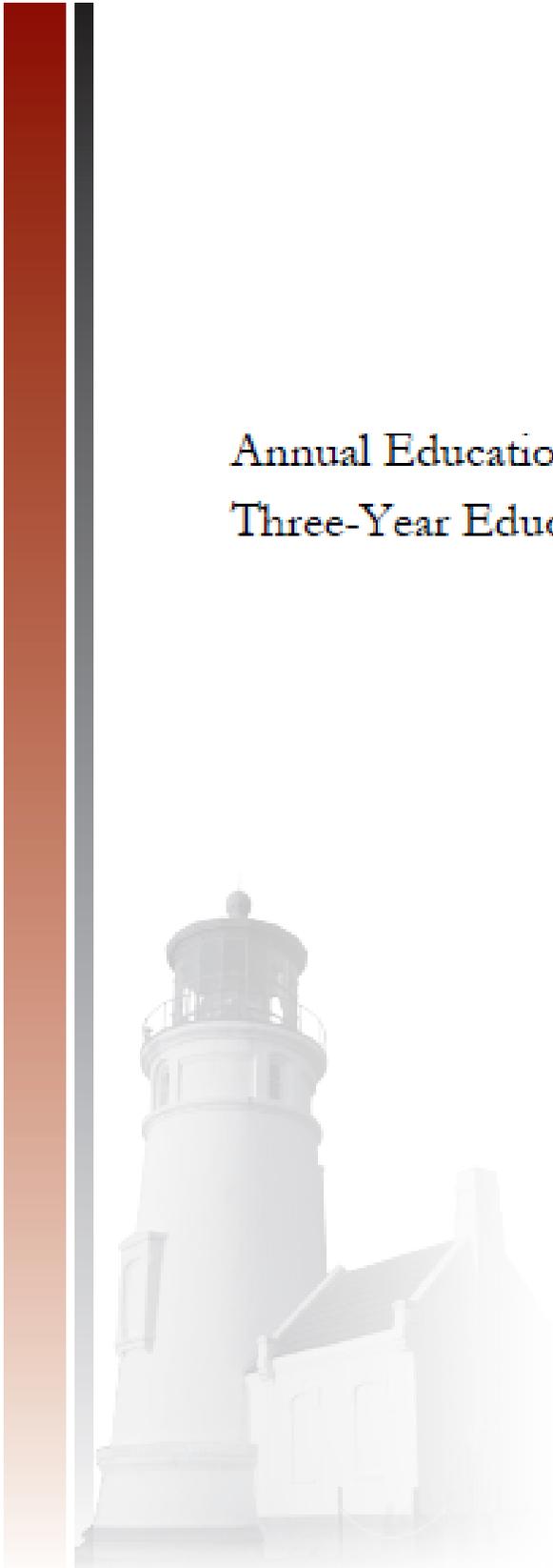


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Annual Education Result Report for 2016-2017
Three-Year Education Plan for 2017-2020



BANBURY CROSSROADS SCHOOL



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The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2017 for Banbury Crossroads School were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the three-year Education Plan for 2017/2020 on __November 30_ , 2017.

FOUNDATION STATEMENTS

Our Vision

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

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

Our Mission:

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

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

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

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

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

“...that results from curiosity.”

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

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

children by:

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

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

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

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

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

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

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

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

“We value a harmonious atmosphere...”

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

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

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

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

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

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

CONTEXTUAL INFORMATION

Profile

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

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

On the other hand, the space also has had a number of challenges. There is no playground equipment on our site. The younger children must walk 10 minutes for playground time or utilize another school's site during non-regular recess and lunch times. As a result, teachers find it hard to fit this into the day. In addition most recreational facilities and a library have to be driven to although a gym space just recently opened up in the area. Although some of these challenges may or may not be a deterrent for new families to enroll in Banbury, one of the most detrimental issues in attracting new students is the fact that we are off the LRT line and have limited bus access. Many parents shopping for a school are requesting bus transportation to and from home. We are too small to qualify for bussing service. This continues to be an area of contention for our school community. One of the ways we are trying to deal with the situation is to coordinate some carpooling amongst families who live in similar areas. As well, the Director and other teachers pick up and take home a few children in their cars.

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

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

The ones who arrive from outside institutions may come with various personal and/or parental issues. Reasons for enrolling reflect a variety of familial desires. Some parents and students wish for a different learning environment other than the more bureaucratic educational institutions. Others want to focus upon building better relationships, or to find an enhanced program suitable for bright and talented children. Still other parents desire the resolution of their children's learning or emotional difficulties. Students therefore range from the gifted through the average to the struggling learner. These students often require a transition time when entering our school as they progress from being passive learners to more active ones. This provides for some healing time and for more guidance from staff in terms of organizing their time for scholastic studies, and of making responsible choices, both academic and social. Most of our students eventually become grateful for this caring family atmosphere and for our in-depth, time-intensive intervention, because they appreciate the individual consideration and attention they receive from teachers and staff. They also express gratitude for the opportunity to learn problem solving and communication skills in a setting that mimics the real world outside the school walls. We expect behaviour consistent with our

