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## Annual Education Result Report for 2019-2020

### Three-Year Education Plan for 2020-2023



BANBURY CROSSROADS SCHOOL



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## Accountability Statement

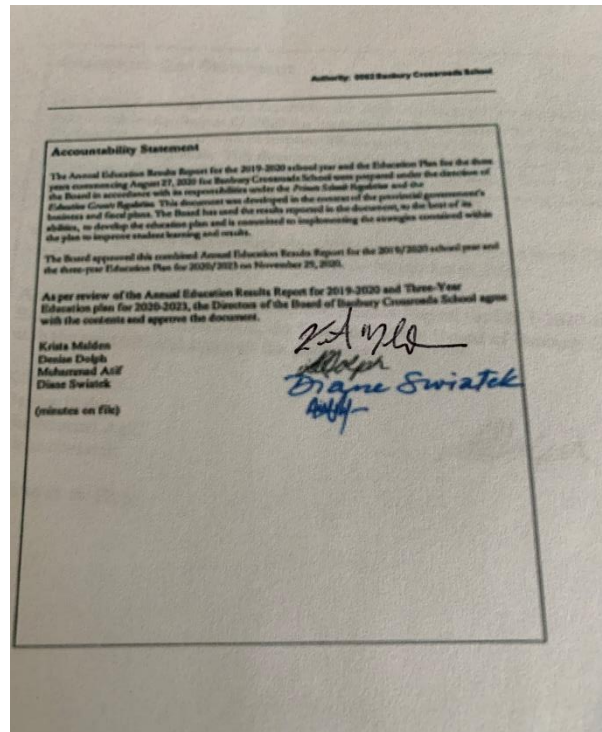
The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing August 27, 2020 for Banbury Crossroads School were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the three-year Education Plan for 2020/2023 on November 29, 2020.

As per review of the Annual Education Results Report for 2019-2020 and Three-Year Education plan for 2020-2023, the Directors of the Board of Banbury Crossroads School agree with the contents and approve the document.

Krista Malden  
Denise Dolph  
Muhammad Atif  
Diane Swiatek

(signatures and minutes on file)



## FOUNDATION STATEMENTS

### Our Vision

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

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

### Our Mission:

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

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

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

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

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

## Our Practice:

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

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

## CONTEXTUAL INFORMATION

### Profile

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

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

On the other hand, the space also has had a number of challenges. There is no playground equipment on our site. The younger children must walk 10 minutes for playground time or utilize another school's site. As a result, teachers must schedule this time into the day outside of recess and lunch breaks. Although some of these challenges may or may not be a deterrent for new families to enroll in Banbury, one of the most detrimental issues in attracting new students is the fact that we are off the LRT line and have limited bus access. Many parents shopping for a school are requesting bus transportation to and from home. We are too small to qualify for bussing service. This continues to be an area of contention for our school community. One of the ways we are trying to deal with the situation is to coordinate some carpooling amongst families who live in similar areas. 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 difficulties, or emotional struggles. 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, of making responsible choices, both academic and social, and of finding a bit more relaxation and confidence. Most of our students eventually become grateful for this caring family atmosphere and for our in-depth, time-intensive intervention, because they appreciate the individual consideration and attention they receive from teachers and staff. They also express gratitude for the opportunity to learn problem solving and communication skills in a setting that

mimics the real world outside the school walls. We expect behaviour consistent with our democratic culture.

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

Students coming from homelearning environments have often expressed a desire to go to a school, but a large public school is 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 lately, more are remaining for years. The duration usually ranges from 1 month to several 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. The regular student body benefits through having a direct experience with people from other cultures, religions and ethnic backgrounds, thereby broadening their vision of the world and encouraging tolerance of diversity. This contact also offers informal and formal leadership and mentorship opportunities to students.

