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Annual Education Result Report for 2015-2016  
Three-Year Education Plan for 2016-2019



**BANBURY CROSSROADS SCHOOL**



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The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 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 2015/2016 school year and the three-year Education Plan for 2016/2019 on Nov. 30, 2016.

## 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 two lengthy report cards per year that include anecdotal comments and curricular information. As well, we organize two student-lead “Exhibitions” to discuss progress and reassess goals in a collaborative manner. Parents receive a summary report of these meetings.

**“...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. We will be housed at this address until such time as the funds for a permanent location can be raised, or until we are housed permanently on renovated premises on the Base.

This location offers a number of benefits to our school community. Ample and free parking has been a real plus with both parents and staff. The space feels roomy, and there are windows in every room. As well, it was constructed with cement walls that really cut the noise level down between classrooms. Amenities such as the military museums and a theatre/dance studio have also come in handy, and Garrison Woods shopping centre is only a 15 min. walk. There is also an abundance of open field space 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. As well, recreation facilities, such as a gymnasium, pool, fitness centre, etc., are a fair distance to walk to, the closest being at Mount Royal University. These factors have been a source of frustration for both students and teachers. In addition, all classes must drive to a public library, and as a result, this service is accessed much less often. Although some of these challenges may or may not be a deterrent for new families to enroll in Banbury, one of the most detrimental issues in attracting new students is the fact that we are off the LRT line and have limited bus access. Many parents shopping for a school are requesting bus transportation to and from home. We are too small to qualify for bussing service. This continues to be an area of contention for our school community. One of the ways we are trying to deal with the situation is to coordinate some 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, such as anxiety. 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

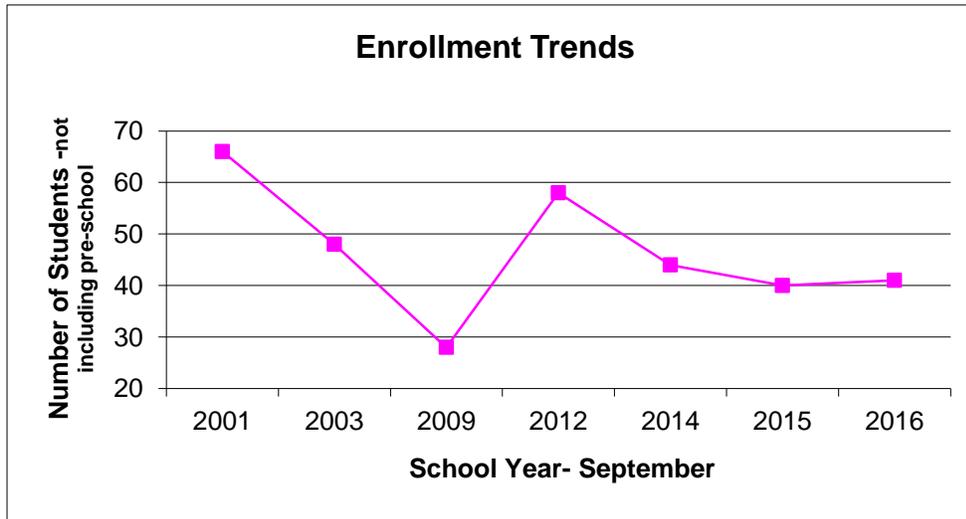
eventually become grateful for this caring family atmosphere and for our in-depth, time-intensive intervention, because they appreciate the individual consideration and attention they receive from teachers and staff. They also express gratitude for the opportunity to learn problem solving and communication 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, as our alumni do, 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 to the above shows, our enrollment continues to be well below optimal. This trend is very disappointing and frustrating. We know that the recession in Calgary has had a deep impact on us, as we have lost a few families due to job layoffs, relocations and a genuine fear of job losses. Although the rebound is not being felt physically yet, we have been experiencing an incline in the number of families inquiring about our school. We hope that this is a good sign. To address the need to increase enrollment, our advertising and marketing efforts are 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.

Despite marketing and community outreach being a major focus, and cost, each year, it is not bringing in new students. Enrollment continues to be one of our most pressing issues. 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 dramatically, 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

After the turmoil of the 2014/2015 year where a handful of our teachers left for better paying jobs, we are currently at peace with a wonderful core group of individuals. 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 by far higher than it was in the previous years. The youngest and more inexperienced are spread out and are being mentored amongst those that have more experience, and the overall morale seems to be quite positive.