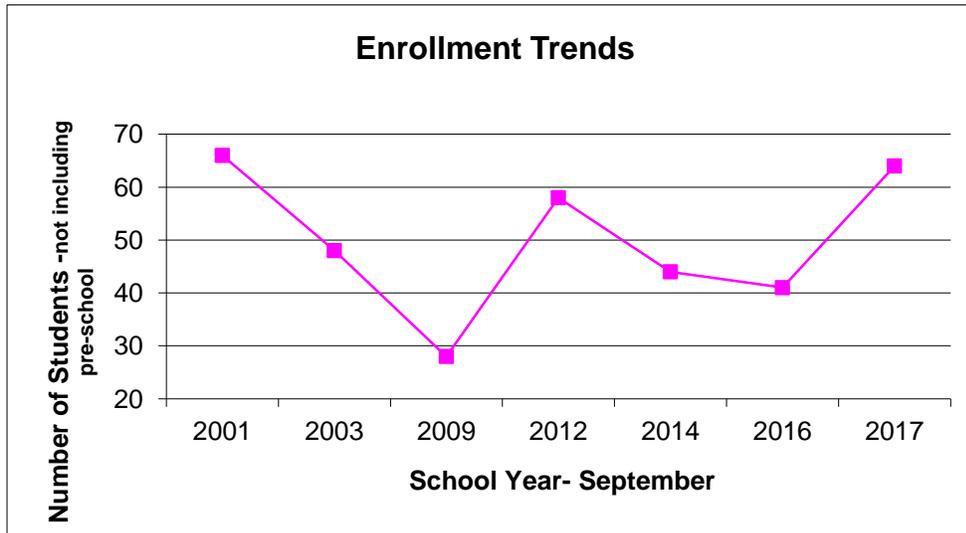
democratic culture.

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

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

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

Issues, Trends and Challenges



Enrollment

As the figure above shows, our enrollment was well below optimal for the past few years. This trend was very disappointing and frustrating. We know that the recession in Calgary had a deep impact on us as we lost families due to job layoffs, relocations and a genuine fear of job losses, and as there were few outside inquiries throughout the year. With the economy improving, and the nearby Montessori school (our main competitor) relocating, we are now experiencing a rebound. As well, our advertising and marketing efforts have been carefully selected to target certain demographics and to be economical. In addition, a number of positive articles about us, with regards to certain educational issues, turn up every year in various publications. We hope that this is a positive trend here to stay. We are always looking for new means of advertising, such as CTV’s “Talk with the Experts,” that allow us to explain our approach in depth.

Low enrollment rates create a host of problematic situations for the school. First and foremost, our finances are deeply affected. When we don’t have those numbers, we must rely on fundraised/donated dollars to pay for basic operating expenses. This, in turn, does not allow the school to move forward in paying teachers closer to market value and making plans for a permanent residence in the future. Our teachers continue to be grossly underpaid and, until enrollment increases consistently, they will remain so. Secondly, when there are fewer students, it makes it hard to attract new students. Young people generally desire, and need, social opportunities, and the small numbers make it appear that there isn’t much. Also, because there are fewer resources for our programs, potential families can also be turned off from the fewer academic and CTS opportunities.

Staffing

We have a wonderful core group of individuals who remain year after year, and act as mentors to any new teachers. Many teachers enjoy the opportunity to work in a setting that is “outside of the box” for an educational institution. It is an autonomous environment that accepts and fosters their initiative and their ideas and helps them to become self-reflective and student-focused. In addition, the small classrooms allow them to develop “real” relationships

with their students and in some cases, with the parents too. It's an atmosphere that we all work very hard at maintaining. However, when your salary is barely above the living wage, it is often hard to make ends meet unless you have a partner who contributes to the majority of your expenses. Many of our teachers who choose to stay have second jobs in order to make ends meet. It is a shame that these dedicated individuals cannot be paid even close to what they would be in the public systems; however, the very philosophy of the school being small, intimate and somewhat customized to the student, does not create a foundation for money making. It's just good education.

When reflecting on the pool of teachers currently working at the school, the talent, commitment and understanding of what we are trying to do is very high. With the influx of students, we are now finding ourselves a bit stretched in some areas and will be looking at scheduling and procedures to make adjustments to accommodate the additional bodies. We will likely need to add teaching and office hours.

Funding

Each year the school faces an increase in the cost of doing business. Obviously these costs are not welcomed and make a huge impact on our day-to-day operations, our programs and ultimately the success of the school. This past year increases were noted in the cost of IT, in particular, bookkeeping hours, school maintenance, insurance and advertising among other things.

We continue to eke out an existence. Our funds go directly into our program and in keeping our class ratios very small. We've discovered that this is a hard sell. We do not have a big beautiful building for show as other schools in higher cost brackets do, and therefore our tuition rates must remain high enough to cover basic costs. Currently, our tuition is one of the highest in the area which is flush with private schools. This does not help our competitive position within the market.

To address our lack of funds, the principal remains in a teaching position and as a result, there continues to be a bit of a gap in terms of manpower and leadership at the administrative level. Many desired initiatives and "extras" are slow to evolve as a result, and the continuous updating and improving of the school's policies and procedures aren't addressed in a timely manner. Other teachers have stepped up to help out when they can, but all staff members already have very full plates of responsibility. In summary, the staff have too much to do and too little time. We need to add hours, but need to ensure the basics have sufficient funding first.

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

In addition, Alberta Education cut the CEU amounts for classes such as Work Experience and Special Projects, because they don't require as much face-to-face time with a teacher. This is extremely bad for Banbury, as credits for our Internship program for high school students are based on those courses. Thus, once again, we are getting short-changed as there is a lot of work that goes into those courses from getting it set up, to site checks and on-going monitoring, to final exhibition preparation and assessment. Much of it *is*

face to face and *has* to be one on one, which is far more costly. And once again, this is in contradiction to the Department of Education's 5-Part Strategy of keeping students in school, two of which are developing students' connection with community and adult mentors. Reducing grants for programs that do precisely that is *not in line with Alberta Education's stated goals*. We would like to see this policy change reversed.

