacity building and HR policies and procedures.

New Spaces

The addition of 2 classrooms and a larger multipurpose room was welcomed this year. However, access to them was given very last-minute by the building management, and some renovations took even more time. As a result, some construction work was being done when students started school and additional sound proofing had to be installed, because of another tenant’s complaint on the other side of the room. This was both frustrating and inconvenient, but it was a celebration once we got in.

Funding

Banbury continues 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 can be a hard sell. We are not a stereotypical private school with a big, beautiful building, uniformed students, and an abundance of expensive equipment on show. Our tuition rates have been quite low over the last few years, and the pandemic created a need to leave them low due to the economic instability that existed. However, it became apparent that our funding model for tuition is not covering the cost of doing business. Our teachers were grossly underpaid, and our community must realize that in order to maintain our small ratios, the tuition must go up. Thus, this year began the discussions around that very idea, with a goal of increasing tuition for September 2022.

Our funding is directly tied to the enrollment of the school via tuition and grants. It is vital that we get the right mix of students so that students remain for multiple years because they feel like this is their place. Plus, more students attract more students because there is more social choice. It is also imperative that any students we gain during the year, plan to stay, as the funding formula in Alberta has changed. We are now funded on a three-year enrollment average, rather than on actual numbers. Thus, it is better to have some stability in the student body than to fluctuate, which we've tended to do. The bottom line, however, is that we need more students to increase the funds we have to work with.

On the upside, we continue to be supported by the Banbury Crossroads School Society which fundraises for the school through hosting casinos every 18 months and collecting donations from other individuals and organizations, such as the Optimist Club of Calgary. The Society was granted a casino this past year and these funds ended up paying for many things that would not be possible otherwise, such as the cost of three passenger vans, IT services and computer hardware, instructional materials, field trips, insurance, and furnishings. These monies have become vital to our existence.

Our new Managing Director began a number of initiatives to address funding and expanding the size of the school through capacity building and looking at alternative revenue sources.

Provincial Exams

Results on Provincial Achievement Tests and Diploma Exams vary every year, depending on which students write them. One student can make a huge difference (good or bad) on our overall results. We've had Alberta Education personnel ask why we went from an average of 60% one year to an average of 85% the next. What did we do? Well, it was just one student, who aced one or two of the exams and who brought the overall average up. Thus, looking at just the overall marks on the exams isn't really a valid measure for us as a school. However, there are some common challenges that we continue to deal with each year when it comes to these exams.

One challenge is getting all students who are eligible to write the PATs to write them. Despite students being ready for these tests and their parents informed of the importance of them, we always seem to have a number of absences on the day of the tests. When students don't write the test, it is considered a zero on our overall results because Alberta Education uses the cohort in the calculations. We have found that some of our families simply disagree with the nature of these tests and refuse to participate. We have also discovered that the **anxiety epidemic** that is currently happening nationwide is affecting these students as well. As part of our professional development, teachers here have been learning about anxiety, and we

addressed this topic formally in health classes, in group therapy with City U Calgary Clinic, through mindfulness training, and with more test preparation.

An issue that we often have with Diploma Exams is the discrepancy between the school-awarded mark and the diploma mark. Many of our high school students choose this small, caring atmosphere for a reason. Often, it's because their strengths are not in the area of testing, or purely pencil/paper work. Their strengths lie elsewhere, such as in creativity, oral processing or oral speech. At Banbury they can demonstrate their knowledge in many different forms, and ALL students are assessed by a variety of ways. Students tend to do better on assignments or projects that engage their strengths, than on those, such as writing tests, that don't. Further, students often choose Banbury for high school because they have experienced trauma or, once again, are dealing with excessive anxiety. We have actually had students who orally demonstrated exceptional knowledge in preparation for a diploma exam, and then go in to write it, freeze and literally bomb it. It just happens.

As a staff, we have implemented ways to better support our students with severe test anxiety, or weak test-taking skills, and have made it a goal to research and implement new strategies. That being said, we are not going to stop allowing students to emphasize their strengths and assess them in class in many different ways. That's simply just GOOD teaching, using best practices. Therefore, we will probably always have a discrepancy between the school-awarded mark and the diploma mark. We've also noted that new teachers often have a bigger discrepancy than experienced teachers. Thus some more mentoring and assistance from leadership should be implemented.

Finally, due to our individualized pacing of the self-directed program, we often have grade 6 or 9 students who don't complete a course, or the whole grade in the standard 10 months. Some of these students require a little more time and they take advantage of the ongoing learning opportunity allotted to them with the self-directed program. Some of these students complete the course the year before because they have a faster pace than the norm. As a result, we do not make these students write the PATs. They are exempt, because they either have not learned the material yet, or they learned it a long time ago and shouldn't have to review a whole course of material for a test that doesn't really benefit them. Again, students who don't write the test are given a mark of zero, because Alberta Education uses the cohort in the calculations. This often brings our overall results and averages down dramatically.

Due to the pandemic, Diploma exams were only weighted as 10% of the final mark this year. For grade 6 PATs, Language Arts and Math were the only exams administered in June. The school did not have any grade 9s registered.

SUMMARY OF ACCOMPLISHMENTS

School Mental Health

Banbury continues to include many individuals who suffer from various anxieties and self-regulation challenges in its student population. The pandemic heightened these challenges and also took its effect on the mental health of the rest of the community. In response, a number of strategies were implemented at the school.

