

201, 2451 Dieppe Avenue S.W.
Calgary, Alberta T3E 7K1
p. 403.270.7787 f. 403.270.7486

Annual Education Results Report 2022-2023



BANBURY CROSSROADS SCHOOL



www.banburycrossroads.com
general@banburycrossroads.com

Accountability Statement

The Annual Education Results Report for the 2022-2023 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 2022/2023 was approved by the Board on December 4, 2023.

As per review of the Annual Education Results Report for 2022-2023, the Directors of the Board of Banbury Crossroads School agree with the contents and approved the document.

Krista Malden

Aaron Patella



Denis Dolph

Date:

December 7th 2023

Aaron Patella

Krista Malden



Joanna Wang

Date:

December 6 2023.

Liam Cummings

Denise Dolph



Date:

December 5, 2023



Liam Cummings

Executive Director

BA (Honours First Class), MPlan, MEdes

Joanna Wang



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, nurturing 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, punishments, and rewards.

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 effective 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. These skills are then modeled and taught to students.

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 unique 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 meaningful 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 with each other 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 goals, assessed level of ability, personal or familial conditions, emotional status and motivation. Teachers assist each student to find an optimal pace that aims for the standard 10 months per grade but is flexible to the needs of the student.
- **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 bright and roomy, and there are opening windows in every room. As well, it was constructed with cement walls that 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. There is also limited public transit access and no campus gymnasium.

The type of students we often receive at Banbury Crossroads affect the operation of the School. Students who arrive after having attended school elsewhere, often 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 large and impersonal public 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 as a part of the Inclusive Education system here in Alberta.

These students often require a transition time when entering our school as they progress from being passive learners to more active ones. This time provides for some healing 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 Western 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.

We also accept foreign students, from all over the world, at the beginning of each semester, for a duration of at least 5 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 English as an Additional Language (EAL) 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. There is also considerable culture shock for some that require compassion and patience as they adjust to Canadian ways. 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.

This year, Banbury is experienced a high volume of students from China which increased the portion of students from international countries to a third. The numbers created some new challenges for staff as the students weren't naturally forced to speak English as much because there were so many others to speak to in their native tongue. Thus, the students didn't seem to mix socially with the domestic students as much as when there is more variety in languages. Also, certain behaviors that are not condoned here in Canada were more prevalent and harder to suppress as there were many individuals engaging in them.

Issues, Trends and Challenges

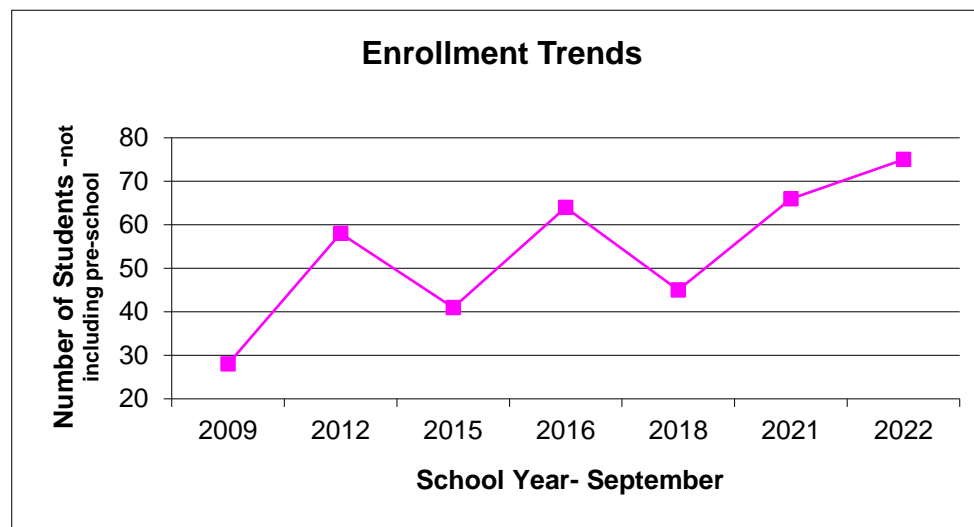
COVID-19

The long-term effects of COVID 19 continued to be evident this year. There was still a heightened level of mental health challenges, anxiety, and weak social skills in many students. In addition, with the removal of masks and other protective measures, people were more often sick. The number of absences for both staff and students were much higher, particularly in the October and November, then pre-COVID numbers. Staff absences are usually absorbed into the schedule and with a few floater teachers, but there were some days where classrooms were crammed with extra students.

Mental Health and Resiliency

As mentioned, many of our students are experiencing struggles in being able to cope with life. There continues to be a sense that there is an increase in diagnosed anxiety disorders and depression in the student body over the last decade. Many students seemed easily dysregulated, visibly anxious, were frequently absent from school, overtly sad, lacking resilience, or just obviously uncomfortable and challenged in social situations. Teachers too, in general, are showing increased exhaustion from the high amount of emotional labour they are giving the job. The School's response to this new epidemic is outlined in the Summary of Accomplishments section later in this document.