## Issues, Trends and Challenges

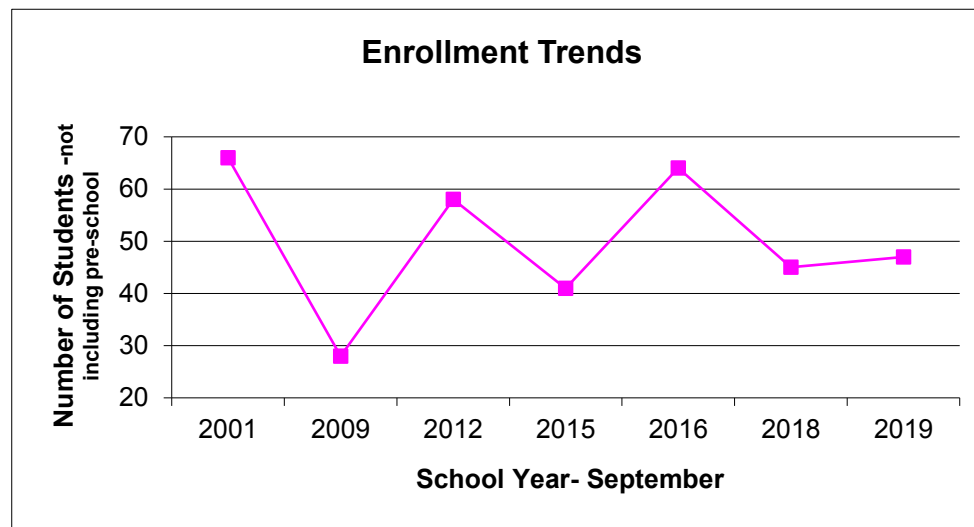
### COVID-19

The biggest issue of this past year was (and is) the COVID-19 pandemic. In March, the province went into lockdown and schooling went online. This was not an easy transition for Banbury, but it was made easier with the reduced instructional hours set out by the province. Most of our student body managed to complete their courses, although gaps in knowledge and skills are currently evident.

This abrupt change laid bare our technology needs and we've since been working to fill that gap from both a physical (hardware/software) perspective and through professional development.

The pandemic also put an incredible strain on the mental health of both the student body and the staff. Teachers and administration often lamented how exhausted they were learning to teach in a new way and making sure students kept learning.

### Enrollment



As the figure above shows, our enrollment has always fluctuated. However, this current trend in enrollment is concerning as we are far lower than we would like. The population in the grades 2-6 and high school areas has remained quite stable; however, there has been a significant drop in the Kindergarten/grade 1 class and at the junior high level. We know that the bleak economic situation currently in Calgary is making it hard for families to consider private education, as other private schools are also feeling the pinch in their enrollment.

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

long time to get it back. Throughout the history of the school, this has been a factor in our fluctuating population.

Lower 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. We try to make up this lack through our internship program and personal interest projects, but often students and parents don't see the opportunities that actually exist within this alternative delivery method.

Over the last couple of years, many of our new students who have enrolled in the School have highly complex needs. About 38% of the student population this year were coded with Alberta Education as having atypical learning needs. Of those, 24% were designated severe needs. An additional 17% showed indications of undiagnosed, academic and/or emotional challenges, and another 23% were ESL. Thus 78% of the population required additional efforts on behalf of the teaching staff to assist their educational progress and/or social/emotional growth.

### Staffing

We have a wonderful core group of teachers 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 especially in light of how diverse our student population is. 78% of the population required additional efforts on behalf of the teaching staff to assist their educational progress and/or social/emotional growth. This puts incredible strain and stress on the teachers who are not trained to work with special needs, and who did not apply for a job at a Designated School for Special Needs. It also puts a strain on the integrity of school as many of these students **cannot** be self-directed, and our very core is altered to accommodate them.

In response, the School hired 1 part-time teaching assistant to work with specific students, and a part time ESL trained instructor. We also engaged the help of an occupational therapist and a speech therapist through the Regional Collaborative Services Delivery to work with a number of individuals.



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

## Funding

Banbury continues to eke out an existence. Our funds go directly into our program and in keeping our class ratios very small. We've discovered that this is a hard sell. We are not a stereotypical private school with a big beautiful building, uniformed students, and an abundance of expensive equipment for show. Our tuition rates must remain high enough to cover basic costs, but low enough to not get lumped in with more stereotypical private schools. Currently, our tuition is one of the higher ones amongst non-stereotypical private schools (religious, Montessori, etc), as they tend to have larger class sizes.

Our funding is directly tied to the enrollment of the school, and as such, it is vital that we get the right mix of students. It is also imperative that any students we gain during the year, plan to stay, as the funding formula in Alberta has changed. We are now funded on more of a three-year average than on actual numbers. Thus, it is better to have some stability in the student body than to fluctuate, which we've had a tendency to do.

To address our lack of funds, many teachers work a four-day week. As well, 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 has too much to do and too little time. We need to add hours but need to ensure the basics have sufficient funding first.

On the upside, we continue to be supported by the Banbury Crossroads School Society which fundraises for the school through hosting casinos every 18 months and collecting donations from other organizations such as the Optimist Club of Calgary. These funds end up paying for many things that would not be possible otherwise, such as the cost of three passenger vans, IT services and computer hardware, instructional materials, field trips, insurance, and furnishings. These monies have become vital to our existence. This past year the school has also hosted a number of fundraisers within our own community that have assisted in the renovation of the kitchen.