First, we maintained a daily mindfulness practice with the elementary children, that not only involved breathing and noticing, but also exposed students to a variety of social and emotional learning (SEL). These sessions were successful, as a noticeable calm and focussed atmosphere became the norm. There seemed to be fewer meltdowns, less social conflict and the overall productivity in many students increased. Second, we used the concept of “Name it to Tame it” with the entire school community. Teachers discussed challenges in staff meetings and students identified the way they were feeling coming into the school in the morning. We also used an Indigenous way of learning, the sharing circle, to celebrate weekly wins amongst staff and “hugs and bugs” amongst elementary students.

Lastly, we had two sessions of group therapy with our partners/stakeholders, City U Calgary Clinic. City U’s Master of Psychology students came in and conducted therapy sessions with groups of kids on topics of academic anxiety, perfectionism, social anxiety and the develop of basic social skills.

New Spaces

Banbury welcomed the addition of two new classrooms as well as a double-sized class that acted as a multipurpose room. The classrooms allowed us to add a separated preschool room and another elementary room. The multipurpose room gave us more space to conduct mindfulness sessions, drama, indoor PE for the primary grades, presentations, and lunch so kids didn’t have to eat in classrooms.

Indigenous Perspectives

This year there were many activities and events going on which brought an Indigenous perspective to them. On a school-wide basis we acknowledged Truth and Reconciliation Week with daily activities:

- Traditional games – stick catch, ring on a stick, Cree cards
- Bannock making
- Orange shirt messages and display
- Residential School survivor stories
- Presentation on the history of residential schools

On the elementary side, a weekly mindfulness session was devoted to Indigenous ways and themes, the art classes created a Metis art painting inspired by the book *The Giving Tree*, grades 3&4 did a Language Arts unit on Indigenous Plant Stories. Grades 5 -12 visited the Tsuut’ina museum in the spring and then interviewed Mayor Gondek to discuss drinking water conditions on the Tsuut’ina Reserve. Finally, a Land Acknowledgement poster was designed and created by secondary students to hang in our hallway.

Community Engagement

Our tiny school continues to **give** back to the community at large as best we can.

- We raised about \$800 for cancer - Terry Fox Run in September.
- At Christmas we collected new toys and games for the Magic of Christmas Bus (Calgary City Transit)
- Raised money through various bake sales to purchase winter hats and mitts for the homeless.

Teachers returned to implementing **field trips** for their courses, despite many places still being shut down for covid. This year's excursions included:

- hiking at Bragg Creek Provincial Park and Ptarmigan Cirque
- visiting an archivist at the Military Museum
- various art galleries
- Cretaceous display at MRU
- Telus Spark
- Calgary Zoo
- Tsuut'ina Museum
- various theatres for plays
- Rodney Astrophysical Observatory
- In our PE program we accessed venues for wall climbing, frisbee golf, kickboxing, trampolining, indoor ice skating, curling, gymnastics, dance, swimming, and archery.

A number of **guest speakers** were welcomed into the school or via Zoom.

- The new Mayor and our city Counsellor
- journalist from the Montreal Gazette
- broadcaster from Global News
- recent Ukrainian refugee,

School Wide Events

- Terry Fox Run
- Truth and Reconciliation week activities
- Christmas and Spring Concert
- Skating at Flames Arenas
- Art Show
- Seasonal holidays
- Themed days such as pajama day, beach day, etc.
- Art mural project on "peace"
- Black History month activities
- Pie day – throwing pies at grads to raise money for grad
- Awards and Graduation picnic (6 graduates)

Mentorship

We continued a small mentorship program with our secondary students and elementary ESL students. The older students were paired up with the younger ESL student to provide in-class English learning support. Relationships were developed, confidence was built, and social skills were reinforced. Mentor students gained skill in planning and executing activities to do with their mentee and in reflecting on their success. The high school students also obtained credits through the Mentorship CTS course. The program was deemed a success and all of the participating students enjoyed it immensely. We intend to expand it beyond the ESL classes next year.

STEAM Projects

There was a buzz on the elementary side this year about science and math. The Math teacher set a goal to incorporate more hands-on projects into lessons and students were highly engaged and enthusiastic about these opportunities. STEAM challenges were a regular Friday afternoon occurrence and students had to work collaboratively to be successful. Even in the LA classroom, Science was a common theme explored through the novel study that was conducted. Overall, there were kids talking about science, thinking about science and even singing about science. The level of learning was high.

Professional Development

- Book reading and discussion by all staff on Brain efficiency – Limitless by Jim Kwik
- Social language session by Renfrew Services Speech Therapy
- Three consultation sessions with City U Calgary Clinic psychologists on better assisting certain students
- February Teacher's Convention through AICSA
- Book reading and discussion with some staff on transgender issues – Irreversible Damage by Abigail Shrier
- Research paper reading by some staff - Ways Of Teaching, Whose Job Is It To Make Sure Kids Know And Care About Indigenous Trauma And Culture? By Marcello Di Cintio
- Elementary teachers learning new curriculum
- All staff learning Open Parachute program
- Individual PD
 - Historical aspect of First Nations treaties
 - Annual English Language Arts conference
 - Child Mental Health course through Mount Royal
 - Indigenous Canada course - UofA

PROVINCIAL ASSURANCE MEASURES

Context

As a part of the extensive provincial efforts to demonstrate **assurance** to the public, Banbury is required to participate in Alberta Education's annual parent, teacher and student surveys. The results of those surveys, together with the results of the Provincial Achievement Tests and high school Diploma exams, are provided to us with an annual report that based on the provincial government's evaluative procedures.

Throughout the following pages, data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*). Due to the smallness of our school, many of the measures are suppressed. This would include results for ELL students and FNMI students, as well as Provincial Achievement Tests and Diploma Exams.