Enrollment

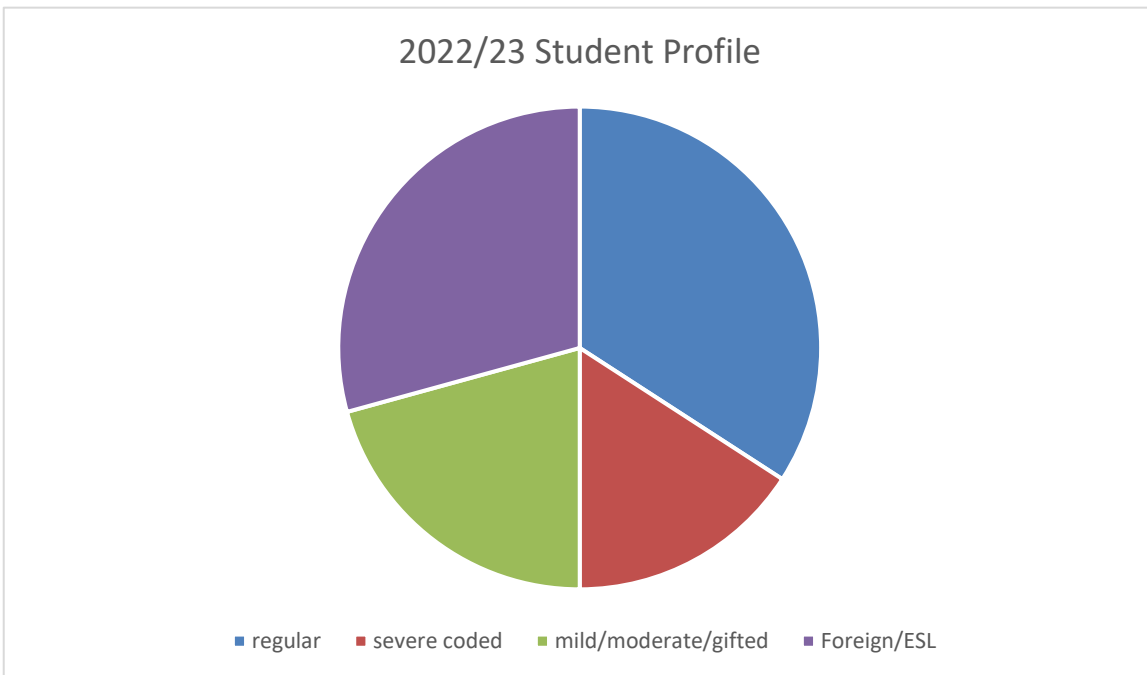


As the figure above shows, our enrollment has traditionally fluctuated, but is currently trending upwards. The increase in enrollment is highly welcome after several years of stagnation because an increase in population brings an increase in funding. We also experienced about a 10% **growth rate** during the year, predominantly in the elementary grades and due to an influx of international students. The upwards trend in enrollment is largely due to the capacity building measures we took the year before and the effort to reach out to international agents.

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. 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 extra-curricular and CTS opportunities. We try to make up this lack through our 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 increased marketing, 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. An overrepresentation from one foreign country also throws the balance off as mentioned in the profile section.



Using enrollment numbers from the end of the year, the above diagram shows less than half of our students were regular students. This is about 30% less than the previous year. 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. The foreign student component is about 15% bigger than the previous year. Students who were coded with severe needs increased by about 10% and the mild/moderate about 5%. The increase in international students from China created a number of challenges mentioned in the profile section, and several of these students may have had undiagnosed challenges, too.

We continue to adjust our selection procedures on a regular basis. We know that our small ratio can really benefit kids with exceptional needs but striving for balance will always be the goal. Balance is present when there are more regular students to role model desired behaviors and outcomes.

Staffing

Year after year, we seem to maintain a wonderful core group of teachers who act as mentors to any new teachers. The level of dedication from those that have remained employed, despite the pay, is commendable and greatly appreciated. Each year there are a few changes to the core, but generally the number of new teachers is manageable. This year, however, we added 7 FTE positions to provide an expansion in capacity and had 14 new teachers in the school. This was incredibly challenging. The commitment to increase salaries began this year with an increase to the starting salary and a raise for many others.

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.

With such a diverse population, teachers were challenged in their ability to work with the curriculum and adjust it to suit those with learning challenges, those with minimal English, and those who need enrichment. All while training each student to become self-directed.

This was the first year the Principal did not teach most of the time, and the addition of a Vice Principal role was added. The benefit of more full-time leadership and support was achieved with these changes. As well, the Managing Director took over more of the school operations, and we hired a finance officer. There was much change for all the staff to manage, and this too was quite challenging.

This was also the year our founder, Diane Swiatek, passed away. Her passing left a big visionary and mentorship hole for all. Everything from financial to admissions practices had to be reorganized. This was very challenging as we were all grieving at the same time.

Funding

Banbury has been growing, and thus so too has our budget. 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 we increased tuition by about 40%, which mainly affected new students.

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. These funds end up paying for many things that would not be possible otherwise, such as the cost of two passenger vans, IT services and computer hardware, instructional materials, field trips, insurance, and furnishings. These monies have become vital to our existence.

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 completely 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 20% of the final mark this year.

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 in the previous year and continued this year 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 seemed most successful with returning students who learned to enjoy the time for calm.

Second, we used the concept of “Name it to Tame it” with the entire school community. Teachers discussed challenges in staff meetings, secondary students were encouraged to discuss issues with their mentor teachers, and elementary 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.

Then, we had 4 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 development of basic social skills.

Lastly, we ran a program called Open Parachute with every grade. This is a plug and play program sponsored by AISCA that teaches mental health skills through a series of videos of same age kids involved in typical areas of life that can be challenging. After the video, some learning activities are implemented to practice certain skills.

We know that we cannot “fix kids”. But we can plant a seed of how one might deal with certain challenging situations. We can provide some tools and we can maintain a culture and atmosphere where care and respect from others is expected, and where self-care is encouraged.

New Spaces

Banbury took over the entire top floor of the building this past year. We were able to furnish and open 6 more classrooms, a PE storage room, a lunchroom for the secondary students, and some space for offices for teachers yet to have a designated classroom. This allowed for 2 classrooms per subject area on the secondary side, making it much less cramped for students. On the elementary side, some spreading out was also able to happen.

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 including:

- Storytelling – gods across cultures
- Modified blanket exercise
- Bannock story and Bannock making
- Beading
- Wampum belt art with stamps
- Medicine Wheel
- Orange shirt story and reflection/empathy writing
- Reviewing Calls to Action – discussion and activity

Teachers also incorporated elements of Indigenous learning into their classrooms using circle talks, art work, storytelling, STEM projects, and mindfulness exercises. As well, there was a field trip to an art gallery on Indigenous artist Bob Dempsy, and an additional category for teacher reflection and evaluation was added.

Community Engagement

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

- We raised about \$1000 for cancer in our Terry Fox Run in September.
- At Christmas we collected a truck load of food for the Food Bank
- There were a couple of charity fairs that raised money for Home for Heroes.

Teachers implemented a myriad of **field trips** for their courses:

- hiking to Troll Falls and the Bunker at Heart Creek
- visiting an archivist at the Military Museum
- Glenbow at the Edison
- various art galleries and Leighton Art Centre
- Telus Spark
- Calgary Zoo
- Gasoline Alley exhibit on the first Chinese immigrants in Calgary
- various theatres for plays
- a visit to Santa for the little ones
- GeoScience Fair at the UofC
- Cretaceous period exhibit at MRU
- Weaselhead for native plants and plant identification
- The Turrell Museum in Drumheller
- Aerospace Museum
- Tsuut'ina Museum
- In our PE program we accessed venues for wall climbing, frisbee golf, kickboxing, indoor ice skating, curling, dance, indoor beach play, swimming, and bowling.