## Provincial Exams

*Although Provincial Achievement Tests and Diploma exams were predominantly canceled due to the pandemic, the following information is still relevant to this report, as it is an ongoing contextual issue:*

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

One challenge is getting all students who are eligible to write the PATs to write them. Despite students being ready for these tests and their parents informed of the importance of them, we always seem to have a number of absences on the day of the tests. When students don't write the test, it is considered a zero on our overall results because Alberta Education uses the cohort in the calculations. We have found that some of our families simply disagree with the nature of these tests and refuse to participate. We have also

discovered that the **anxiety epidemic** that is currently happening nationwide is affecting these students as well. As part of our professional development, teachers here have been learning about anxiety, and we have begun addressing this topic formally in health classes, through mindfulness training 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.

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

## *SUMMARY OF ACCOMPLISHMENTS*

### *School Mental Health*

Banbury continues to include many individuals who suffer from various anxieties and self-regulation challenges in its student population. The pandemic heightened these challenges and also took its effect on the mental health of the rest of the community. Throughout the year and right through lockdown we managed to continue to host mindfulness sessions. This was an initiative that was started the year before and was deemed a success, as a noticeable calm and focussed atmosphere became the norm. There seemed to be fewer meltdowns, less social conflict and the overall productivity in many students increased. A member of the teaching staff became certified as a mindfulness instructor and several resources were collected to assist teachers in implementing the practice on their own. It was a time that allowed students and staff to discuss their fears and frustrations with the pandemic in a non-judgemental and supportive way.

### *Exhibitions*

At Banbury, we don't have parent/teacher interviews. We have student exhibitions where the student presents their achievements to their parents and teachers. This past year, staff worked on improving these sessions by incorporating a more reflective practice to them. Student presented their work from a more "what did I do well" and "what could I improve" perspective. This seemed successful in highlighting strengths and gaining a more honest reflections of themselves.

### *Indigenous Perspectives*

This year there were many activities and events going on which brought an Indigenous perspective to them. On a school-wide basis we acknowledged Orange Shirt Day with stories and presentations to increase our awareness of Residential Schools. We also did the Blanket Exercise in February with grades 6 and up. On the elementary side, we continued to conduct circle talks every week to allow each student to share the "hugs and bugs" of their life, and to work our any problems they may be having amongst themselves or with something at the school level. There were also a number of interesting projects conducted by individual teachers, including making an Indigenous bag in STEM, a lesson on Inuit language by a university professor, Norval Morrisseau's art project, creating a video of an Indigenous legend in Language Arts, and in celebrating the land in the decorations made for the Inn From the Cold. In addition, there were a number of titles added to our reading library that were written by Indigenous authors. The school has also adopted a practice of acknowledging the land at the beginning of every school-wide event.

### *Community Engagement*

Our tiny school continues to give back to the community at large as best we can. We raised over \$800 for cancer during our Terry Fox Run in September. All staff and students participated in a fun, team oriented run doing laps around the field. The event was celebrated with balloons, music pumping from a car in the middle of the field, and healthy competition, all for a good cause.

Then, at Christmas the whole school community (teachers, students, parents) came together to collect and deliver a full truck load of food to the Veteran's Association Food Bank which had a call out for need. Being that Banbury is located on an old army barracks, this charity seems like a good fit, and will likely be a part of our community engagement in the future.

Finally, the elementary students decorated a room for the families at the Inn from the Cold to make a dull room look bright.

Teachers continue to implement many field trips for their courses. This year's excursions included: The Police Interpretive Centre, hiking Nose Hill Park and Heart Creek, visiting an archivist at the Military museum, various art galleries, Fish Creek Environmental program, wall climbing, various theatres for plays, Blackfoot Crossing, frisbee golf, kickboxing, skiing at COP and Nakiska, gymnastics at Altadore Gymastics.

A number of guest speakers were welcomed into the school presenting on topics of Inuit Language, construction, and authoring and illustrating a book. We also had an experienced chess player volunteer to work with our chess club that was initiated by a student.

On the secondary side of the school, we had a few personal interest projects that required students to interact with the wider community. One high school student completed an internship at the Alberta Animal Rescue Society, and another with a parent's consulting business.

We also welcomed a large group of students from Korea for a 4 week period in January. They were here as a camp to practice their English, immerse with Canadian students and to tour the area. The occasion was marked by a big welcoming event that saw over 60 people in the gym engaging in some cross-cultural interactive games.

### Events

Prior to the pandemic, the usual annual events were held, such as a Christmas Concert and Art Show, Asian New Year and seasonal holidays, along with a number of fun-themed days such as Crazy Hair day, pajama day, etc. In June we managed to host an outdoor, physically distanced, awards day. Graduation was celebrated virtually. The school was supposed to celebrate its 40<sup>th</sup> anniversary, but this had to be postponed until after the pandemic ends.

### Mentorship

A handful of students and a staff member started a mentorship program this year. An older, secondary, student was paired up with an elementary student once a week. This session offered an opportunity to address a need of some extra one on one tutoring/reading for the elementary student. It was also used to work on the social skills of some of the elementary students. Mentor students gained skill in planning an executing activities to do with their mentee and in reflecting on their success. The program was deemed a success and all of the participating students enjoyed it immensely.