It important to note that, since all of our results gathered by the Province are based on such a **very small number**, one should question the validity of the results. One survey/exam can be worth more than 10% in terms of the results. In fact, if two students wrote a particular exam and one of them scored in the excellent range, our result would be 50% for Excellence and 100% for Acceptable.

In general, about 30% of our parents respond to the survey and, because it is done at school, 100% of students and teachers.

The following represents our results from the provincial surveys and the exams.



Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 9935 Banbury Crossroads School

Assurance Domain	Measure	Banbury Crossroads School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	91.5	90.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.4	92.0	91.3	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	83.2	83.4	81.1	*	n/a	n/a
	5-year High School Completion	*	*	n/a	87.1	86.2	85.6	*	n/a	n/a
	PAT: Acceptable	*	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	*	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	80.0	n/a	94.1	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	20.0	n/a	23.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	93.1	95.7	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.8	91.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.7	88.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	92.3	93.6	97.2	78.8	79.5	81.5	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Overall, the results on the Required Assurance Measures are all satisfactory to us.

Student Learning Engagement:

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Banbury Crossroads School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	47	90.8	53	91.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	8	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	75.8	35	78.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	96.7	10	96.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Comment on Results

As a Self-Directed Learning program we would expect this result to be high. Students have the opportunity to take ownership of their learning. They are encouraged to communicate, negotiate, reflect and evaluate alongside their teachers.

Citizenship:

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

	Banbury Crossroads School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	50	83.4	55	89.7	51	92.8	47	92.0	53	90.4	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	10	89.1	12	95.0	13	96.9	12	96.6	8	97.4	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	32	61.0	34	76.3	31	81.5	25	83.3	35	83.9	Very High	Maintained	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	8	100.0	9	97.8	7	100.0	10	96.0	10	89.8	Intermediate	Maintained	Acceptable	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

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, **democracy is innate to our philosophy**, and is carried out in daily occurrences such as: student-led class meetings, student-led interviews (exhibitions), 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, as well as caring for and respecting others. When students are encouraged to **take ownership** of their education, **they are truly modeling characteristics of active citizenship. This is what Banbury is all about.**

High School Completion:

Will be discussed in more detail in Outcome 1

PATs:

Will be discussed in more detail in Outcome 1

Diplomas:

Will be discussed in more detail in Outcome 1

Education Quality:

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

	Banbury Crossroads School						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	52	94.5	53	95.7	52	91.5	261,497	90.2	265,232	90.3	257,078	89.7
Parent	12	96.5	13	97.3	11	90.2	35,889	86.4	36,085	86.6	34,318	86.4
Student	32	87.6	33	90.6	33	91.8	192,311	88.1	195,523	88.0	190,299	86.9
Teacher	8	99.4	8	99.1	9	92.5	33,296	96.1	33,625	96.2	32,462	95.7

Comment on Results

Although it has declined from the previous year, it is still high. We can only project what the decrease is due to. However, a number of factors come to mind, such as the lack of field trips, hands on learning, and parental presence during the pandemic restrictions, or perhaps a misunderstanding of our basic principles. We know that we had a few students in the upper elementary grades withdraw at the end of the year for a variety of reasons including wanting more social choice and more extracurricular opportunities. Another reason we were aware of, was the perception, that many families have on the elementary side, that there were too many “lost kids” in the junior high grades.

For the 2022-2023 school year, we are addressing some of these concerns by reintroducing some extracurricular clubs and social events, seeing that messages about the school’s philosophy get out to families on a regular basis, and ensuring that our selection procedures are finding the right balance in the profile of our student body.

Welcoming and Caring:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Banbury Crossroads School										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	47	91.3	53	92.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	96.8	8	93.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	85.5	35	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	91.4	10	97.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Comment on Results

We continue to have a very diverse population and a high number of atypical learners. A large amount of teacher time is devoted to developing an understanding of our unique learners, to instructing and assisting Social/Emotional learning and skill development, and to listening and mediating. Messages of inclusiveness, kindness and respect are continuously spoken and displayed.

Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Banbury Crossroads School										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	47	88.1	53	86.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	8	85.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	80.4	35	89.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	84.0	10	85.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Comment on Results

With the increase in more flexible grants for supports for students, we know that we are accessing more services than at any other time in our history. Our partnerships with Renfrew Services and City U Clinic have provided many hours of SLP, OT, group therapy, individual counselling and psycho-educational assessments. In addition, with so many more students coded, the accommodations and modifications that teachers are

providing have also increased. The administration and paperwork of these services requires many hours to be successful and thus, with the addition of some administrative positions, these tasks are more readily accomplished.

Parental Involvement

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

	Banbury Crossroads School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	17	88.5	21	98.9	20	95.5	22	93.6	18	92.3	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	9	82.2	12	100.0	13	93.8	12	93.2	8	97.4	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	8	94.7	9	97.8	7	97.1	10	94.0	10	87.2	Intermediate	Maintained	Acceptable	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Comment on Results

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, and this reflects these results. We aim to address issues before they fester and to intervene in children's behavior to assist them in working out their conflicts. There was one informal parent council meeting via Zoom last year. Members of that group ran our fundraisers.

SCHOOL OUTCOMES AND ASSURANCE MEASURES

Outcome 1

Banbury students will continuously strive to learn and improve.

This goal was established because of teachers voicing a concern that many of our students were underachieving and could be doing better. As a school, we had a desire to determine if these observations were because of the nature of the types of students we tend to get, or as a result of something within our programming that could be improved. Some data was needed. The stakeholders in this goal were students, parents, and teachers, as well as, the many psychologists who crafted recommendations and strategies for various diagnoses of our students. The data was accumulated through in-person discussions, locally developed surveys, locally developed tools, and provincial surveys and exam results.