Teachers also hosted a number of guest speakers:

- Mad Science
- Our local municipal counsellor, Courtney Walcott
- Minecraft in Social Studies

School Wide Events

- Terry Fox Run
- Truth and Reconciliation week activities
- Family Astronomy Night
- Christmas Concert
- Skating at Flames Arenas
- Cultural Days
- Themed days such as pajama day, beach day, seasonal holidays, etc.
- Easter egg hunt
- Book Fair
- Mock election
- Awards and Graduation picnic (2 graduates)

Extra-Curricular Activities

This year we celebrated having a few extra-curricular clubs get underway:

- Code Ninjas computer coding
- Dungeons and Dragons
- Christmas Crafts
- Fitness Club
- Baking
- Chess
- Robotics
- Social Outings

Mentorship

We continued a mentorship program with 26 secondary students and elementary EAL students. The older students were paired up with the younger EAL 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.

Professional Development

- With so many new teachers, a review of the school's philosophy including the basic principles of self-direction, and the methods that we use was completed during the fall sessions.
- A session on Autism Spectrum with a psychologist that specializes in ASD
- We conducted a full review of the school's operations and brainstormed for the changes needed to double in size.
- Three consultation sessions with City U Calgary Clinic psychologists on better assisting certain students.
- Secondary teachers attended a presentation on perfectionism.
- Elementary teachers learning new curriculum.
- We sent two teachers to Read/Write training.
- Mental Well-Being Series through AISCA
- Review of the new teacher code of conduct
- Two teachers attended a workshop on suicide prevention.
- A presentation by a Chinese immigration representative outlined the education system, family values and discipline style, and various cultural considerations when it comes to assisting our Chinese students in the transition.
- A few teachers attended the Mental Well-Being Series of session put out by AISCA and lead by Dr. Hayley Watson. Topics were on Stress and Anxiety, Trauma, Addictive Patterns, Peer Dynamics, and Depression.

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 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 can and should question the validity of the results. In our context, 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 usually respond to the survey but less than 6 parents did so this year. To speculate as to why that occurred, perhaps because we had so many international students whose parents don't speak English, or because, in our growth, many of our existing families were unhappy with all of the changes and then chose not to complete the survey. We also had a few of our own surveys that went out during the year, and perhaps that made too many for them. Whatever the reason, we will make a more determined effort to engage parents in the survey for the 2023-2024 year.

As it is completed at school 100% of students and teachers filled in the survey. With a large number of low English proficient students, it is unsure as to the level of comprehension on the survey questions there was. This may have affected results.

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

Spring 2023 Required Alberta Education Assurance Measures – Overall Summary

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	85.0	91.5	91.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	74.3	90.4	91.6	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	*	*	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.6	87.1	86.2	*	n/a	n/a
	PAT: Acceptable	n/a	*	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	80.0	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	20.0	n/a	n/a	18.2	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	83.9	86.9	91.5	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.8	92.8	92.8	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	81.4	86.7	86.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.6	92.3	93.9	79.1	78.8	80.3	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Comment on Results

Given the profile and context of the year, with 14 new staff members, a large increase in international students, and an increase in the total number of students, the overall results are not surprising. Our small close-knit school went through a lot of changes and not everyone was happy with them. Following is a further break down of each of these measures.

Student Learning Engagement:

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	47	90.8	53	91.5	64	85.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	12	100.0	8	100.0	4	*	*	*	*	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	25	75.8	35	78.0	46	77.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	10	96.7	10	96.7	18	92.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comment on Results

As a Self-Directed Learning program, students have the opportunity to take ownership of their learning and are encouraged to communicate, negotiate, reflect and evaluate alongside their teachers. That being said, many students take a year before they are readily able to do so. They need to be trained. With so many new students, the results of this measure decreased. Also, new teachers don't always fully understand how to engage with students in this way until they too have had some time to acclimatize. On top of all of this, many of our international contingent had very low English proficiency and may not have understood the questions used on the survey.

Citizenship:

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	55	89.7	51	92.8	47	92.0	53	90.4	64	74.3	Intermediate	Declined Significantly	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	12	95.0	13	96.9	12	96.6	8	97.4	4	*	*	*	*	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	34	76.3	31	81.5	25	83.3	35	83.9	46	66.2	Intermediate	Declined	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	9	97.8	7	100.0	10	96.0	10	89.8	18	82.4	Low	Maintained	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comment on Results

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.** The decline in these results, especially of the students, is highly related to the number of international students who, quite frankly, don't come from a democratic culture. It will take many years here in Canada before they may see the upsides. For the teachers, we don't consider 82% low and thus are still satisfied with that result.

High School Completion:

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Province												
	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	%
3 Year Completion	2	*	3	*	3	*	4	*	4	*	*	*	*	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	4	*	2	*	3	*	3	*	4	*	*	*	*	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	2	*	4	*	2	*	3	*	3	*	*	*	*	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Comment on Results

Will be discussed in more detail in Outcome 1

Provincial Achievement Test Results:

PAT Results By Number Enrolled Measure History														
	Banbury Crossroads School					Measure Evaluation				Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022	
N	10	5	n/a	n/a	4	n/a	n/a	n/a	100,210	104,264	n/a	n/a	109,833	
Acceptable Standard %	45.0	*	n/a	n/a	*	*	*	*	73.6	73.8	n/a	n/a	67.3	
Standard of Excellence %	12.5	*	n/a	n/a	*	*	*	*	19.9	20.6	n/a	n/a	18.0	

Comment on Results

Will be discussed in more detail in Outcome 1

Diploma Exam Results:

Diploma Exam Results By Students Writing Measure History														
	Banbury Crossroads School					Measure Evaluation				Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022	
N	5	10	n/a	n/a	11	n/a	n/a	n/a	65,736	65,117	n/a	n/a	58,444	
Acceptable Standard %	*	94.1	n/a	n/a	80.0	n/a	n/a	n/a	83.7	83.6	n/a	n/a	75.2	
Standard of Excellence %	*	23.5	n/a	n/a	20.0	n/a	n/a	n/a	24.2	24.0	n/a	n/a	18.2	