### Professional Development

This year's professional development was primarily centered on working with students with trauma, anxiety and mental health challenges. All teachers attended the independent school teacher's convention through AISCA in February. In addition, in October, 3 staff members attended the CCSDL (Canadian Coalition of Self-Directed Learning) Conference that was held at Mary Ward School in Toronto. This group is our philosophical family, and their conference sessions are particularly suited to our approach to teaching and learning.

## ***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, and on the other hand, 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 think 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 effect 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.

*This year, due to the pandemic, there are no results for Provincial Achievement Tests or Diploma Exams.*

The following is our “report card”:

**May 2020 Accountability Pillar Overall Summary**

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	94.8	93.7	92.5	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	82.2	82.3	79.1	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.1	95.2	92.4	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	10.0	0.0	0.0	2.7	2.6	2.7	Very Low	n/a	n/a
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	*	*	n/a	79.7	79.1	78.4	*	*	*
	PAT: Acceptable	n/a	*	54.2	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	*	14.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	94.1	90.8	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	23.5	24.3	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	100.0	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	10.6	60.1	59.0	58.5	*	*	*
	Work Preparation	96.2	100.0	97.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	92.8	89.7	88.4	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement		95.5	98.9	90.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement		94.9	88.9	89.0	81.5	81.0	80.9	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; and Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Measure Evaluation Reference (Optional)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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

### Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



**Comment on Results**

*Due to the pandemic, there were no PATs written last year. As well the chart above shows that the school has not had enough students write any one test in the last 4 years to register 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. Since Alberta Education uses the cohort in their calculations, any registered students who do not write the test counts as a zero. We had many zeros this year due to a high number of students (including ESL students) who did not complete the course by June.*

*For overall tests actually written in the previous year, our results were 93% at the acceptable standard and 33% at the standard of excellence which exceed our targets.*

**Strategies**

- *Utilize tracking sheets and maintain an end of day/week reflection period to assess actual accomplishments and productivity and to address slow paces of work.*
- *Utilize the self-directed learning checklist to assist students in becoming more self-aware of what makes them successful and confident.*
- *Assist slow-moving students in becoming more productive by implementing distraction-reducing strategies and perfectionism-reducing strategies consistent with mindfulness practice.*
- *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)

## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

**Comment on Results**

*Due to the pandemic, only a few diploma exams were written in January.. As well the chart above shows that the school has not had enough students write any one test in the last 4 years to register results.*

*Results on diploma exams written this year and the previous year were pleasing to us. Results for Banbury students would be 100% at the acceptable standard.*

*Exam results tend to fluctuate each and every year depending on the one or few students who 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 credits received.*

**Strategies**

- *Ensure students leave enough time for course review before writing diploma exams.*
- *Offer more exam preparation sessions to students writing diploma exams.*
- *Ensure that students register in the correct level of courses.*
- *Use mindfulness practice and other anxiety-reducing methods to address test anxiety.*

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

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	*	*	*	*	*	76.5	78.0	78.0	79.1	79.7
4 Year Completion	*	*	*	*	*	81.0	81.2	82.6	82.7	83.5
5 Year Completion	47.8	*	*	*	*	82.1	83.2	83.4	84.8	84.9

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	8.2	0.0	0.0	0.0	10.0	3.2	3.0	2.3	2.6	2.7
Returning Rate	*	*	*	n/a	n/a	18.2	18.9	19.9	22.7	18.2

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	*	*	*	*	*	37.0	37.0	39.3	40.1	40.8
6 Year Rate	41.0	10.6	*	*	*	59.4	57.9	58.7	59.0	60.1

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	*	*	100.0	*	*	60.8	62.3	63.4	64.8	66.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*)

**Comment on Results**

*Our drop-out rates and post-secondary transition rates reflect only 1 or 2 students. 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 high, 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. **Sometimes the internal changes in students in taking responsibility for their own learning are remarkable and heart-warming.***

*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've 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. As well, if a student moves out of province for post-secondary school, they are not counted as attending 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

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

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.9	92.1	83.4	89.7	92.8	83.9	83.7	83.0	82.9	83.3
Teacher	97.7	93.3	100.0	97.8	100.0	94.5	94.0	93.4	93.2	93.6
Parent	93.8	98.3	89.1	95.0	96.9	82.9	82.7	81.7	81.9	82.4
Student	93.1	84.5	61.0	76.3	81.5	74.5	74.4	73.9	73.5	73.8

**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.***

**Strategies**

- *Expose students to and promote volunteerism.*
- *Offer cost-effective courses and experiences in CTS, off-campus education, and travel.*
- *Foster the development of a professional community amongst staff members, thereby role-modeling a democratic process.*
- *Maintain an atmosphere of mutual respect so that students can collaborate freely with each other and with adults.*
- *Ensure students have opportunities through class meetings to have input into their school environment.*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Banbury Crossroads did not have any FNMI identifying students registered this year. Thus, data for results on PATs, Diploma exams and other measure do not exist.