On the upside, we continue to be able to host a casino through Alberta Lotteries every 18 months. These funds end up paying for many things that would not be possible otherwise, such as IT services, instructional materials, field trips, insurance, furnishings and some ESL instructional hours. These monies are put to very good use and are highly welcome.

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, that aced one or two of the exams and that brought the overall average up. Thus, looking at just the overall marks on the exams isn't really a valid measure. However, there are some common challenges that we continue to deal with each and every year.

One challenge is getting all students who are eligible to write the PATs. 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 have begun addressing this topic formally in health classes and test preparation.

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

As a staff, we have identified a need 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, however, 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.

SUMMARY OF ACCOMPLISHMENTS

Project-Based Learning

A school-wide project for K-12 was implemented for the course of the year. The project was on food waste and was kicked off with a screening of the documentary, "Just Eat It". At the school level, a number of initiatives took place among various groups of students, such as research on food waste facts and on charities that support reducing food waste. As well, on certain random days, students weighed the amount of lunch waste they had and they monitored if it decreased over the year. At the community level, some students surveyed grocery stores for purchasing habits, and also some volunteered with a Food Rescue organization called Leftovers.

Community Engagement

On the secondary side of the school, we had a couple of internships that took students out into the community, one working with the Stampeder's Marketing group and another as an ECS teacher's aide. There were also a number of Personal Interest Projects that brought experts from the community into the school to work with individual students. Topics included: learning languages such as Japanese, German, Spanish, and French, as well as Fashion Design, Quantum Coupling and Spreadsheet creation.

The elementary children continued being pen pals to students from Emily Follinsbee School for students with severe disabilities. Through this program, we were able to conduct two visits in which our students were paired up with one of theirs to spend an hour together. The first one was at Christmas when we did some seasonal art together, and the second was in the spring for a hike along the pathway.

We welcomed a number of guest speakers into the school, including the John Howard Society, Youth Justice, a local author and illustrator, Russian Literature Society, a geothermal lantern organization and Brixology.

Teachers also continue to implement many field trips for their courses. This year's excursions included: Camp Chief Hector (for a week), Beakerhead, Wordfest, WE Day, skiing, Fish Creek Park programs, hiking at Johnson's Canyon and Heart Creek, Rothney Astrophysical Observatory, Telus Spark, Weaselhead, Spaceport, Children's Festival, Police Interpretive Centre, Stampede Gymnastics, Talisman Centre, Calgary Climbing Centre, University of Calgary, Mountain View Bowling, Calgary Corn Maze, Safety City, many art galleries, Glenbow Museum, Recycling Centre, Various Theatres, Chinese Buffet Restaurant, Union Cemetery, Leighton Art Centre, Green Calgary Energy Fair and a water park on the last day of school.

Events

The usual annual events were held such as a Christmas Concert, Graduation, Banbury-style Awards at Mayfest, Asian New Year and Halloween, along with a number of fun-themed days such as Crazy Hair day, favorite character, pajama day, pet day, jersey day etc. In addition we also started the year off with a school-wide dance to the Cupid Shuffle outside on the grass, a skating event at the Olympic Oval, a water fight, and a walk to My Favourite Ice Cream store.

Professional Development

For this year's professional development, we had psychologists from Carya do a session on anxiety with us. We also collaborated to address productivity issues we had been experiencing. We came up with a fresh set of strategies involving reflection at the end of the day and week, and these seem to be having a positive affect this year.

[Networking](#)

We continue to belong to the Canadian Coalition for Self-Directed learning, which is made up of schools across Canada that utilize the self-directed method. This past year we sent two members of staff to the annual conference which was hosted in Ontario. Although we find ourselves fairly advanced in the implementation of self-direction compared to these schools, having like-minded peers to network with has been only positive. In addition, word has spread about us through the Coalition and last spring we received a visit from a contingency in Montana trying to set up a similar-style school.

GOALS, OUTCOMES, AND PERFORMANCE MEASURES

Accountability Pillar in Context

As a part of the extensive provincial efforts to demonstrate accountability 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 card that includes a mass of statistics and a color coded rating system 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 (*).

It is important for all to point out that Banbury Crossroads often scores, and **will likely continue to score**, below optimal levels on the Provincial Achievement Test (PAT) results due to the fact that we utilize a "self-paced" method where students only write the exam once they have completed the course, yet the province uses the cohort in their calculations. Some of our students need more than 10 months to complete a course and if they haven't completed the course, we exempt them from the PAT. As well, some students might take the course a year earlier, and because they are not registered in that grade, they are not allowed to write the PAT so their score would never appear. However, any student who hasn't written the test is still included in the provincial calculation of averages. Obviously, this brings down the averages significantly, since they are treated as a 0 score.

We at Banbury feel that this is unfortunate, as we do put a priority on the PATS within our school planning. We think there is a sound purpose for these tests (with the exception of grade 3) and we do not go around telling parents that their children don't need to take them. It is just that, once again, our uniqueness doesn't fit into the box of how the Alberta Government operates. Further, we often enroll the type of family who, for personal reasons, are uncomfortable with having their children write these tests and who, despite us trying to sell them on it, are absent for the day of the exam. These absences are also calculated as 0 on our results.