Comment on Results

Will be discussed in more detail in Outcome 1

Early Years Literacy and Numeracy Assessments

Assessments Used	# of students assessed		Average months behind at beginning	Average months gained at end
	Beginning of year Gr. 2-4 Sept Gr. K-1 Jan	End of year Jun Jun		
Letter Name-Sound (LeNs) gr.K-2 Castles and Colheart 3 (CC3) gr.1-4	22	5	23	18
Numeracy Screen Assessments K-4	22	3	20	20

Comment on Results

These results are completely satisfactory to us. Students who were assessed as “at risk” were English Language Learners and student’s coded for learning disabilities. Although these results seem to show

minimal improvement, we know that those students kept a forward momentum and gained about a year's worth of skills. Intervention strategies for ELL students included classes with a specialized EAL teacher that targeted teaching at where the students' needs were. All ELL students had support and accommodations in all of their academic subjects. Students coded for learning disabilities received one on one instruction (3-5hrs/week) from an EA or teacher as well as support from Renfrew Services for speech and OT. In the regular classroom they also received close support from their teachers and appropriate accommodations and technology use.

Education Quality:

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	55	95.2	51	96.1	47	93.1	53	86.9	64	83.9	Low	Declined	Issue	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	12	97.2	13	97.4	12	94.4	8	83.0	4	*	*	*	*	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	34	90.3	31	90.8	25	91.7	35	92.7	46	80.0	Very Low	Declined	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	9	98.1	7	100.0	10	93.3	10	85.0	18	87.7	Very Low	Maintained	Concern	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Comment on Results

Although these results have declined from previous years, 80% is still satisfactory. Further, it is unclear how the province could consider 88% as “very low”. Nonetheless, Banbury went through a lot of changes over the year and students were likely feeling the results of those changes. International students didn't always understand what we were doing and some negative behaviors within this group took away from the positive experience for other students.

For the 2023-2024 school year, we are addressing some of these by continuing to work on our admission procedures and ensuring international families understand that we are a unique program.

Welcoming, Caring Respectful and Safe Learning Environments:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	47	91.3	53	92.8	64	81.8	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	12	96.8	8	93.8	4	*	*	*	*	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	25	85.5	35	87.6	46	75.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	10	91.4	10	97.1	18	88.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	

Comment on Results

We have a very diverse population and a high number of atypical learners and international students. A large amount of teacher time is devoted 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. The decline here is once again likely as a result of having more students and some negative behaviors that put a damper on the experiences of others.

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.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	47	88.1	53	86.7	64	81.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	12	100.0	8	85.0	4	*	*	*	*	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	25	80.4	35	89.7	46	78.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	10	84.0	10	85.4	18	84.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comment on Results

The decline on these results is a bit puzzling. 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.

There was some sentiment that we did not have enough EAL support for our low English learners, primarily because we didn't realize how many were actually coming until the last minute. Or perhaps with so many international students, the regular student body felt neglected. We continue to investigate.

Parental Involvement

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	21	98.9	20	95.5	22	93.6	18	92.3	18	75.6	Intermediate	Declined	Issue	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	12	100.0	13	93.8	12	93.2	8	97.4	4	*	*	*	*	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	9	97.8	7	97.1	10	94.0	10	87.2	18	75.6	Very Low	Declined	Concern	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comment on Results

Many of our international students' parents are not much involved in their child's education due to the language barrier and the fact that some of the kids live with extended family and not their parents. But there were many that were very involved, particularly at the elementary level. One thing that could have factored in on the decline in this result is that there were a few students whose parents actually made life more difficult for them by insisting they take higher level courses than they could handle and resulting in the need for a lot of help from teachers. There was also a perceived deficit in mental health support from a few parents.

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.	<p>Gr. 2-6 = 69% (of those that did not finish, 45% were international students who arrived in the second semester and 55% had learning challenges)</p> <p>Gr. 7-9 = 56% (of those that did not finish, 18% were international students who arrived in the second semester and 45% had mental health challenges)</p> <p>Gr. 10-12 = 57% (of those that did not finish, 93% had learning or mental health challenges)</p>
The percentage of students who did not meet regular completion goals.	Results of this measure were not different from above.
The percentage of parents who agree that their child progressed at an acceptable rate.	82% on June survey with the rest being neither satisfied nor dissatisfied
Teacher analysis of student self-reflection tool	Secondary teachers noted that the self-reflection tool is not being completed honestly by some students because they know it's being shown to their parents. Teachers would like to adjust the tool and create a rubric that students can assess themselves on.
Strategies Implemented	Comments
<ul style="list-style-type: none"> • Elementary students completed some reflective questions during their daily and weekly review such as, "What was something I learned today?", "How was I kind?", "Who helped me this week?" • Secondary students completed reflective questions during weekly mentoring meetings, such as "What's distracting you?", "Where are you stuck?", "Why are you hesitant to ask for help?" • Supports for students with anxiety, social challenges, and self-regulation challenges were provided through City U Clinic, Renfrew Services, mentoring, Open Parachute and daily mindfulness to help reduce some 	<ul style="list-style-type: none"> • 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. • Secondary students were often reluctant to engage in these types of conversations, but once a good relationship with their mentor was established, they seemed much more open to discussing their challenges. • 84% of elementary students could identify a least one trait that they have as a self-directed learner

<p>personal distractions and impediments to academic progress.</p> <ul style="list-style-type: none"> • A survey was developed and administered to parents in June • A pre and post questionnaire was completed with students via the Open Parachute program • Support for speech and language was obtained through Renfrew Services for a few students. • Support for occupational therapy was obtained through Renfrew Educational Services for a few students. • The Learning Guide, a school document on the ways we do Self-Direction was updated and reviewed with all staff • A presentation on perfectionism was provided to the secondary students by psychologists 	
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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, came in the middle of the year and were ELL, had anxiety disorders, mental health challenges, and/or learning 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. 31% of the population had a special needs code. Second, the number of students in elementary who did not finish increased a lot, but we also had a large contingent of international students join half way through the year. 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, perfectionism, and overall mental health (coping skills) seem to be slowing down many of our students. Thus, more supports for these students is needed and more professional development work in this area would be welcomed.