### Comment on Results

*Our experience with students who identify as FNMI is that for many, regular attendance is difficult. Our self-directed and continuous learning program should be conducive to the success of these students in that it would allow them more flexibility in how, when, and where courses are completed. However, sometimes families see the moving through one grade per year more important than ensuring that the grade has been completed and that learning has taken place to ensure success at the next level. The result is that sometimes students at our school don't finish the grade and the parents want them to move on, but they are not ready. If they are pushed ahead, either the work gets overly difficult for them and they find that they can't be successful, or, they are registered in a particular grade but working well below that grade. Either way, they often don't remain at our school. It is a complex situation influenced by history. In addition to affecting the academics, irregular attendance makes it difficult for those students to develop trusting relationships with their teachers, and their peers. As a result, students sometimes feel they don't fit in or are left out.*

*Banbury has made bringing in an Indigenous perspective to our teaching a priority. Activities done this year were outlined in the Achievement section at the beginning of this document.*

### Strategies

- *Ensure that policies and strategies previously developed are implemented to encourage regular attendance of FNMI students.*
- *Continue to offer our personalized and flexible approach to any FNMI students.*
- *Implement learning opportunities, such as the Blanket Exercise, from resources and professional development learnings for the entire school community.*
- *Ensure all teachers are implementing Indigenous ways/learning into their practice.*
- *Utilize applicable areas in the curriculum as opportunity for discussion and activity about FNMI history and culture.*
- *Continue to foster an atmosphere of tolerance, understanding and inclusion.*
- *Highlight the cultural endeavours of any FNMI students we may have.*
- *Continue to educate staff on Indigenous issues and on the reconciliation recommendations through professional development.*

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

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	75.1	77.6	77.3	82.3	82.2	81.9	81.9	81.8	82.2	82.4
Teacher	84.5	84.1	95.2	91.7	94.6	88.1	88.0	88.4	89.1	89.3
Parent	71.1	84.4	70.9	84.8	85.4	80.1	80.1	79.9	80.1	80.1
Student	69.5	64.4	65.7	70.6	66.5	77.5	77.7	77.2	77.4	77.8

### 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.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

## Outcome Four: Alberta's K-12 education system is well governed and managed

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.8	91.7	100.0	100.0	96.2	82.6	82.7	82.4	83.0	84.1
Teacher	88.9	83.3	100.0	100.0	100.0	90.5	90.4	90.3	90.8	92.2
Parent	84.6	100.0	100.0	100.0	92.3	74.8	75.1	74.6	75.2	76.0

### Comment on Results

*This 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. Overall, it has been observed by our alumni that the School's self-directed mandate has produced entrepreneurship in our graduates, some of whom have started businesses or participated in socially, and environmentally, important initiatives throughout the world. Students are also learning how to manage their stress and anxiety through our mindfulness practice. They can implement these strategies anytime, anywhere throughout the rest of their lives.*

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.4	82.6	82.2	92.7	90.4	70.7	71.0	70.9	71.4	72.6
Teacher	88.9	81.8	86.7	94.4	92.3	77.3	77.3	77.8	78.8	80.6
Parent	76.0	83.3	77.8	90.9	88.5	64.2	64.8	64.0	64.0	64.6

### Comment on Results

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

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
	88.5	83.2	88.5	98.9	95.5	80.9	81.2	81.2	81.3	81.8
	100.0	83.3	94.7	97.8	97.1	88.4	88.5	88.9	89.0	89.6
	76.9	83.1	82.2	100.0	93.8	73.5	73.9	73.4	73.6	73.9

### Comment on Results

*As a small independent school, we are in a position to be more responsive to parental input and to be able to welcome them into the school in multiple and meaningful ways, and this reflects the results on the fifth measure. 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.*



Percentage of teachers, parents and students satisfied with the overall quality of basic education.									
Authority					Province				
2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
94.9	89.8	92.2	95.2	96.1	90.1	90.1	90.0	90.2	90.3
94.4	83.3	100.0	98.1	100.0	96.0	95.9	95.8	96.1	96.4
97.4	93.0	94.7	97.2	97.4	86.1	86.4	86.0	86.4	86.7
92.8	93.1	81.8	90.3	90.8	88.0	88.1	88.2	88.1	87.8

**Comment on Results**

*As indicated in this measure, 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.*