Also important to note is that, since all of our results gathered by the Province are based on such a **very small number**, one has to question the validity of the results. One survey/exam can be worth more than 10% in terms of the results. In fact, if two students wrote a particular exam and one of them scored in the excellent range, our result would be 50% for Excellence and 100% for Acceptable. This makes it hard to target as each year can be highly different, because just one student or parent can have a huge affect on the overall result. In general, about 30% of our parents respond to the survey and, because it is done at school, 100% of students and teachers.

Combined 2017 Accountability Pillar Overall

Measure Category	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
Safe and Caring Schools	Safe and Caring	94.6	96.0	95.4	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	77.6	75.1	76.4	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	89.8	94.9	90.7	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.0	8.2	6.8	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	*	20.7	77.9	76.5	76.1	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.5	*	16.1	73.4	73.6	73.2	Very Low	Improved Significantly	Acceptable
	PAT: Excellence	17.3	*	10.7	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	87.5	82.4	82.4	83.0	82.7	83.1	High	Maintained	Good
	Diploma: Excellence	25.0	29.4	29.4	22.2	21.2	21.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.9	54.6	53.1	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	62.3	60.8	60.8	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	10.6	41.0	41.0	57.9	59.4	59.3	Very Low	Declined	Concern
	Work Preparation	91.7	86.8	93.2	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	92.1	94.9	91.4	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.2	88.5	89.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.3	87.6	78.1	81.4	81.2	80.2	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	19.6	12.5	*	63.5	75	Very Low	Improved Significantly	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	8.9	12.5	*	17.3	15	Intermediate	Maintained	Acceptable			

Comment on Results

Banbury has a student-directed program and, as a result, we have students who often complete courses outside the one year box. For example, a student registered in grade nine could finish certain grade nine courses the year before or the year after, depending on the circumstances. We do not force students to take a test on information they don't yet know. Conversely, we do not make students review a year's worth of information they learned in the previous year, just to take a statistics-gathering test. As well, as an independent school, we often have a number of parents who wish for their children to not participate in the Provincial Achievement Tests for various personal reasons and we think that we need to respect that. Therefore, we find these results acceptable

This year we had a number of students who were excused from writing tests or were absent from the test for all of the reasons mentioned above. *For tests actually written, our results were 100% in the Acceptable range and 30% at the Standard of Excellence which exceed our targets.* Therefore, these results are very satisfactory to us.

We were very much looking forward to the full roll out of the Student Learning Assessments that Alberta Education was bringing in. These assessments, which would be conducted in the fall and used to guide teaching, would be much more suited to our circumstances. Therefore, we encourage the NDP government to continue with this plan.

Strategies

- Maintain an end of day/week reflection period to assess actual accomplishments and productivity and to address slow paces of work.
- Assist slow-moving students in becoming more productive by implementing distraction-reducing strategies and perfectionism-reducing strategies.
- Ensure that students writing provincial tests have completed the courses.
- Ensure that teachers have the means, and provide the time, to prepare students to write these exams to reduce anxiety.
- Access, more often, available accommodations to write the exams for students who have completed the course, but have academic difficulties – eg. ESL or test anxiety.
- Inform parents who don't want their children writing these exams that it reflects negatively on school results.
- Highly encourage students who can, and should, write them, to write them.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	82.4	87.5		High	Maintained	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	29.4	25.0		Very High	Maintained	Excellent			

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	49.2	20.7	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.1	5.0	7.1	8.2	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	41.0	10.6		Very Low	Declined	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	49.2	0.0	*	*	*		*	*	*			

Comment on Results

Results on diploma exams are very pleasing this year. Exam results tend to fluctuate each and every year depending on the one or few students that write them. We still seem to get students who do quite well in the course, but then bomb the exam. The main problem has been primarily due to test anxiety. We have made huge efforts to address this at Banbury by seeking out test accommodations for them, making sure they have lots of time to review and have lots of practice. These students benefit in the classroom from being able to be assessed by a variety of methods, and not just tests and essays, including ones that assess and highlight their strengths. Demonstrating what you know, and can do, can often be done more clearly through ways that incorporate verbal, artistic and performance strengths. We have found that students who do not perform well on diploma exams generally don't perform well on school-based tests and essay assignments either. However, once they have completed the course, we are confident they have demonstrated that they have learned the material through other means. Therefore, they deserve the credit received.

For the second year in a row the drop out rate of 8.2% is unexplainable. We have accounted for every student last year and there were none that stopped going to school. We did have a student graduate early, in January, but then registered at a university.

Our drop-out rates and post-secondary transition rates continue to reflect only 1 or 2 students. These students often are experiencing some mental health issues, and despite extensive outreach to attempt to keep them going, parents end up deciding that it's not worth the expense anymore. We feel our nurturing and flexible program encourages students to keep plugging away and not to drop out. Given that at any time almost 30% of our secondary students could be deemed "at risk", one would assume the drop-out rate would be higher, but we do not turn students away who take smaller course loads just because we don't get much in the way of government grants for them. They work at their own pace and eventually they finish, at whatever age, which is really the ultimate goal.

Given that Banbury is a self-directed program, we often have students who complete high school outside of the three-year box. Students sometimes require another year to finish courses, to upgrade their marks or to take extra sciences or CTS to better prepare themselves for certain post-secondary programs. Although a rare occurrence, we had a student complete high school in less than three years, this past year. We've seen a number of high school students attend part-time while working or dealing with medical or psychological issues. This inevitably will put them on a slower track to completion, but once again, the important thing is that they eventually do complete high school. It is also important to note that Alberta Education considers any students as drop-outs if they relocate to another province or country to complete their high school.