### Financial Challenges

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. Our tuition rates must remain high enough to cover our basic costs, but they are one of the highest in the area which is flush with private schools. This does not help our competitive position within the market.

Also impacting our finances is that with only around 40 students, we shouldn't have more than the equivalent of 4 full time teacher positions, but because of subject specialties, we have almost twice that many. This obviously doesn't leave a lot of money left over after paying out salaries. However, reorganization would erode our principles of education and put those teachers in a situation of having to teach too many subjects at too many grade levels. The workloads would be too grand for the level of pay received.

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 addition, the office administrator's assistant position has been reduced to a volunteer parent, who is unable to help with computer-related tasks. In summary, the school is overstaffed, and the employees are overworked.

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 from those used in the public systems. However, many of these students continue to enroll in fewer than seven courses per year and often take longer than one school year to complete them. The current CEU method of funding these courses is based on students taking full course loads or more and completing them within 10 months. As a result, we often get short-changed for doing more work. Alberta 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, 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.

## Summary of Accomplishments

### Community Engagement

One of the most exciting projects to go on in the school last year was with the elementary students who made a connection with students from Emily Follinsbee School for students with severe disabilities. It started with a visit to their school to help out with their Terry Fox Run. Our students were asked to push wheel chairs and walk with able-bodied students as well as singing and hanging out with them after. This then led to closer ties with each student being paired up with one of theirs for a pen pal project that ran the course of the year. The pen pal project allowed us to go visit two more times. One at Christmas to deliver hand-made gifts, sing songs and learn more about each student's pen pal. That information was then transformed back at school into a research project about the various afflictions we were told about. The research projects then turned into some empathy lessons on what it's like to move a wheelchair, read Braille, be fed etc. A LOT WAS LEARNED! Then we visited again in the spring to do some art work together. We are happy to report that this project is continuing in the current year.

We hosted a few speakers last year that covered highly different topics. At the beginning of the year we had a man from New Zealand visit who talked about his project in the United States on getting more kids active. This led to our whole school joining the 100 Mile Club which became the 160 Km club. Each day of the year time was taken to walk a kilometer (usually break time in the morning). Students were responsible to make up whatever they missed on their own time and thus we had 3 students and a handful of teachers complete all of the miles and many more who came very close. We had a member of the LGBTQ community visit to talk about their experiences. This was inspired by the new Bill 10 that had just been passed. Then we had three graduate students from the University of Calgary's Russian History and Literature department present their studies on Russian philosophers. As well, a member from the John Howard Society spoke about the Youth Justice Council.

Teachers also continue to implement many field trips for their courses. This year's excursions included: Head Smashed-in Buffalo Jump, Camp Chief Hector (for a week), Beakerhead, Wordfest, WE Day, skiing, Fish Creek Park programs, hiking, Quantum Institute of Science and Technology, Rothney Astrophysical Observatory, Telus Spark, Weaselhead, Chinook Bee Farm, Children's Fest, Bow Habitat Station, Stampede Gymnastics, Talisman Centre, SAIT, Genesis Centre, Calgary Climbing Centre, University of Calgary Geomatics Engineering Fair, Mountain View Bowling, many art galleries, Glenbow Museum, Butterfield Acres, Devonian Gardens, Chinese Buffet Restaurant, Union Cemetery, Leighton Art Centre, Green Calgary Energy Fair and a water park on the last day of school.

Once again, the internships and personal interest projects that secondary students immersed themselves in were diverse, interesting and highly successful. Some students spent a month in the summer working with the Knowledge Society on some high level thinking and brainstorming of ideas to help humanity. We had research projects on prehistoric life and nuclear fusion. We had a book created on the top 10 NFL players and an original strategy game was developed. We also had a student take it upon himself to learn Japanese and one who worked as a Teacher's Assistant with the preschool students.

### Events

Jumping off from the success of the 35<sup>th</sup> Anniversary Celebration in the spring, it was decided that an annual celebration of some kind needs to be had to encompass the many events that take place each spring. Thus, our Mayfest was created. This event focussed on performances by the students and guests, our art show, a potluck meal, and a fundraising portion (silent and live auction). This was a very successful event that will be continued yearly.