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.0	94.6	89.1	93.7	94.8	89.5	89.5	89.0	89.0	89.4
Teacher	97.8	96.6	97.5	93.3	94.3	95.4	95.3	95.0	95.1	95.3
Parent	95.4	100.0	94.0	98.3	98.5	89.8	89.9	89.4	89.7	90.2
Student	94.9	87.2	75.9	89.6	91.7	83.4	83.3	82.5	82.3	82.6

**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.*

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.									
Authority					Province				
2017	2018	2019	2020	2016	2017	2018	2019	2020	
87.3	90.7	88.9	94.9	81.2	81.4	80.3	81.0	81.5	
83.3	100.0	88.9	100.0	82.3	82.2	81.5	83.4	85.0	
100.0	100.0	100.0	100.0	79.7	80.8	79.3	80.3	80.0	
78.4	72.2	77.7	84.8	81.5	81.1	80.2	79.4	79.6	

**Comment on Results**

*In regard to this last measure, 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.*

### Strategies

- *Maintain and foster an atmosphere of mutual respect so that students can collaborate freely with their peers and 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.*
- *Offer cost-effective courses and experiences in CTS, off-campus education, and travel.*
- *Continue to offer students “real world” opportunities through internships, special projects, work experience and volunteerism.*
- *Assist students in making connections with their schoolwork 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 through both curricular work and Personal Interest Projects.*
- *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.*
- *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.*
- *Refine secondary student exhibition to focus on student strengths and reflection.*
- *Refine the new Self-Directed Evaluation tool in order to be more succinct and quicker to use.*
- *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.*
- *Focus professional development for the 2019/2020 year on teacher and student wellness and mental health.*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## FUTURE CHALLENGES

Our biggest challenge that affects us every year is dealing with the large numbers of complex needs we have in our student population. Ensuring that support for academics and social/emotional challenges is there for every student is difficult and taxes our finances, our marketability, and our general philosophy, as well as the emotional labour of staff.

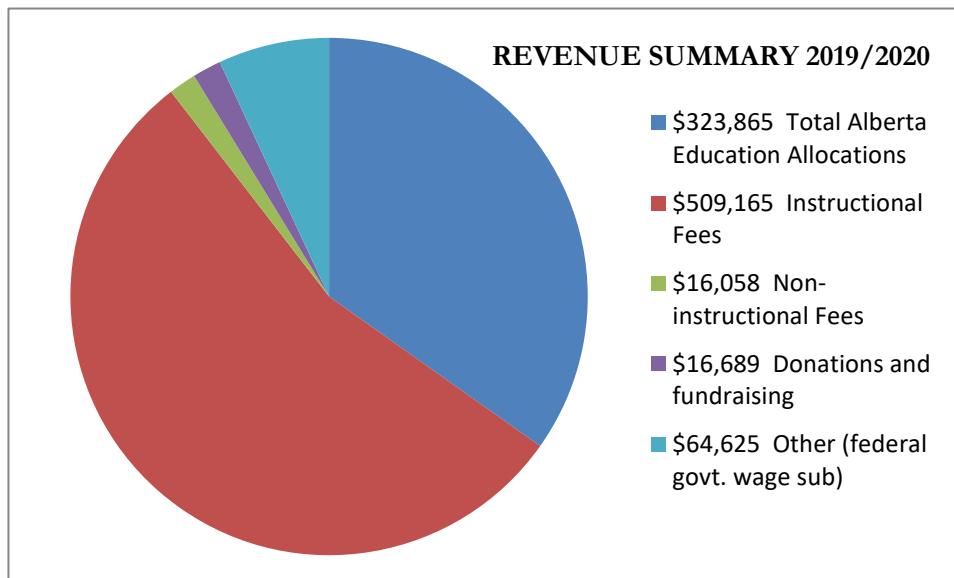
We find ourselves continuously turning away students we know are unsuitable, because their needs are far greater than our services. A student will likely not become self-directed if they require an aide to complete their work. We think we have room for a few of these kids from an inclusive perspective,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

After 16 years in this location, 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 landowners, 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.