Local Measures

Measure	Result
The percentage of students who completed all of their courses in under 10 months.	Gr. 4-6 = 79% Gr. 7-9 = 53% Gr. 10-12 = 75%
The percentage of students who did not meet regular completion goals.	February – <u>not</u> halfway through grade <ul style="list-style-type: none"> • gr. 4-6 = 14% (half have anxiety) • gr. 7-9 = 40% (all have mental health issues) • gr. 10-12 = 40% (all have anxiety or other diagnosis) February – <u>ahead</u> of the halfway mark <ul style="list-style-type: none"> • gr. 7-9 = 30%, • gr. 10-12 = 33%
The percentage of parents who agree that their child progressed at an acceptable rate.	89% on mid-year survey
Teacher reflections of student self-evaluation process/tool.	The tool did not get completed for this school year.
Teacher analysis of reflective responses from students.	Secondary teachers report that many students are, or have become over time, quite honest about what’s getting in the way of their ultimate success. Some even have solutions they want to try. We know that acknowledging the barriers is the first step and that breaking unhelpful habits can take a lot of time, and that’s where many students seem to land. Helping them find better ways is now the challenge.
Strategies Implemented	Comments
<ul style="list-style-type: none"> • A self-evaluation tool was developed for secondary students. • Elementary teachers added some reflective questions to student’s daily and weekly review such as, “What was something I learned today?”, “How was I kind?”, “What was I grateful for?” • Secondary teachers added reflective questions to weekly mentoring meetings, such as “What’s distracting you?”, 	<ul style="list-style-type: none"> • To begin use in the 2022-2023 school year • Although elementary students sometimes found the questions challenging, responses were often rich with thought. Some parents also noticed that their child had more to share about what happened at school once they got home.

<p>“Where are you stuck?”, “Why are you hesitant to ask for help?”</p> <ul style="list-style-type: none"> • Supports for students with anxiety, social challenges, and self-regulation challenges were provided through City U Clinic and daily mindfulness to help reduce some personal distractions and impediments to academic progress. • A survey was developed and administered to parents and students • Extra speech therapy was purchased through Renfrew Services for early intervention. 	<ul style="list-style-type: none"> • Secondary students were often reluctant to engage in these types of conversations, but once a good relationship with their mentor is established, they seem much more open to discussing their challenges.
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Comment on Results

These results tell us a number of things. First, most of our students, who were not working at an optimal pace to complete a grade in 10 months, had anxiety disorders or other mental health challenges that legitimately required more time to complete their work. In fact, for most anxiety disorders, the assessing psychologist recommends that they be allowed more time to complete assignments and tests. Second, it would seem our junior high school students were experiencing the most challenges and some further investigation could be done as to the reasons. Finally, it would also seem that the majority of parents understood their child’s circumstances and that taking a bit more time was acceptable to them. Discussions about these results with teachers revealed that challenges with motivation and perfectionism seem to be slowing down many of our students. Thus, some professional development work in this area would be welcomed. Some additional findings from our survey indicated that 100% of elementary students and 64% of secondary students were satisfied with their academic accomplishments for the year.

Provincial Measures

1. Percentage of students who complete high school within three, four and five years of entering grade 10.

	Banbury Crossroads School										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	4	*	2	*	3	*	3	*	4	*	*	*	*	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	2	*	4	*	2	*	3	*	3	*	*	*	*	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	2	*	2	*	4	*	2	*	3	*	*	*	*	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

Comment on Results

Although our percentages are suppressed in the above figure, we do have some results of the numbers of students who have completed high school in the three time frames. As an SDL (Self-Direct Learning) school, we have many students that take advantage of the flexible scheduling, timing, and pacing that is inherent in the program. Taking more than 3 years to complete high school happens for the following reasons:

- Students need extra time to complete courses due to medical diagnoses such as anxiety or ADHD
- Students take fewer courses per semester to manage their diagnoses
- Students take a high school course in grade 9 and that seems to add a year onto their completion despite the majority of their classes being in grade 9. This is a glitch in the system the creates a negative impression , even though it is actually a positive one.
- Students upgrade courses, such as from a dash 2 to a dash 1
- Students spend their first year of high school filling in learning gaps from junior high school

- Students spend their first years of high school primarily learning English

Given the number of non-regular students that we have, we celebrate them all, regardless of how long it takes them to finish. We know that in another system, they may not have completed high school, or they would have been forced to take lower-level courses that they would then have to go somewhere else to upgrade for post-secondary purposes. These results are very satisfying to us.

2. Percentage of students (those who have written) who attain the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests (PATs) and Diploma Exams (DIPs).

PATs – all data from the Provincial Government has been suppressed due to low numbers and no tests written during the pandemic. For tests written last spring, overall results were 100% Acceptable Standard and 25% Standard of Excellence.

DIPs – 3 year averages are shown below. For exams written last spring, overall results were 82% Acceptable Standard and 33% Standard of Excellence.

	Banbury Crossroads School			Alberta		
	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg
N	10	10	n/a	65,427	65,117	n/a
Acceptable Standard %	94.1	94.1	n/a	83.6	83.6	n/a
Standard of Excellence %	23.5	23.5	n/a	24.1	24.0	n/a

Comment on Results

Our position on how provincial exams are reported was discussed at length in the Issues, Trends and Challenges section of this document. Our results for tests actually written (the 0s for absences and exemptions not included) continue to meet or exceed the provincial averages.