We also had a number of fun and educational events that took over the whole school and were outside of our annual events. This was the first year we organized a Maker Fair for all ages. The theme was on creating a

musical instrument and each division we challenged with different elements they had to incorporate. We gathered all sorts of materials from our families, and overall it was quite successful. Teachers came away with lots of ideas to improve the Fair and will be implementing those in the coming year. We did an energy conservation project for 24 hours where everyone in the school couldn't use more energy than what it took to heat the school. Lights were off (we have windows), devices couldn't be plugged in (they could run on batteries), no microwaves, no desk top computers, etc. It was a challenging project, but everyone managed. Finally, instead of a sports day, elementary students had the Highland Games which was physically challenging, informative and fun, and we had a school wide skating party at the local rink.

In addition to these, we continued some of our annual or traditional events, such as a Christmas Concert, Graduation, Banbury Style Awards, Asian New Year and Halloween along with a number of fun-themed days such as Tacky Tourist, Pop Culture, Pajamas, Favourite Animal etc, where students dressed up.

#### Professional Development

For this year's professional development we collaborated to solidify our attendance policies and to develop protocols for chronic absenteeism. We also created the protocols for dealing with plagiarism. The bulk of our work centred around developing strategies for addressing unproductive students, which involved improved tracking and implementing reflective conversations with students during daily and weekly meetings. To date, these efforts have been maintained.

#### Networking

We continue to belong to the Canadian Coalition for Self-Directed learning which is made up of schools that utilize the self-directed method. This past year we sent two members of staff to the annual conference which was hosted at a school in BC. 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 4 teachers from Chile who are attempting to start an SDL school in their country.

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## 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 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 2016 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	96.0	97.7	94.0	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	75.1	77.0	78.6	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		Education Quality	94.9	88.9	89.1	90.1	89.5	89.5	Very High	Improved	Excellent
		Drop Out Rate	8.2	7.1	4.7	3.2	3.5	3.5	Low	Maintained	Issue
		High School Completion Rate (3 yr)	*	*	34.9	76.5	76.5	75.5	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	12.5	16.1	73.6	72.9	73.4	*	*	*
		PAT: Excellence	*	12.5	10.7	19.4	18.8	18.6	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.6	*	n/a	85.0	85.2	85.1	Intermediate	n/a	n/a
		Diploma: Excellence	23.1	*	n/a	21.0	21.0	20.5	High	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	*	49.2	54.6	54.4	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate	*	n/a	n/a	60.8	n/a	n/a	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	41.0	*	n/a	59.4	59.7	59.3	Low	n/a	n/a
		Work Preparation	86.8	100.0	94.3	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	94.9	93.4	89.5	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	88.5	88.5	91.1	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	87.6	73.9	77.4	81.2	79.6	80.0	Very High	Improved	Excellent

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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), Social Studies (Grades 6, 9, 9 KAE).
4. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. 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.
8. 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.
9. 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.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Measure Evaluation Reference (Optional)

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	8.3	*	19.6	12.5	*	75	*	*	*	78		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.2	*	8.9	12.5	*	15	*	*	*	15		

### 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. 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.*

*Our grade 9s and 6s were excused from writing most of the PATs this year as some were not completed the course by June and others had completed it in the previous year.*

*For tests actually written, our results were 80% in the Acceptable range which exceeds the 75% target set. Therefore, these results are satisfactory to us.*

*Targets for 2017 are set to reflect tests actually written.*

### Strategies

- *Maintain an end of day/week reflection period to assess actual accomplishments and productivity 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.*

### Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
3. 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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	93.3	*	*	*	84.6		Intermediate	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	46.7	*	*	*	23.1		High	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
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	1.9	2.1	5.0	7.1	8.2	3.0	Low	Maintained	Issue	5.0		
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	41.0		Low	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	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 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.

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. This year in fact, we cannot even figure out who the drop-out was, unless it is reflecting a foreign student that we thought went back to their home country. This result is quite unexplainable at this time.

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 rare, we have even had students complete high school in less than three years. 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. In addition, if students leave the province for post-secondary schooling, they are recorded as not having transitioned to post secondary. This year in fact, our transition rate is primarily due to students enrolling in post-secondary programs outside the province and country.