Provincial Measures

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

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Province												
	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	%
3 Year Completion	2	*	3	*	3	*	4	*	4	*	*	*	*	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	4	*	2	*	3	*	3	*	4	*	*	*	*	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	2	*	4	*	2	*	3	*	3	*	*	*	*	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Comment on Results

Although our percentages are suppressed in the above figure, we know that 50% of our graduates finish in three years and approximately 40% in 3.5/4 years. 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 grade 9
- Students spend their first years of high school primarily learning English
- Student are involved in passions, such as high level sports, that have them travelling to compete during the school year.

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 of students writing. For tests written, overall results were 82% Acceptable Standard and 12% Standard of Excellence.

PAT Results By Number Enrolled Measure History													
	Banbury Crossroads School					Measure Evaluation			Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
N	10	5	n/a	n/a	4	n/a	n/a	n/a	100,210	104,264	n/a	n/a	109,833
Acceptable Standard %	45.0	*	n/a	n/a	*	*	*	*	73.6	73.8	n/a	n/a	67.3
Standard of Excellence %	12.5	*	n/a	n/a	*	*	*	*	19.9	20.6	n/a	n/a	18.0

DIPs – Results below only reflect 1 exam which had more than 6 students writing. For all other exams written, overall results were 70% Acceptable Standard and 10% Standard of Excellence.

Diploma Exam Results By Students Writing Measure History													
	Banbury Crossroads School					Measure Evaluation			Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
N	5	10	n/a	n/a	11	n/a	n/a	n/a	65,736	65,117	n/a	n/a	58,444
Acceptable Standard %	*	94.1	n/a	n/a	80.0	n/a	n/a	n/a	83.7	83.6	n/a	n/a	75.2
Standard of Excellence %	*	23.5	n/a	n/a	20.0	n/a	n/a	n/a	24.2	24.0	n/a	n/a	18.2

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. With the exception of one exam of which the majority was through a summer course, we had very few students write diplomas this year. Our overall results were slightly decreased from previous years. For diplomas exams, we believe this was the result of some students being in courses they were not suited to, and receiving a significant amount of support from teachers. These supports were declined for the writing of the exam and thus, the school awarded mark was high, but the diploma mark was low. For PATs we believe it was due to the high number of ELL students.

Strategies Implemented

- Tracking sheets were used to record daily or weekly accomplishments and overall progress.
- A self-reflection tool on the secondary side was implemented to assist students in becoming more self-aware of their progress, productivity and impediments to both.
- 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 awareness as to why they are slow and in experimenting with different strategies to address the problem, including the completion of homework.
- Available accommodations were provided for those students with mild/moderate and severe codes.
- 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.

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	21	92.7	20	90.4	21	91.1	16	94.1	18	76.5	High	Declined	Acceptable	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	12	90.9	13	88.5	11	87.5	7	100.0	4	*	*	*	*	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	9	94.4	7	92.3	10	94.7	9	88.2	18	76.5	Intermediate	Maintained	Acceptable	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Comment on Results

Results here only come from teachers and likely reflect the number of students that required an immense amount of support to learn. Trying to imagine how some of these young people will be able to learn on their own is challenging.

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.

Percentage 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										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	100.0	20	96.2	20	95.5	15	87.5	17	88.2	Very High	Maintained	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	10	100.0	13	92.3	11	90.9	7	100.0	3	*	*	*	*	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	9	100.0	7	100.0	9	100.0	8	75.0	17	88.2	Intermediate	Maintained	Acceptable	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Comment on Results

The overall results of this measure remain high and are very satisfactory to us. 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, more than half of our population require extra support to meet their learning needs. Many have diagnoses and/or challenges that make completing a grade in 10 months difficult, and in some cases not recommended by psychologists. Many more are learning English. Thus, for those students, moving steadily forward should be the focus as opposed to completing in a certain time frame.
- Given the student profiles, it continues to be vital to ensure that these students have the support they need to move steadily forward. A plan has been brought forward to gather information and thoughts from stakeholders around opening a DSEP (Designated Special Education Program) school, potentially for the 24/25 school year.
- Tracking sheets and self-reflections 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-weight the level of discomfort.
- Implement more choice in options courses would be desirable as well as adding work experience and internships. This requires more teaching hours that haven't been available.
- A need for some PD around supporting students who are new to Canada will be necessary if the numbers of international students remain high. They need English support in all classes. Admissions is looking at adding an English proficiency requirement prior to arrival.
- Teachers continue to need support in working with students with severe mental health challenges.
- There continues to be a need to ensure that students are working in courses that are suitable to their ability.

Outcome 2

Banbury students demonstrate mental health skills.

This goal continues to be a prime focus at Banbury. The wording was altered a bit to reflect the strategies that are being implemented which are skill based. Teachers continue to notice that many students exhibit 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. We wanted students to become aware of the fact that mental health is not a negative concept. We all have mental health and we all need a set of skills to cope with life. In addition, one of the key insights from the previous year was that many students were not regularly socializing with peers outside of school hours. Habits of staying home from the pandemic persisted and many students seem to have a lag in social skills and maturity. The stakeholders for this goal were students, teachers and parents. Engagement was accomplished through locally developed surveys, through both pre- and post-surveys built into the Open Parachute program, and through in-person discussions.