## FINANCIAL SUMMARY

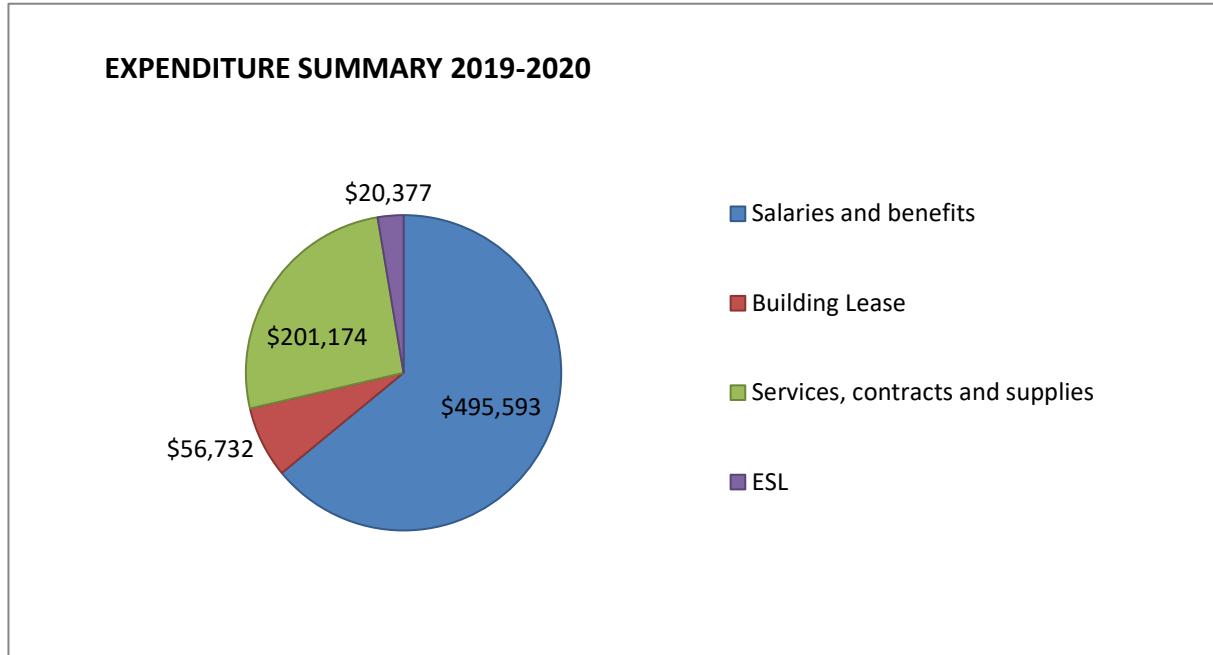
### Financial Results for 2019/2020

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



Revenue for the past school year is summarized in the above chart with total revenue = **\$930 398**. This was about \$16,000 more than the previous year. Tuition and Alberta Education grants made up the main sources of paying for staff salaries and basic operations of the school. Alberta Education Allocations include grants for Base Instruction, Plant Operation and Maintenance, Severe Disabilities, Equity of Opportunity and Early Literacy. Tuition is divided into instructional fees and non-instructional fees to reflect expenditures. The bursaries we receive through the Prosser Foundation to assist students whose

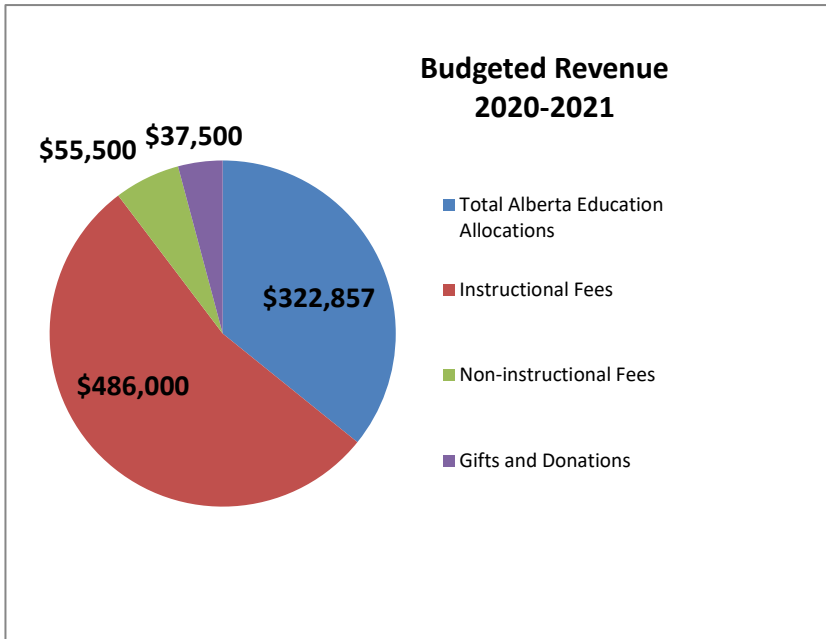
families are unable to pay the entire tuition amount are included the instructional fees. Non-instructional fees are generally from some administration fees that we charge, as well as, funds received through the Banbury Crossroads Society which are allocated to cover a little bit of some operational costs such as rent, van maintenance, IT and insurance. Donations also come from the Banbury Crossroads School Society which donated a portion of funds from the casino and from a donation from the Optimist Club of Calgary. These funds, and any School Generated Funds, from fundraisers like chocolate sales, continue to be a supplementary source of providing for the costs of field trips, and classroom instructional supplies and equipment. Finally, as a result of the pandemic we qualified for some financial assistance from the Federal Government in the form of a wage subsidy. This allowed us to maintain our entire staff during the lockdown. We did not lay anyone off.