The spaces colored red in the above table indicate a concern. However, we know that the calculation include a few students who are in universities or colleges that are not in Alberta. If students leave the province for post-secondary schooling, they are recorded as not having transitioned to post secondary.

Strategies

- *Continue to work with students to accumulate credits in creative ways.*
- *Continue to advise students how to efficiently complete high school graduation requirements.*
- *Ensure that students register in the correct level of courses.*
- *Create more cross-curricular opportunities to make completing courses more efficient*
- *Ensure students leave enough time for course review before writing diploma exams*
- *Offer more exam preparation sessions to students writing diploma exams*

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.0	85.9	93.4	94.9	92.1		Very High	Maintained	Excellent			
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.	90.0	92.9	100.0	86.8	91.7		Very High	Maintained	Excellent			

Comment on Results

*Although the school may be a bit too small to implement events such as student elections, our smallness can be advantageous in hosting other unique activities that model active citizenship, such as debates, volunteer opportunities, decision-making by consensus and fundraising campaigns for charity. As well, 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 second measure confirms that our attempts at producing self-responsible and confident students ready to enter the work force are generally successful. From pre-school on, our methods encourage these skills so that every student has the opportunity to make decisions about what, where, when and how they will be accomplishing their work. The addition of the internship program likely hits it home, because they have early opportunities to explore career options, to work cooperatively alongside adults, and to experience the satisfaction of contributive volunteerism. Becoming autonomous might take more time for some students, particularly those with learning or attention challenges, than others. Often the upshots are not tangible until the student reaches high school. If parents were to decide to pull out prior to those older years, or they don't see changes in the children quickly enough, they may disagree that the methods are working.

Strategies

- *Expose students to and promote volunteerism.*
- *Provide a unique learning opportunity for every student to participate in off-campus organizations, create socially-responsible projects within those placements, gain valuable work experience and obtain job shadowing opportunities.*
- *Offer cost-effective courses and experiences in CTS, off-campus education, and travel.*
- *Maintain an atmosphere of mutual respect so that students can collaborate freely with adults.*
- *Maintain our practice of allowing students to direct their own learning so that they develop strategies for goal setting, time management and self-assessment – all necessary abilities for a healthy work ethic.*
- *Foster the development of a professional community amongst staff members, thereby role-modeling a democratic process.*

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	87.5	85.1	87.0	82.4	82.6		n/a	n/a	n/a			
Percentage of students in grades 7-11 participating in an off-campus internship or personal interest project.	39	28	64	40	8					50		

Comment on Results

At Banbury we try to instill an attitude for learning for the sake of learning and not for some extrinsic reward. That is why we don't provide marks until high school, when students require those measures for post-secondary education purposes. We spend an abundance of time assisting students in building the skills necessary to reduce emotional, physical and social barriers to learning. We embrace them as unique individuals and support them in seeking out their personal interests. In essence, we truly are assisting them in becoming life-long learners. In addition, because of our emphasis upon encouraging autonomy in our students, they are well-prepared for post-secondary and lifelong learning, because they take responsibility for their own education. They 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.

The number of secondary students completing an internship or personal interest project was very low this year and although we are disappointed, we understand why and have put plans into place to improve that number. We had an unusually high number of students with social anxiety, and as well, autism spectrum. For students with anxiety, we offered an opportunity to complete a Personal Interest Project (PIP) on campus, instead of an internship, to alleviate their unease with the prospect of being out in the community. Although students on the spectrum can and have engaged in internships at Banbury, finding an appropriate placement with a suitable mentor is difficult. As a result, these students ended up completing a PIP this year.

We have taken out grade 12 in our expectation for doing an internship. We have found that they just can't afford the extra time – unless they are currently working a job.

Strategies

- *Continue to offer students "real world" opportunities through internships, special projects, work experience and volunteerism.*
- *Assist students in making connections with their school work to the world at large – relevancy.*
- *Assist students in discovering their passions, interests, strengths and learning modalities.*
- *Continue to assist students in becoming self-directed learners who are able to take charge of their learning and play the lead role in their education.*
- *Assist students in developing skills in goal-setting, project management, and self-assessment.*
- *Address student interests and passions to guide areas of study on- and off-campus.*
- *Offer more opportunities to do interest-based projects, which don't have an off-campus component, for credit (CTS) or as an elective, to students who are not yet ready to work in the community, who are looking for more variety in their program or who need more credits.*
- *Ensure that all teachers are aware that it is an expectation of all students (gr. 7-11) unless certain exceptions exist.*

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	91.9	92.4	97.7	96.0	94.6		Very High	Maintained	Excellent			

Comment on Results

The continued high rating on this measure is extremely pleasing, as the basis of our learner-oriented philosophy is to provide a safe, caring and nurturing atmosphere more conducive to learning. These elements remove many of the emotional barriers to learning that students often have. The benefit to keeping the school small is that students are forced to practice various social skills, such as problem solving through talking, because there is no one else to run away to. Cliques tend not to develop, as well as extreme bullying, because the students learn to speak up and to respect and care for one another, even if in some cases, they don't particularly like one another. In addition, teachers intervene. The smaller numbers of students and the focus on finding solutions, mean they must intervene and help students who need help with developing social skills, finding appropriate words to say, accurately perceiving the situation and developing empathy.