Local Measures

Measure	Result
<p>Percentage of students, gr. 4-12, who report how they are coping with life at the beginning, middle and end of school year.</p> <p><i>Results taken from pre and post surveys within the Open Parachute mental health skills program which weren't available during the writing of the Ed Plan. A mid-year one was not included.</i></p> <p><i>Results may be skewed due to the increase in students, many international, throughout the school year. Also due to a small sample size in each grade.</i></p> <p><i>Results were grouped by grade and not individuals and divided into the following skill areas:</i></p> <ul style="list-style-type: none"> ● Relationship skills ● Social awareness ● Self-awareness ● Self-management ● Mental Health ● Supportive school environment 	<p>Grade 4</p> <ul style="list-style-type: none"> ● Coping or thriving in all areas except Mental Health ● 50% or more were still struggling with worries and low happiness ● However, there was a 13% increase on the post survey in those considered thriving from the pre survey. <p>Grade 5</p> <ul style="list-style-type: none"> ● Coping or thriving in all areas except Mental Health and the comfort level of talking about mental health topics ● 67% struggling with sadness, an increase of 38% from September (<i>coincidentally, this grade had a few students in it who knew our director, who passed away, quite well</i>) ● 50% still reported feeling uncomfortable talking about mental health but that was a 25% decrease from Sept. <p>Grade 6</p> <ul style="list-style-type: none"> ● Coping or thriving in all areas except Mental Health and some Relationship Skills around belonging (<i>coincidentally, this grade had many new international students join</i>) ● 50% or more were still struggling on markers of sadness and worries but there was a 25% increase in some markers for feelings of happiness. <p>Grade 7</p> <ul style="list-style-type: none"> ● Coping or thriving in all areas except Mental Health and in Self-Awareness around self esteem ● Although 61% of students were still struggling with self-esteem in June, that was actually a decrease by 25% from September.

	<ul style="list-style-type: none"> 60% of students were still struggling in all Mental Health areas in June, but this too was a decrease of 15% from September. <p>Grade 8</p> <ul style="list-style-type: none"> Coping or thriving in all areas A 10% increase from September in students thriving in the mental health areas was recorded. <p>Grade 9</p> <ul style="list-style-type: none"> Coping or thriving in all areas except Mental Health, comforting in discussing mental health issues and in Self-Management around self-regulation struggles. Although about 56% of the students were still struggling in the markers for Mental Health, it was a 28% improvement from September. There was a 21% decrease throughout the year in self-regulation skills. <p>Grade 10 – no results available</p> <p>Grade 11</p> <ul style="list-style-type: none"> Coping or thriving in all areas except Mental Health About half of this group was actually beyond coping and thriving in most of the measurements. Just over half of students were still struggling with Mental Health areas consistently throughout the year. <p>Grade 12 – no results available</p>
<p>Percentage of parents who report an improvement in their child’s mental health skills.</p>	<ul style="list-style-type: none"> 53% of parents stated that their child’s mental health had improved over the year. 0.6% said it deteriorated. 59% said their child’s ability to cope with adverse or anxiety producing situations had improved. 0.12% said it deteriorated.
<p>According to teachers, the percentage of students demonstrating increased mental health skills.</p>	<ul style="list-style-type: none"> 74% of the elementary students demonstrated levels of positive mental health and resiliency that either increased or stayed the same. This result is down about 10% from last year. 26% were scored as staying low or worsening. 72% of junior and senior high students had improved mental health and resiliency or stayed the same through the course of the year. 28% worsened. This is about a 30% improvement from last year.
<p>Level of achievement of IPP goals of students with diagnosed anxiety, depression or self-regulation challenges.</p>	<ul style="list-style-type: none"> 74% of students with IPPs met or nearly met all of their goals relating to resiliency, self-esteem, social skills, positive outlooks, and self-regulation, on their IPP. Attendance records indicate that there is still a high rate of absenteeism in students identified with anxiety or other mental health concerns.
<p>Teacher reflections on the overall effectiveness of strategies on the overall mental health of students.</p>	<p>Mentoring – Secondary teachers continue to state that the weekly mentoring time is vital in fostering relationships with the students and keeping tabs on their mental health. It is usually during these times when a student will disclose their struggles.</p>

	<p>Mindfulness – Most elementary teachers state that mindfulness continues to be an effective tool for helping kids learn to calm and cope. It was noticed that the international students took a long time to buy into the process and often the students that need it the most are the ones that resist it the most.</p> <p>Open Parachute – These results are mixed. Some teachers felt that the topics were important for kids to learn and would likely not have been brought up without the program. Also, that the program helped to increase their own confidence in raising these sensitive topics with students and discussing them. Some teachers felt that many students didn't participate or see the value, particularly at the secondary level. Some thought the topics weren't relevant. Many stated that without Chinese subtitles on the videos, the international students didn't really get it. Administration noticed that the more comfortable a teacher was in discussing these topics, the more likely they had a positive view of the program.</p> <p>City U groups – Teachers felt that this therapy was extremely important for certain students to engage in. Even if there were no changes in the student, just the fact that the student was selected to go spoke volumes. Also, sometimes a seed is planted for later.</p>
Strategies Implemented	Comments
<ul style="list-style-type: none"> • Elementary teachers maintained a daily mindfulness practice for students. • Implement a 30 minutes lesson per week with every grade on mental health skill development through the Open Parachute platform. • Access psychological expertise from City U Calgary Clinic for individual, small groups and staff supports in mental health, resiliency, self awareness, self-regulation and social skills training. • Maintain a mental health survey for students and parents to be implemented 3 times per year. 	<ul style="list-style-type: none"> • Mindfulness continues to be a time to practice breathing exercises and discuss social/emotional topics. See above for specific reflections from teachers. • See results for the Open Parachute program above. • City U conducted a presentation on perfectionism for all secondary students and teachers. 6 therapy sessions were provided. • 4 groups of students, 29 students total, participated in the City U sessions. Topics addressed were social and academic anxiety, social skill development, self-awareness and self-esteem. • 4 follow-up video calls were hosted where psychologists gave teachers an overview of the work that was done and the strategies they could implement. Teachers were also able to ask questions. • On a survey, younger students stated that these sessions were fun and beneficial • On a survey, the majority secondary students thought they were forced to go and they were a waste of time. • Teachers commented on those results and thought it was those students who need it the most, are often the ones who resist it the most.