**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 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*

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. 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.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.7	89.0	85.9	93.4	94.9		Very High	Improved	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.	87.5	90.0	92.9	100.0	86.8		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 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 decided 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.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	87.0	87.5	85.1	87.0	82.4		n/a	n/a	n/a			
Percentage of students in grades 7-11 participating in an off-campus internship or personal interest project.	45.5	39	28	64	40	70				70		

**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 low this year and although we are disappointed, we understand why and have put plans into place to improve that number. We had a couple of newer high school teachers who needed more support in implementing projects, we had a handful of visiting foreign students who did not have enough English to take on such projects, and we had a few students with medical issues who also could not take on a project. We are anticipating this number to increase next 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 all teachers are aware that it is an expectation of all students (gr. 7-11) unless certain exceptions exist.

**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	96.2	91.9	92.4	97.7	96.0		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.*

#### 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.*

#### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	81.8	81.9	77.1	77.0	75.1		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 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 accommodate “mini-options” – courses that only run for half of the year for junior high students, thereby allowing them to experience more variety.
- Intensely encourage all students to complete a 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.

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	84.4	85.6	72.7	73.9	87.6		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	99.2	94.0	90.7	88.5	88.5		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.4	90.3	88.2	88.9	94.9		Very High	Improved	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 2016/2017 year on FMNI reconciliation training and on working with students with mild-severe anxieties.
- 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.
- Better utilize the Banbury Learning Philosophy document to assist in conversations with parents about their child's 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.

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Note:

### Future Challenges

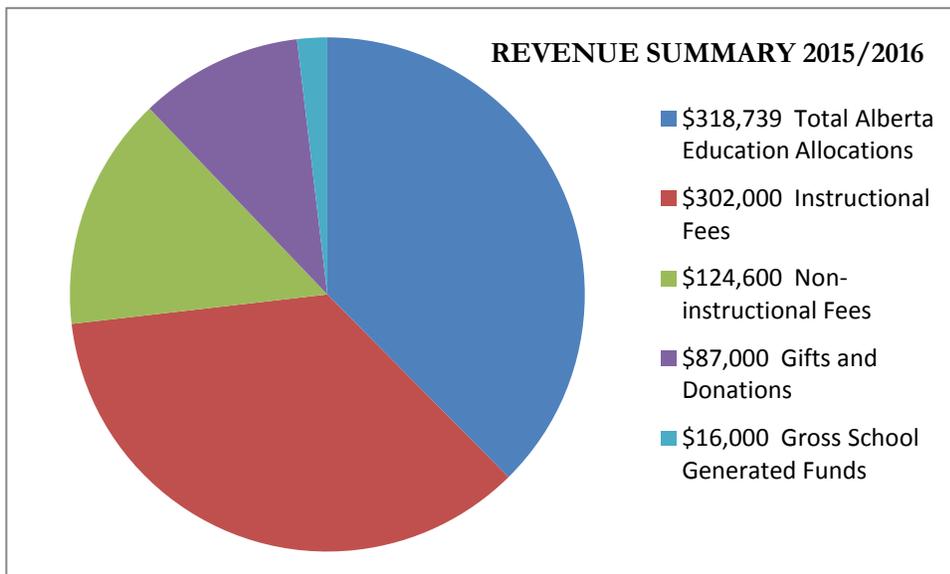
Our most immediate and ongoing future challenge is obtaining more students and increasing our population. We have got to discover more tangible reasons why people are unsatisfied with our services and leave, and we must find more effective advertising ventures. We continue to experiment with a variety of modes of advertising but nothing seems to be very effective in bringing in bodies. We are hoping that with the improvement of the economy here in Calgary, and with our direct competitors across the parade square moving out, we will see some more interest soon.

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 feel we have room for a few of these kids from an inclusive perspective, but if we have too many and the focus of what we are trying to do here is lost. Thus we continue to attract the wrong market and this remains a challenge.

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 addition, no other potential location has been researched and with only 1 more year on our lease, our families are beginning to worry. However, a few parents have stepped forward with offers to assist on this issue.