Every year, the school has a number of atypical learners enrolled that have corresponding codes and IPPs to address their unique learning needs. Although we tend to have more success with certain types of students, we do have a very diverse population. Our small and nurturing environment can make learning challenges easier; however it can also make disruptive behaviors more apparent. Our main emphasis is to balance the needs of these students with the needs of our regular students. ALL families pay tuition and that needs to be respected.

Strategies

- *Maintain our already safe and caring atmosphere within the school, by adhering to our conflict resolution policies and our overall philosophy that fosters community.*
- *Continue to provide opportunities (discussions, workshops, P.E.T. courses) for students and teachers to learn and improve communication skills, problem solving, self-responsibility and goal setting.*
- *Continue to facilitate individual and small-group discussions, with teachers and/or administrators, specifically designated as problem-solving sessions.*
- *Continue to offer an individualized program to all students (self-directed learning) and ensure it is focused on the learner's needs.*

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.9	77.1	77.0	75.1	77.6		Intermediate	Maintained	Acceptable			

Comment on Results

In a small school with limited resources, the results on this measure are a bit surprising but also very celebrated. Although we do offer formal courses in health, CALM, physical education, Art, Special Projects, Drama, Music, Work Experience, Spanish, French and Food Studies, we just can't afford to hire more teaching hours in order to offer more CTS – type courses. It would seem that our community is beginning to understand that we are providing more variety through internships and personal interest projects which don't require additional bodies to teach directly. The variety is there; it's just offered in an alternative way.

Strategies

- Continue to ensure that junior high option courses are semestered in order to allow for more variety.
- Intensely encourage all students to complete an interest-based project or internship as the way to incorporate more variety in their programs and address personal interests.
- Continue to review school's philosophy and methods with teachers on an annual basis.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.6	72.7	73.9	87.6	87.3		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.0	90.7	88.5	88.5	83.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.3	88.2	88.9	94.9	89.8		Very High	Maintained	Excellent			

Comment on Results

Most staff meetings and parent meetings have an element of "how can we improve that?" There is always effort in bettering the way we do things. Even at the parent information night at the beginning of the year, we talk about what was accomplished the previous year and what the goals are for the current year. All of these goals have the intention of improving the school and its operation. That being said, however, we still seem to move at a snail's pace on some things and it may be just a result of being small and not having enough manpower, or in some cases, not having the resources to implement desired strategies. In addition, change can be difficult for many. When growing pains are felt, people tend to back off and reduce the effort necessary to invoke true change. It is nice to see that our students and teachers see that we are trying and that they are noticing our efforts.

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

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

Strategies

- *Ensure that all teachers have a personal growth plan for each year of employment. Encourage the growth plan to be linked to overall school goals and their end-of-year reflections.*
- *Continue to foster the development of a professional community amongst staff members.*
- *Find ways to increase teacher salaries.*
- *Continue to incorporate inclusive education in professional development topics.*
- *Focus professional development for the 2017/2018 year on refining our methods of the Self-Directed Learning model and send all teachers to the Canadian Coalition for Self-Directed Learning convention being held in Calgary.*
- *Maintain an environment that is open for parents to have as much contact and information as they personally require, and encourage their involvement with events surrounding the school and their children's education.*
- *Maintain the parent council and invite new members to join.*
- *Involve parents in the planning, implementing and assessing of off-campus projects.*
- *Better educate parents on our unique methods and philosophy through newsletter excerpts, blogs, report card inserts, Director's and Principal's Messages, informal discussions, evening courses and student exhibitions.*
- *Redo the Banbury Learning Philosophy document into more of a checklist to assist in conversations with parents about their child's current level of self-direction.*
- *Continue to utilize the Banbury Student Learning document to assist teachers in implementing practices that produce and support more self-direction in students.*

Note:

FUTURE CHALLENGES

As a result of an improved economy here in Calgary, and because our direct competitors across the parade square moved out, we have gained a considerable number of students for the 17/18 year. Therefore our most immediate and ongoing challenge is to maintain this increased population and adjust to being a larger school. We have experienced real growing pains, but have been successful, so far, in adjusting. We still need to discover more tangible reasons behind why people sometimes become unsatisfied with our services and leave, so we can possibly prevent that from happening.

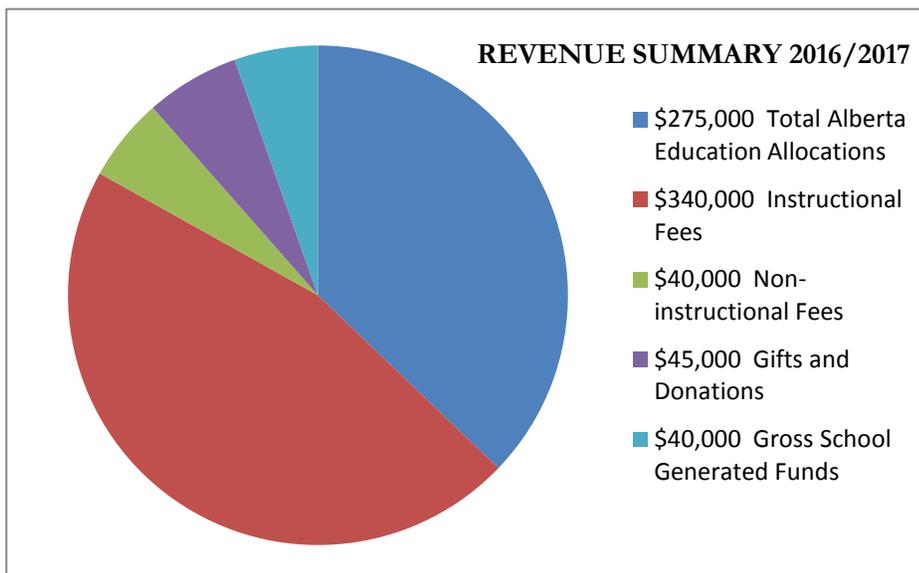
We find ourselves continuously turning away students we know are unsuitable, because their needs are far greater than our services. A student will likely not become self-directed if they require an aide to complete their work. We think we have room for a few of these kids from an inclusive perspective, but if we have too many, then the focus of what we are trying to do here is lost. Thus it is challenging to find appropriate advertising venues and word our advertising to a desirable market.