Strategies Implemented

- Tracking sheets were used to record daily or weekly accomplishments and reflections on productivity, and to address slow paces of work.
- Self-Directed Learning checklist used to assist elementary students in becoming more self-aware of what makes them successful and confident.
- Slow-moving students received assistance in developing distraction-reducing strategies and perfectionism-reducing strategies consistent with mindfulness practice.
- Teachers had the time and means to ensure that students were well-prepared for exams.
- Available accommodations were accessed for those with anxiety, ESL or ADHD.
- All students who could write exams were encouraged to write.

3. Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Banbury Crossroads School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	17	82.2	21	92.7	20	90.4	21	91.1	16	94.1	Very High	Maintained	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	9	77.8	12	90.9	13	88.5	11	87.5	7	100.0	Very High	Maintained	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	8	86.7	9	94.4	7	92.3	10	94.7	9	88.2	High	Maintained	Good	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Comment on Results

The results on this outcome remain high. At Banbury we try to instill an attitude of 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 with a growth mindset. 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 learn 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.

4. Percentage of teachers and parents who agree that students are taught attitudes and behaviors that make them successful at work when they finish school.

	Banbury Crossroads School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	100.0	19	100.0	20	96.2	20	95.5	15	87.5	Very High	Declined	Good	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	10	100.0	10	100.0	13	92.3	11	90.9	7	100.0	Very High	Maintained	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	8	100.0	9	100.0	7	100.0	9	100.0	8	75.0	Very Low	Declined	Concern	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comment on Results

The overall results of this measure remain high and are very satisfactory to us. The decline in the teacher's opinion is directly correlated with their reports of student's underachievement and negative attitudes towards school, thus the reason we have this goal and the next one. Also, we have not yet returned to our pre-pandemic work experience and internship programs, which gave many students real world experience. Throughout the years, our alumni are evidence that the School's self-directed mandate produces entrepreneurs, business leaders, and citizens who participate in important social and environmental initiatives throughout the world.

Key Findings and Next Steps

- Student profiles indicate that, on average, about half of our population have diagnoses and/or challenges that make completing a grade in 10 months difficult, and in some cases not recommended by psychologists. Thus, for those students, moving steadily forward should be the focus.
- Given the student profiles, it continues to be vital to ensure that these students have the support they need to move steadily forward.
- Tracking sheets and self-evaluations for secondary students, and self-direction evaluations for elementary students are important tools in educating both students and their parents of learner progress and challenges.
- Self-reflection questions are difficult for many students and can be a cause of great frustration. However, students that attend Banbury over consecutive years often find it easier. The questions can stimulate deep conversations and self-awareness. Thus, the benefits to students' thinking and self-awareness out-weights the level of discomfort.
- Getting work experience courses and internships operating again continues to be a desirable notion but requires manpower to re-develop and implement. The manpower needs to be found.
- A need for some PD around supporting students with perfectionism and motivational challenges is evident.
- Teachers continue to need support in preparing students to write PATs and Dips.

Outcome 2

Banbury students will demonstrate resiliency.

This goal was established during the second year of the pandemic as teachers were noticing that many students were exhibiting signs of anxiety, depression, poor self-regulation and immature social skills. Many students had irregular attendance and coping with life's ups and downs was generally difficult. As a result, these students also had difficulties focusing on academic work. Thus, trying to find ways to assist students in being more resilient became the main focus of the School's undertakings. The stakeholders for this goal were students, teachers and parents. Engagement was accomplished through surveys and in-person discussions.

Local Measures

Measure	Result
Percentage of students gr. 4-12 who report how they are coping with life at the beginning, middle and end of school year.	<p><u>Sept:</u></p> <ul style="list-style-type: none"> 76% of students felt generally happy or comfortable coming to school 13% felt very heavy or very stressed afterschool <p><u>Jan:</u></p> <ul style="list-style-type: none"> 88% of students felt generally happy or comfortable at school 55% felt more comfortable than in September 10% felt very heavy or very stressed afterschool <p><u>June:</u></p> <ul style="list-style-type: none"> 92% of students felt more comfortable/happier or the same as at mid-year 84.5% students agreed that they had learned new strategies to cope with frustration or upsetting situations 92% of elementary students said they were employing mindfulness techniques in their lives outside school 57% of secondary students said they felt more accepted at school than in September
Percentage of parents who report an improvement in their child's mental health and resiliency.	<ul style="list-style-type: none"> 62.5% of parents stated that their child's mental health had improved over the year. 0% said it deteriorated. 62.5% also said their child's ability to cope with adverse or anxiety producing situations had improved. 0% said it deteriorated.
Percentage of students demonstrating increased resiliency and positive mental health according to the self-directed evaluation tool on the elementary side and secondary teacher's mentoring comments on report cards. (The self-directed evaluation tool for elementary students doesn't measure mental health and resiliency specifically, but does evaluate self-regulation, positive relationships, and cooperation.)	<ul style="list-style-type: none"> 83% of the elementary students demonstrated levels of positive mental health and resiliency that either increased or stayed the same. Of those, 16% showed a dramatic increase. 17% were scored as staying low or worsening. 40% of junior and senior high students had improved mental health and resiliency through the course of the year. 20% stayed low or worsened. Of those that worsened, most of them were in junior high.
Percentage of student with IPPs that achieved their goals.	<ul style="list-style-type: none"> 53% of students with IPPs met or nearly met all of their goals on their IPP. A further 12% met approximately half of their goals.