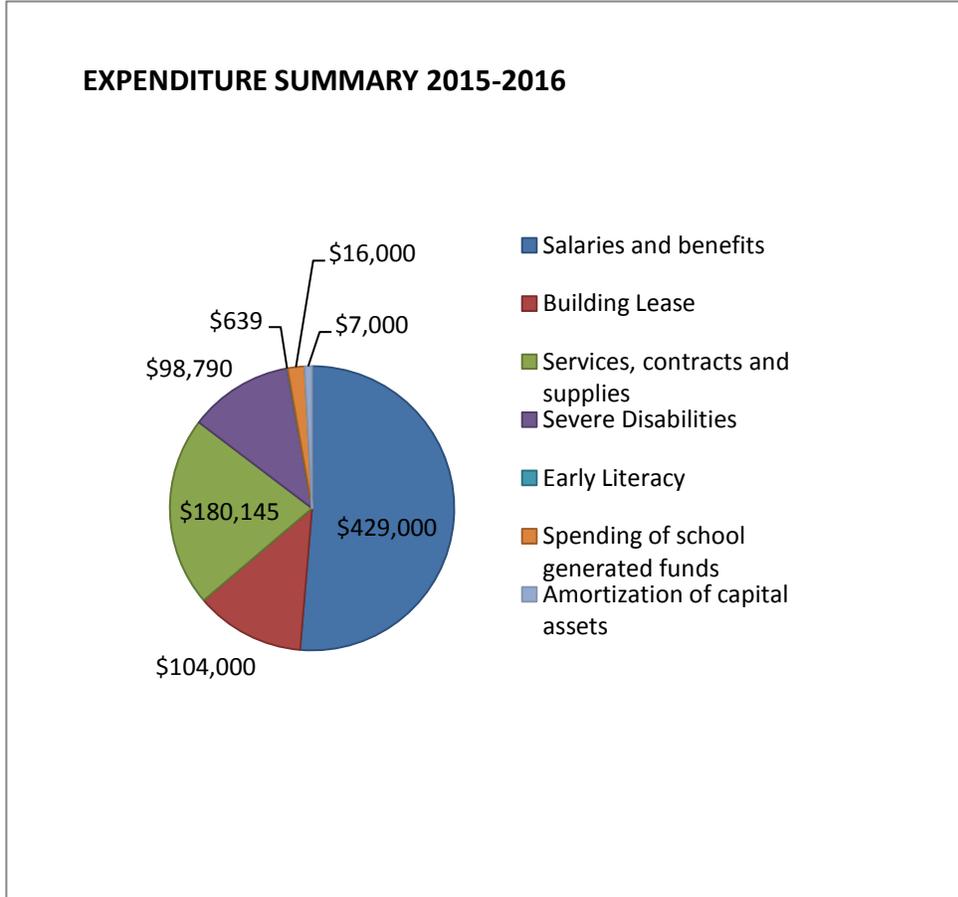
### Summary of Financial Results

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.



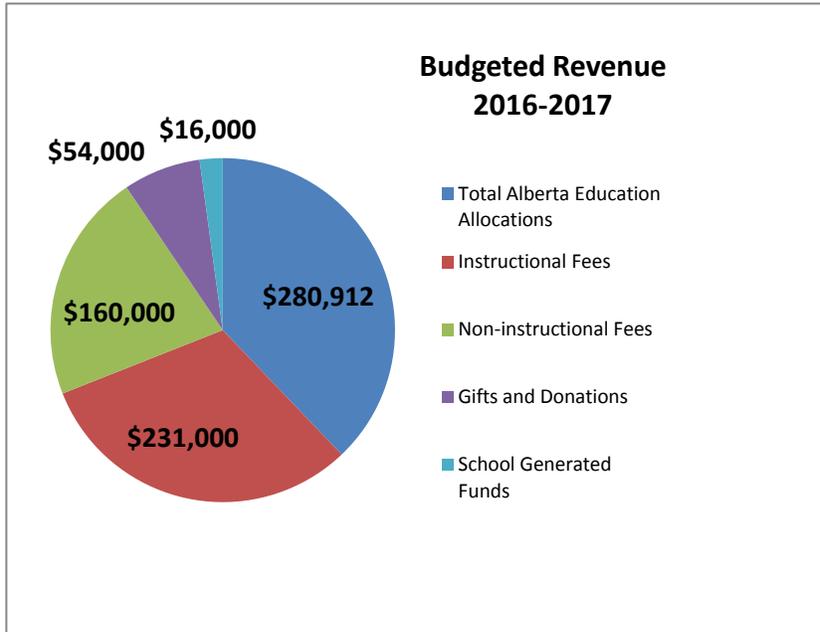
Revenue for the past school year is summarized in the above chart with total revenue = **\$848,339**. Tuition and Alberta Education grants made up the main sources of paying for staff salaries and basic operations of the school. Tuition is divided into instructional fees and non-instructional fees to reflect expenditures. There was a large increase in Gifts and Donations because the society donated the funds from a casino that

was held and generated over \$60,000. 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 little fundraisers like chocolate sales, continue to be a major source of providing for the costs of field trips, course equipment, technology and IT.