Technology continues to be a challenge, especially with so many new students. There just aren't enough laptops, iPads and desk tops to go around. In addition, a number of our existing devices are coming to an end of their lifespan and many more are becoming outdated. We will need an influx of hardware, very soon.

The future of our space continues to be vague. There is some talk amongst our building management that institutions will be accommodated in the new development of the Currie Barracks area. (Discussion has begun with building management and land owners, and tentative indications have been received for the next few years. However, there is nothing on paper at this time.) In the meantime, we continue to receive 2-3 year leases as they come up.

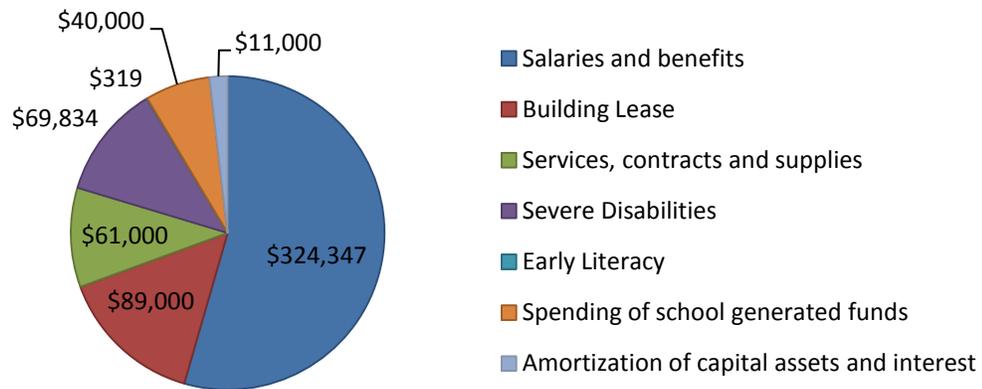
SUMMARY OF FINANCIAL RESULTS

It is important to note that the figures used in the following charts are not actuals but projected amounts. At the time of writing, the information is not available as the annual audit is currently being conducted. For a more accurate and detailed version or to view the actual audit, please contact Diane Swiatek, Director of Banbury Crossroads School.



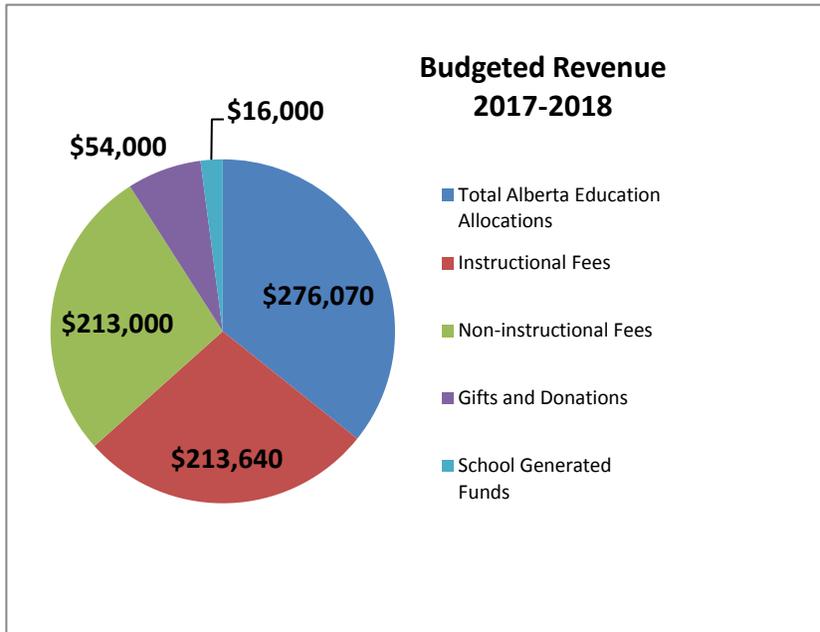
Revenue for the past school year is summarized in the above chart with total revenue = **\$740,000**. Tuition and Alberta Education grants made up the main sources of paying for staff salaries and basic operations of the school. Tuition is divided into instructional fees and non-instructional fees to reflect expenditures. Gifts and Donations primarily come from the Banbury Crossroads Society which donated funds from the previous year's casino and from a few small private donations, including from the Optimist Club of Calgary. As well, this amount reflects the number of bursaries we received from the Prosser Foundation for students whose families need help with tuition. These funds, and any School Generated Funds, from fundraisers like poinsettia sales, continue to be a major source of providing for the costs of field trips, course equipment, technology and IT.