<p>Teacher reflections on the overall effectiveness of strategies on the general resiliency and mental health of students.</p>	<ul style="list-style-type: none"> Overall, teachers thought there was a much stronger sense of community and school spirit by the end of the year. Many students demonstrated more positive attitudes towards school and their classmates. Elementary teachers noticed certain students using mindfulness techniques to help calm themselves. Students involved in City U groups seemed to open up a bit more and were more self-aware that they have things to work on.
Strategies Implemented	Comments
<ul style="list-style-type: none"> Elementary teachers maintained a daily mindfulness practice for students. Secondary teachers implemented a daily mental health “check in” for students. A “how are you feeling” question with emojis was added to the elementary daily planner. Created stakeholder partnership with City U Calgary Clinic and Renfrew Services. Student group therapy sessions by City U Calgary Clinic Masters of Psychology students under the guidance of their clinical psychologist professors. Consultations with City U Clinic psychologists on how to support certain students and certain circumstances. Mental health and resiliency survey implemented for students (gr.4-12), parents and teachers. Accessed counselling services through City U Calgary Clinic for 2 students at reduced cost. Accessed 1 full psychoeducational assessment through City U Calgary Clinic. Accessed 1 psychoeducational assessment through Renfrew services. Pets welcomed. A number of “therapy” dogs regularly visited. 	<ul style="list-style-type: none"> Continues to be a time to practice breathing exercises and discuss social/emotional topics. Teachers unanimously agree that it is successful and helping students self-regulate, talk about their experiences, and calm themselves. Some students have mentioned that they use the breathing techniques at home. A language around breathing and calming was developed. The “check-in” only lasted a few weeks at the beginning of school. Was then transferred to the mentoring teachers to discuss with mentees once a week. Although elementary children often circled the same feeling every day, it was when they didn’t that brought about a conversation where teachers could check on them and provide support. It also acted as a tracking mechanism with certain students whose emojis got more positive as the year went by. 6 groups of students, 31 students total. Topics addressed were social and academic anxiety, social skill development, self-awareness and self-esteem.

Comment on Results

Overall, we believe that we had a lot of success with this goal. Many students came to us with concerning behaviors and attitudes that indicated that they were not mentally healthy and by the end of the year, there was a much more positive vibe to the school. There were many individual cases or moments that we would deem a success as well. On the other hand, we weren't able to reach all those who needed support, and we continue to strive for more answers. As the year went on, it became apparent through our surveys and casual conversation with students, that students weren't socializing outside of school with extra-curricular activities and in-person playdates or hangouts as much as they were pre-pandemic. Thus, as we move forward with this goal, it may morph into providing more social opportunities.

Provincial Measures

- 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.**

	Banbury Crossroads School										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	50	89.1	55	93.7	51	94.8	47	90.8	53	92.8	Very High	Maintained	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	10	94.0	12	98.3	13	98.5	12	96.6	8	92.5	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	32	75.9	34	89.6	31	91.7	25	85.8	35	90.0	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	8	97.5	9	93.3	7	94.3	10	90.0	10	95.9	Very High	Maintained	Excellent	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Comment on Results

The continued high rating on this 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. In addition, teachers intervene. The smaller numbers of students and the focus on finding solutions, mean they must intervene and help students who need help with developing social skills, finding appropriate words to say, accurately perceiving the situation and developing empathy. Every year, the school has a number of atypical learners enrolled that have corresponding codes and IPPs to address their unique learning needs. Although we tend to have more success with certain types of students, we do have a very diverse population. Our small and nurturing environment can make learning challenges easier; however, it can also make disruptive behaviors more apparent. Our main emphasis is to balance the needs of these students with the needs of our regular students. ALL families pay tuition and that needs to be respected.

This result also suggests that mental health and resiliency are not being negatively impacted within the atmosphere of the school, or by a festering of issues. These struggles seem to be coming from within individual students.

Key Findings and Next Steps

- Many students who choose to attend Banbury have struggles with mental health and resiliency. These are our clients.
- Junior high students seemed to have the most struggles and weren't impacted by strategies as much as the elementary children and the high school students.
- Most students don't seem to be aware they have strategies they can employ on their own initiative to combat dysregulation, disappointment, sadness or stress. Continued work on the language of mental health should be explored.
- Strategies implemented by teachers have been quite successful and should continue, in particular the mindfulness program with the elementary students.
- An increase in social opportunities and extracurricular activities should be explored.
- Having access to professional psychologists took some guesswork away from teachers, allowed certain students who do not get regular counselling to receive some professional help, and also showed certain students that their teachers and classmates see them as needing support.

Outcome 3

Teachers will gain knowledge and strategies to support resiliency and mental health.

This goal was established to support the previous goal. Teachers voiced a need to become more knowledgeable and better equipped to support students struggling with mental health and resiliency. The stakeholders with this goal were teachers and administrators. Engagement was accomplished primarily through in-person meetings and discussions.

Local Measures

Measure	Result
Teacher review on the quality and effectiveness of the professional development sessions.	<ul style="list-style-type: none"> The ability to ask certified psychologists pointed questions about particular students was appreciated, and teachers made comments about how an increased understanding was obtained. Although many of the strategies that were suggested were ones we had been using or trying, there were a few fresh ideas that came about. Thus, overall effectiveness was only somewhat beneficial but certainly very confirming that what we are doing is appropriate.
Teacher reflections on the level of skill and confidence gained in addressing resiliency and mental health topics with students.	<ul style="list-style-type: none"> The level of effectiveness of the mindfulness program on the elementary side demonstrated that teachers gained significant skill and confidence in addressing mental health and social/emotional learning with students. An overall feeling of “we don’t know what to do” with certain students who struggle with severe anxiety or depression remains. There seems to be a limit of a teacher’s ability to support these kids. They need professional help and that’s what we tried to do for them. Mentor teachers on the secondary side endeavored to ask more questions regarding the mental health and feelings of their mentees. All teachers reported feeling more comfortable with this process as the year went by. The conversations became easier by about the third month of the year and most students opened up.
Strategies Implemented	Comments
<ul style="list-style-type: none"> Develop a partnership with City U Calgary Clinic for assistance and direction. Implement monthly Q&A sessions with City U Calgary Clinic in staff meetings. Encourage mentoring teachers to meet regularly and discuss student concerns/patterns of behavior and strategies A new program, Open Parachute, which teaches mental health skills to both teacher and student, was examined for suitability. 	<ul style="list-style-type: none"> This program is being subsidized by AISCA and will be used in the 2022-2023 year