<ul style="list-style-type: none"> • Ensure all IPPs for students with anxiety, depression, and limited self-regulation diagnosis have goals measuring improvement in resilience and/or mental health. • A few students were referred for assessments or counselling with City U clinic or Renfrew Educational Services. • Pets welcomed. A number of “therapy” dogs regularly visited. • All teachers attended a professional development session on Autism Spectrum Disorder, and on helping Chinese students transition to Canadian Culture. • A mentorship program ran with great success. 26 students participated. • The following extra-curricular clubs were hosted to increase social opportunities: <ul style="list-style-type: none"> - Dungeons and Dragons - Computer Coding - Robotics - Christmas Crafts - Chess - Fitness Club - Social Club – for outings - Family Astronomy Night 	<ul style="list-style-type: none"> • A beginning of the year and end of the year survey was sent out to parents of which about 30% of families participated. • For the student one, we used the pre and post survey through the Open Parachute program as described in the measurements. The decision was made so that students weren’t bombarded by surveys. • This strategy was successful. • Due to key insights on socialization from the previous year, the school needed and hosted more extra-curricular clubs which many teachers sponsored. All clubs were well attended and there seems to be a desire from our families to have more.
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Comment on Results

Overall, we believe that we had success with this goal. The school grew and went through many changes that our students had to cope with. Also, we lost our founder and director in May and many students, and members of staff, were deeply affected by her passing. Thus, being able to foster the mental health of more than half of the student body was a feat.

Based on the key insights from the previous year, this goal morphed into a bit more focus on social skills. With the addition of so many students from China, Social Emotional Learning (SEL) became a vital piece in assisting those students in their transition to our ways and our values and in mixing them in with the domestic students. It was realized that this would end up being a big focus for the next year too.

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.**

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												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	55	93.7	51	94.8	47	90.8	53	92.8	64	84.2	Intermediate	Declined	Issue	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	12	98.3	13	98.5	12	96.6	8	92.5	4	*	*	*	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	
Student	34	89.6	31	91.7	25	85.8	35	90.0	46	79.8	High	Declined	Acceptable	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	9	93.3	7	94.3	10	90.0	10	95.9	18	88.6	Low	Maintained	Issue	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comment on Results

The basis of our learner-oriented philosophy is to provide a safe, caring and nurturing atmosphere more conducive to learning. Thus, although the results are still high, the decline is something we take note of. We know we had quite a few behavioral challenges this year and being small, these challenges may have impacted more people than we initially thought.

The benefit to keeping the school relatively 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.

But for some students, and for those that come from places that are not used to discussing and working out problems, it can take time for true change to occur. Our expanded diversity had teachers intervening often throughout the whole year. There were countless problem-solving sessions attempting to help kids be respectful and kind to one another.

- Percentage of teacher, parent, and students who agree that students have access to the appropriate supports and services at school.**

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	47	88.1	53	86.7	64	81.4	n/a	Maintained	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	
Parent	n/a	n/a	n/a	n/a	12	100.0	8	85.0	4	*	*	*	*	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	25	80.4	35	89.7	46	78.5	n/a	Declined	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	
Teacher	n/a	n/a	n/a	n/a	10	84.0	10	85.4	18	84.3	n/a	Maintained	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	

Comment on Results

These results were discussed in the Provincial Assurance Measures section.

Key Findings and Next Steps

- Many students who choose to attend Banbury have struggles with mental health and resiliency. These are our clients.
- Our school is becoming more diverse, with many students learning English and arriving with different habits of behavior and value systems.
- 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. Work on the language of mental health and Social Emotional learning needs to continue.
- Strategies implemented by teachers have been quite successful and will possibly be more so, given a different year with fewer challenges.
- A focus on social opportunities and extracurricular activities should continue, particularly with an intent of mixing international students with domestic students.
- Professional supports and services continue to be desperately needed.
- A better selection process for international students is needed to prevent an imbalance of gender, low level of English and behavior concerns.
- We know we cannot fix kids. Students who need help with certain skills are often the ones that resist that help when it is offered. They don't really always want to know that something is wrong with them. We need to begin a language around the idea that these offerings are tools to use when they decide the need them. To plant a seed in their brains that they can choose to experience life differently if they want.

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 PD sessions that we undertook were listed in the Achievement section. Despite a high level of engagement with teachers, some felt that more on supporting students was still needed and more time to collaborate with each other was needed.
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"> A few teachers stated that the Open Parachute program helped them address sensitive topics with students. Some questions around “When does a student need professional help?” arose. Teachers were challenged with helping kids who were newly from China and had little English transition to our Canadian culture and our school ways. A call for more ELL support was evident. Administration thought an overall acceptance amongst teachers was reached on the idea that it <u>is</u> our jobs to teach mental health skills and provide those supports, even though it isn’t in the curriculum.
Strategies Implemented	Comments
<ul style="list-style-type: none"> Maintained a partnership with City U Calgary Clinic for assistance and direction. Utilized the educator resources and the Mental Well-Being Sessions from Open Parachute with staff. Encouraged mentoring teachers to meet regularly and discuss student concerns/patterns of behavior and strategies. Continued to seek out resources and expertise on topics of concern. Mental health check-ins at staff meetings. 	

Key Findings and Next Steps

- During an engagement session, teachers stated that they continue to need more strategies and resources in supporting students who are English Language Learners, challenged by anxiety, or have social skills struggles.
- 50% of the international population were below benchmark 5 for English. These students require heavily modified curricular work and significant support to learn English.
- The mentoring on the secondary side continues to be the best approach to support students. In general, teachers have become quite adept in this role, but continued adjustments to tools that are used needs to occur. Some consideration needs to be given on the idea of expanding it in some way to the elementary side.
- As we've grown it has become more difficult for teachers to easily collaborate and as a result, they are asking for more time to meet and work together. Increasing the number of professional development days will be needed.

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.	This was presented in the Accomplishments section.
Strategies Implemented	Comments
<ul style="list-style-type: none"> Continued to ensure all teachers implement indigenous ways into their classrooms. 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 	