EXPENDITURE SUMMARY 2016-2017

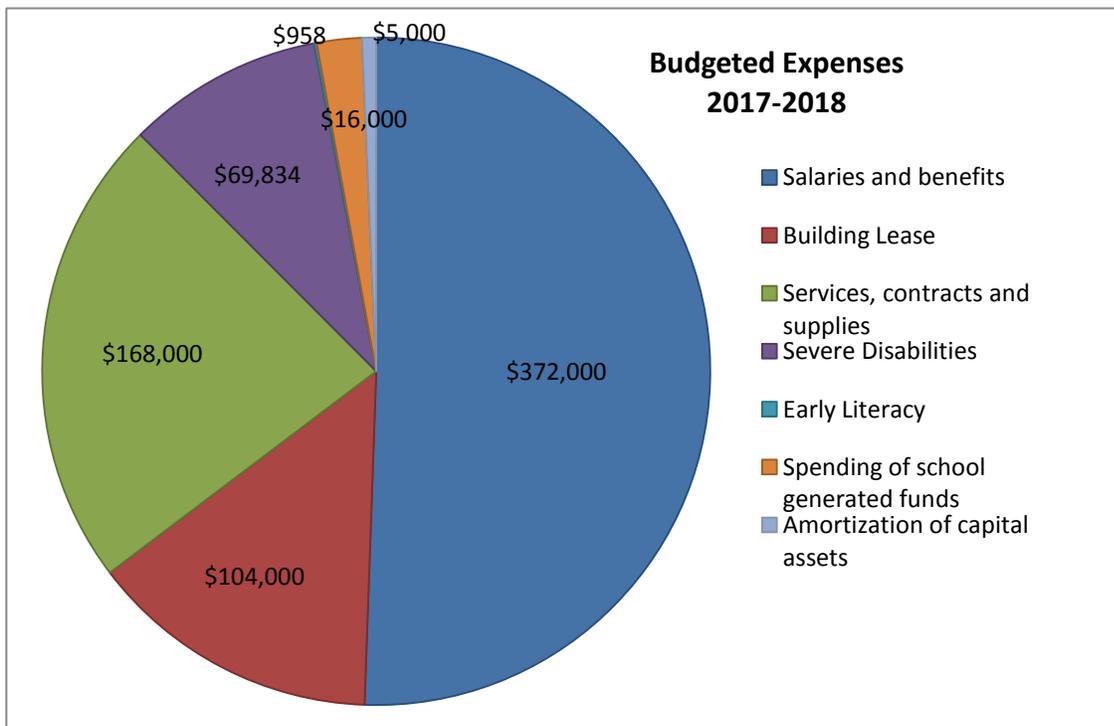


Expenses for the past school year are depicted in the graph above with total expenses projected at **\$684,500**. As to be expected, the biggest part of spending continues to go towards salaries and benefits, despite teachers being paid significantly lower than in other school boards. This is consistent with our overlying mandate of keeping classes and the school small. The bulk of our spending goes directly to the classroom and not to a big beautiful building. Detailed expenses are lumped in one category (Services, contracts and supplies), which includes everything from insurance to office supplies, as per Alberta Education formatting. For more detailed information or a look at our annual audit, please contact Diane Swiatek, Director of Banbury Crossroads School at 403-270-7787.

BUDGET SUMMARY



A summary of budgeted revenue for the current year are shown in the above figure with total revenue at **\$772,710**. When the budget was prepared last spring we did not expect much to change for next year, however, since then, we have had an influx of new students and likely these values will look very different in the end. The bulk of the school's revenue comes from the school tuition that parents pay to have their child(ren) attend the school. Non-instructional fees include fees for registration, physical education, secondary optional courses, and books. The society is slated to have a casino at the end of 2017 and therefore, a portion of those proceeds are reflected in Gifts and Donations. We are not planning a fee increase.



A summary of budgeted expenses for the current year is depicted in the previous figure with total expenses at **\$735,792**. Non-instructional fees are used to cover any salaries and benefits that aren't paid for through government grants and that result from deficits incurred by the CEU system (credit enrolment units), which only pays for the completion of high school courses. The school's unique philosophy is supported by the school fees in covering the cost of having small teacher/student ratios, individualized programs and tutoring, field trips, manipulative/hands-on materials and professional development. Grants and Donations and School fundraising dollars are essential to the operation of the school. This money is handled by the Banbury Crossroads School Society and includes bursaries from the Prosser Charitable Foundation. Other than assigned bursaries, much of these dollars are allocated to classroom budgets, which account for equipment, supplies and field trips. Costs for special events would also come out of this amount, as well as IT support, daily PE and ESL. Overall, our financial planning continues to be guided by our deep-rooted goals of:

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

Access to additional and more detailed budget information can be obtained from the Director, Diane Swiatek at 403-270-7787.

PARENTAL INVOLVEMENT

There was only one formal meetings of the Parent Council last year, but many of these individuals have become members of the Banbury Crossroads School Society. There was a lot of overlap between the two entities and the Society meets regularly. These meetings discussed fundraising campaigns, marketing strategies, and event planning. We also had many more parents volunteer for field trips, special events and fundraising efforts. In addition, a long-time parent has been volunteering to provide some business mentorship and some planning for future sustainability.

TIMELINES AND COMMUNICATION

Parents will be able to obtain a copy of this report on our website. As well, the school keeps a number of hard copies available for anyone to peruse. A note in the school newsletter goes out to all families communicating that the document is now 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* for December, 2017.

WHISTLEBLOWER PROTECTION

None to report.