Key Findings and Next Steps

- Although teachers generally were able to assist students in honest reflection, many were not comfortable or able to offer more than a listening ear when it came to more severe problems associated with anxiety, depression, self harm, trauma, family troubles, etc. Some students need professional help, and we need to find ways of encouraging their parents to get some.
- Having expert advise seemed to raise the level of understanding of what is happening in some of our struggling population, but did not equip us with enough skills to really be effective with them. We would all have to take a Master of Psychology for that.
- The new mental health skills program, Open Parachute, is the new tool we want to implement to help teachers learn AND teach ALL students mental health skills.

Outcome 4

Teachers will continue to refine their understanding of Indigenous perspectives and ways of learning.

Although there were no identified FNMI students enrolled in the school, this goal was established to ensure that the recommendations from the Truth and Reconciliation Call to Action, here in Canada, are implemented at the classroom level. The stakeholders for this goal would be the community at large. Engagement was primarily obtained through teacher reporting through informal administrative surveys.

Local Measures

Measure	Result
The percentage of teachers that state they implemented Indigenous perspectives into the classroom activities.	100% - mostly through formal presentations/activities during orange shirt week, integration with subject matter, weekly circles of discussion, or weekly mindfulness sessions
The number of opportunities students had to learn about Indigenous perspectives.	Formal presentations and activities = 10 Subject integration = 9 Mindfulness topics = weekly (approx. 35) Circles of discussion = weekly
Strategies Implemented	Comments
<ul style="list-style-type: none"> Continued to implement school-wide activities Continued to devote one mindfulness session a week to activities on Indigenous perspectives Teachers encouraged to share ideas A handful of new books by Indigenous Authors were purchased A student made Land Acknowledgment poster was created, framed and hung in the hallway 	<ul style="list-style-type: none"> See the Indigenous Perspectives report in the Summary of Accomplishments section previously in this document. A review of the TQS requirements was had at the beginning of the year. A reading called <u>Ways of Teaching, Whose Job Is It To Make Sure Kids Know and Care About Indigenous Trauma and Culture?</u> By Marcello Di Cintio was shared with teachers. One teacher began learning about the historical aspect of treaties and shares knowledge with others.

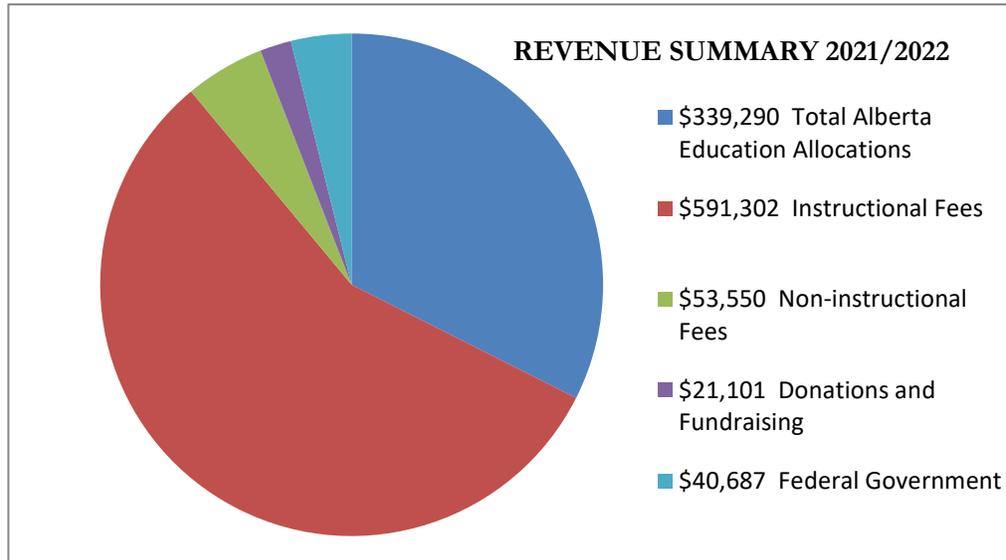
Key Findings and Next Steps

- Most teachers are implementing at least one element of Indigenous learning into their classroom.
- All teachers and students participated in at least one Indigenous learning opportunity
- Resources are still needed for teachers to have a variety of ways, as there are always students who have the same teachers year after year.

FINANCIAL SUMMARY

Financial Results for 2020/2021

Figures used in the following charts are actuals from the annual audit. For a more detailed version or to view the actual audit, please contact Diane Swiatek, Director of Banbury Crossroads School.



Revenue for the past school year is summarized in the above chart with total revenue = **\$1,045,937**. This was about \$150,000 more than the previous year.