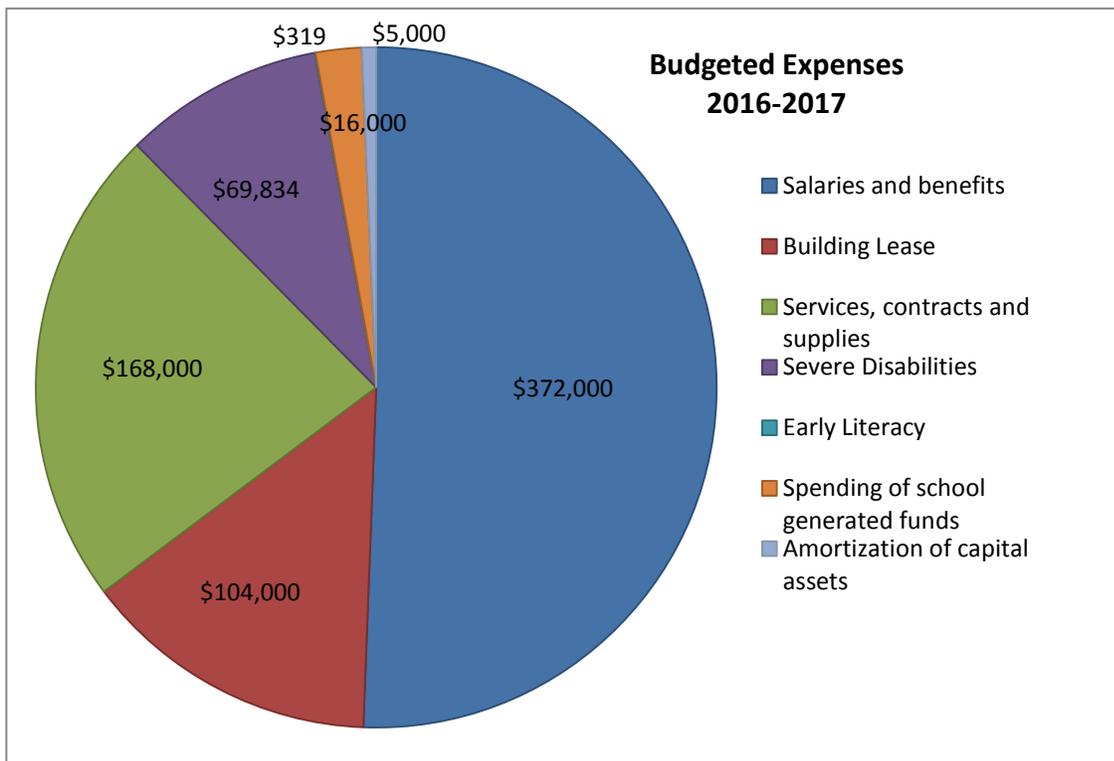


Expenses for the past school year are depicted in the graph above with total expenses projected at **\$835,574**. As to be expected, the biggest part of spending continues to go towards salaries and benefits, despite teachers being paid significantly lower than in other school boards. This is consistent 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, which includes everything from insurance to office supplies, as per Alberta Education formatting. This year the government added reporting on specific areas that used to be lumped in with Services, Contracts and Supplies. 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 **\$741,912**. We do not expect much to change next year, and we are not slated to have another casino until the following year. We are also not planning a fee increase.



A summary of budgeted expenses for the current year is depicted in the previous figure with total expenses at **\$735,153**. An additional column was added this year by Alberta Education to reflect the extra grants received that are dedicated to students with disabilities coded in the severe range as per their regulations. 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. As well, it covers salaries and benefits that aren't paid for through government grants and that result from deficits incurred by the CEU system (credit enrolment units), which only pays for the completion of high school courses. The school's unique philosophy is supported by the school fees in covering the cost of having small teacher/student ratios, individualized programs and tutoring, field trips, manipulative/hands-on materials and professional development. 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 were two formal meetings of the Parent Council and many informal ones that occurred. These meetings discussed marketing strategies, future sustainability, and event planning. In addition we had many parents volunteer for field trips, special events and fundraising efforts.

### **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 and an email home to all families communicates 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](http://www.banburycrossroads.com) under the *Current Students* tab in *Alberta Education Documents* for November 30, 2016.

### **Whistleblower Protection**

- None to report