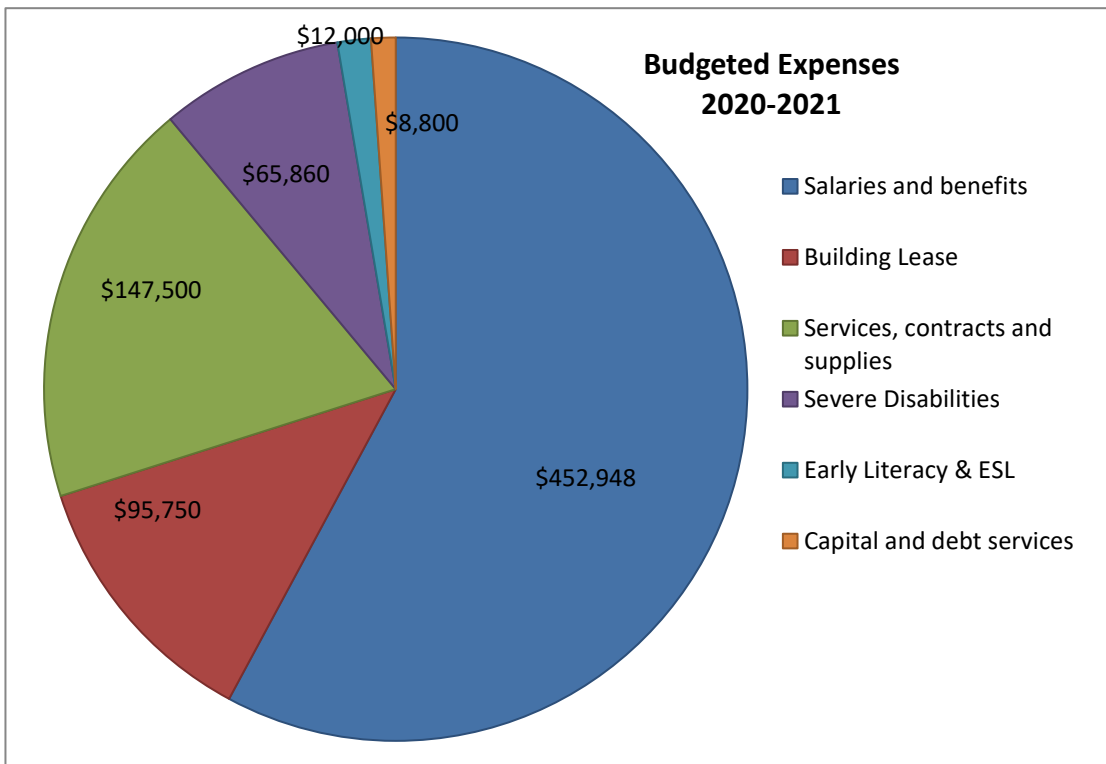
Expenses for the past school year are depicted in the graph above with total expenses equaling **\$773 876**. As to be expected, a big part of spending continues to go towards salaries and benefits, despite teachers being paid significantly lower than in other school boards. This is consistent with our overlying mandate of keeping classes 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.

We ended the year with a surplus of \$156 522 which is significantly higher than most years and due to extra dollars and rent relief we received during lockdown in the spring. This surplus is highly welcome though, as in the current year our expenses due to the pandemic have increased substantially.

**Budget Summary for 2020/2021**



A summary of budgeted revenue for the current year is shown in the above figure with total revenue at **\$901,857**. This budget, prepared last spring, represents the new funding formula. The bulk of the school’s revenue comes from the school tuition that parents pay to have their child(ren) attend the school and the funds we receive from the provincial government. Non-instructional fees include fees for registration, physical education, secondary optional courses, and textbook rental. 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 **\$782,858**. 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. 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 one formal meeting of the Parent Council last year. This meeting mainly discussed fundraising campaigns, and a plan to reengage the council and seek out new members for the ensuing year. We also had many parents volunteer for field trips, special events and fundraising efforts. In addition, as noted by our results on the survey questions about satisfaction with parent involvement, many parents take advantage of our open-door policy, and come into the school to talk with us about concerns or ideas. There is a lot of individual contact in this way. When the school moved to home learning in March, communication with parents continued directly through electronic platforms.

## TIMELINES AND COMMUNICATION

Parents will be able to obtain a copy of this report on our website. A note in the school newsletter goes out to all families communicating that the document is 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 January 2021. <http://www.banburycrossroads.com/docs/2018-19%20Results%20Report%20and%20Three%20Year%202019-2022%20Education%20Plan.pdf>

## WHISTLEBLOWER PROTECTION

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2018-1019 year.