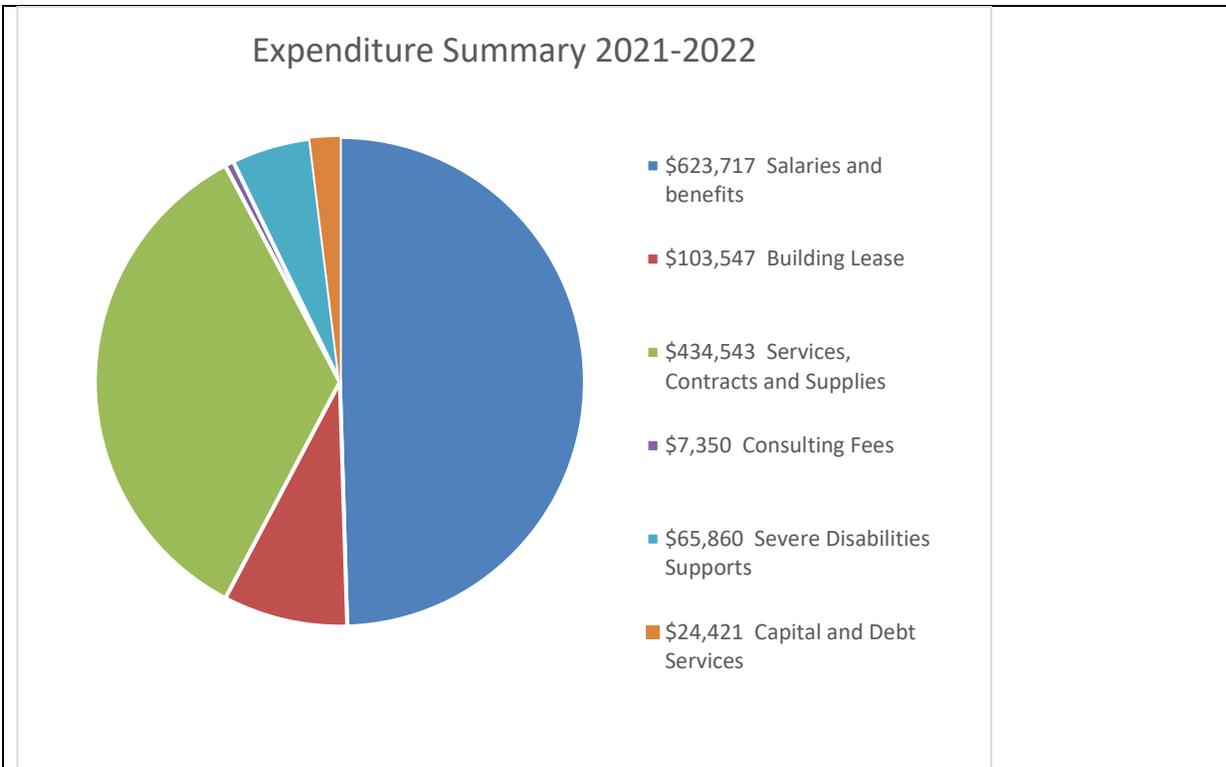
Tuition and Alberta Education grants made up the main sources of paying for staff salaries and basic operations of the school. There was a significant increase in the total amount of these fees from the previous year due to the 21.5% increase in student enrollment throughout the year.

Alberta Education Allocations include grants for Base Instruction, Plant Operation and Maintenance, Severe Disabilities, and System Administration. This amount was down by about \$5000 from the previous years as the grants do not fund growth. The bursaries that we receive through the Prosser Foundation to assist students whose families are unable to pay the entire tuition amount are included in the instructional fees.

Non-instructional fees generally come from the administration fees that we charge, as well as funds received through the Banbury Crossroads School Society which have been allocated to cover a little bit of some operational costs such as rent, van maintenance, IT and insurance.

Donations also come from the Banbury Crossroads School Society, which donated a portion of funds from the casino, and from a donation from the Optimist Club of Calgary. These funds, and any School Generated Funds, from fundraisers like chocolate sales, continue to be a supplementary source of providing for the costs of field trips, and classroom instructional supplies and equipment.

Dollars from the Federal Government to assist with Covid-19 expenses were reduced significantly from the previous year.



Expenses for the past school year are depicted in the graph above with total expenses equaling **\$1,259,438**. This left us with a deficit of \$213,501 which was directly due to our endeavors to build capacity in order to accommodate a larger student body and increased teacher pay. Thus, the biggest increase in expenses from the previous year were in the areas of Salaries and Benefits and Services, Contracts and Supplies. The big contributors were, first, we added a number of positions to do the work necessary in growing the school, including a full time Managing Director. Then we added 4 classrooms of space, some of which needed extensive renovations and all which needed tech and furniture. We leased another passenger van to accommodate more students and a cargo van for supply trips. We also increased costs accessing expertise in social media programing, HR, capacity building, and in working with foreign student agencies.

As to be expected, a big part of spending continues to go towards salaries and benefits, despite teachers being paid significantly lower than in other school boards. This is consistent with our overlying mandate of keeping classes small. The bulk of our spending has always gone directly to the classroom and not to a big, beautiful building. However, in order to build capacity to accommodate more students and higher salaries for teachers, a deficit situation has to be endured, likely for a few years until the school can invest enough to operate optimally. That being said, research into alternative revenue sources was also begun this past year.

TIMELINES AND COMMUNICATION

Parents will be able to obtain a copy of this report on our website. A note in the school newsletter goes out to all families communicating that the document is available for their perusal on the website. Parents will have an opportunity to discuss the document at a Parent Council meeting to be held in the new year. This document will be posted on the website at www.banburycrossroads.com under the *Current Students* tab in *Alberta Education Documents at the bottom of the page* for January 2023.

WHISTLEBLOWER PROTECTION

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2021-2022 year.