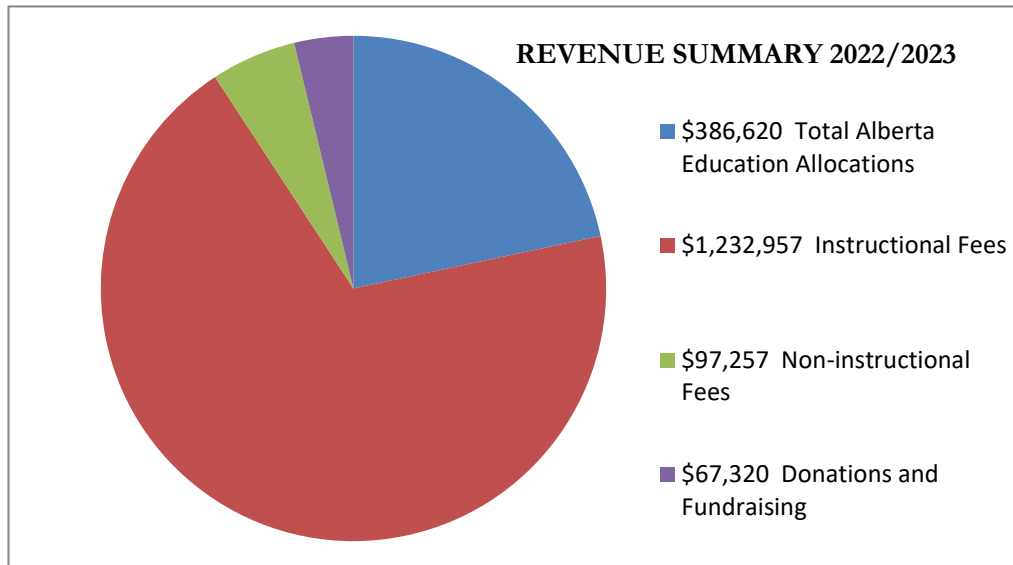
Key Findings and Next Steps

- 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.
- These will be enveloped into our diversity goal for next year. These strategies have become habitual and are now incorporated into our basic operations. Thus, it is felt that a separate goal is not needed anymore.

FINANCIAL SUMMARY

Financial Results for 2022/2023

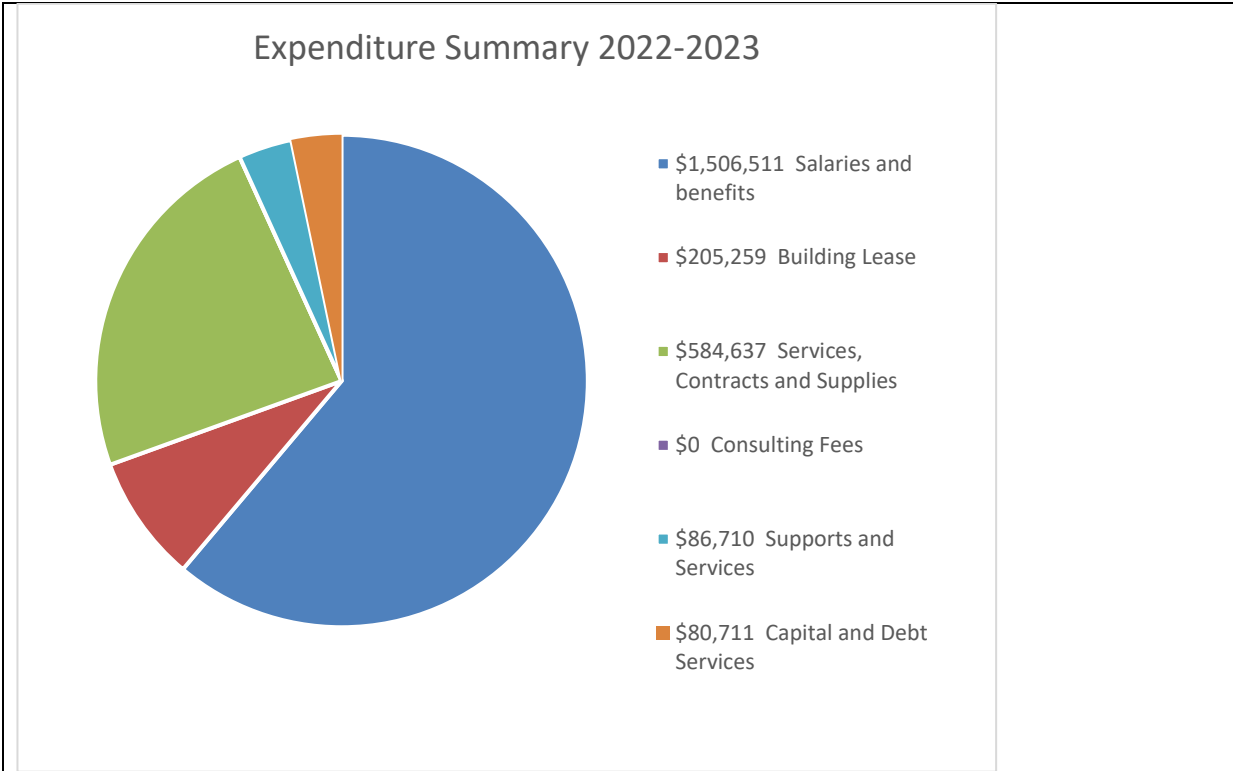
The figures used in the following charts are actuals from the annual audit. For a more detailed version or to view the actual audit, please contact Liam Cummings, Executive Director of Banbury Crossroads School.



Revenue for the past school year is summarized in the above chart with total revenue = **\$1,784,154**. This was about \$740,000 more than the previous year and is directly related to an increase in students. Tuition and Alberta Education grants made up the main sources of paying for staff salaries and basic operations of the school. Our Education Grants didn't increase as steeply as our instructional fees due to the number of non-funded students (international) we added.

Alberta Education Allocations include grants for Base Instruction, Operation and Maintenance, Supports and Services, and System Administration. This amount has increased by about \$50,000 from the previous year and account for more students and more severe needs funding. The bursaries that we receive through the Prosser Foundation to assist students whose families are unable to pay the entire tuition amount are included the instructional fees.

Non-instructional fees generally come from the registration and administration fees that we charge. Donations mainly come from the Banbury Crossroads School Society, which donated a portion of funds from the casino, a donation from the Optimist Club of Calgary, and a grant provided by the Prosser Foundation for room expansion furnishings. 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.



Expenses for the past school year are depicted in the graph above with total expenses equaling **\$2,463,828**, an increase of \$1,204,390 from the previous year. This left us with a deficit of \$679,674 which was directly due to our endeavors to increase the number of teachers in order to build capacity to accommodate a larger student body and to provide an increase in support for our diverse population. Thus, the biggest increase in expenses from the previous year was in the areas of Salaries and Benefits.

Major spending on salaries and benefits is consistent with our overlying mandate of keeping classes small and our current endeavors to increase teacher pay to better match other jurisdictions. 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. We still desire to add a few more teaching positions to reach full capacity.

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*.

WHISTLEBLOWER PROTECTION

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