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Annual Education Result Report 2020-2021



BANBURY CROSSROADS SCHOOL



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Accountability Statement

The Annual Education Results Report for the 2020-2021 school year for Banbury Crossroads School was 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 results. 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 2020/2021 school year on December 3, 2021.

As per review of the Annual Education Results Report for 2020-2021, 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. There is ample and free parking, and the space has 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 a few months 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

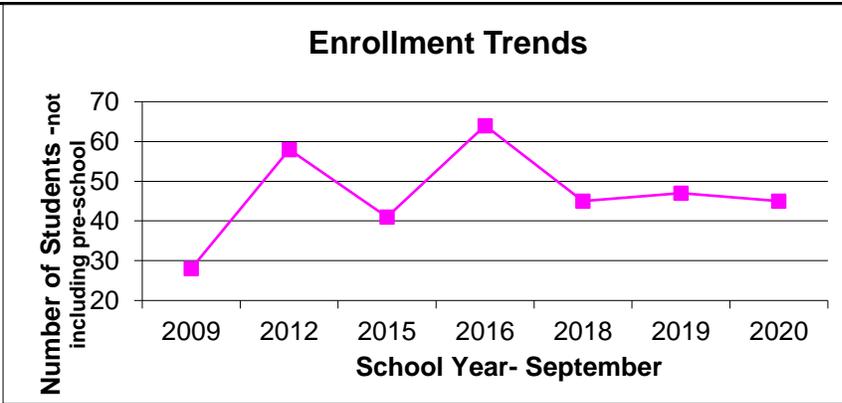
COVID-19

The biggest issue of this past year was (and is) the COVID-19 pandemic. Despite the fact that schools were mandated open to in-person learning by the provincial government, parents had a choice as to whether they sent their kids to school or had them learn remotely from home. Given the smallness of Banbury and the nature of subject oriented teacher portfolios, it was not possible to separate remote teaching from in-person teaching. Thus, teachers at Banbury were responsible for both, and had to schedule in time during the day to meet with home learners while they were instructing students at school. With that, the teachers had their prep times removed so that all classrooms could be opened in order to distance students the required 2 meters and have students eat lunch in those classrooms. On top of that, teachers were responsible for ensuring that common touched surfaces in their classroom were cleaned regularly. With this overload, the administration decided to adjust the hours of school to end 30 minutes early each day to provide time for teacher prep and final cleaning. This change in mandated hours was an allowable action made possible by the provincial government. Thus, the total of instructional hours offered was reduced, however, with some option courses removed, and no field trips conducted, all lost time was reimbursed. As a result, course completion rates were kept consistent with other years. Gaps in student knowledge and skills continued to be evident, however, from the previous months of remote learning.

Then, due to an increase in covid cases, there were two times during the year where junior high and senior high students were mandated by the province to stay home. This switch to online learning was deeply impactful on both students and teachers, but in particular on the students with special needs, including those on the autism spectrum. As a result, many of our special needs students were exempted from working from home and teachers had to still accommodate in-person and at home learners. Needless to say, the scheduling became quite complicated. The nature of the self-directed program we have at Banbury meant that each student had one-on-one meetings with their teachers a few times per week to ask questions and get feedback, as they moved forward in their work independently.

The pandemic also put (and continues to do so) an incredible strain on the mental health of both the student body and the staff. Teachers and administration often lamented how exhausted they were with no breaks during the day and teaching in multiple ways. Students, generally speaking, were showing a noticeable lag in maturation, social skills and coping skills due to the isolation from their friends and extracurricular activities. Many students showed signs of increased anxiety.

Enrollment



As the figure above shows, our enrollment has leveled off over the past few years. However, this current trend in enrollment is concerning as we are far lower than we would like. The lowest numbers were experienced in the junior high grades.

Deducing the reasons for a continued low enrollment is difficult. Some contributing factors might be the bleak economic situation currently in Calgary, as other private schools are also feeling the pinch in their enrollment, as well as that most marketing campaigns have moved to social media outlets, and we admit that we are a little behind in this endeavor. Our website is also aging and so we have been working on a new one since the spring.

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.

About 36% of the student population this year were coded with Alberta Education as having atypical learning needs. Of those, 50% were designated severe needs. An additional 16% showed indications of undiagnosed, academic and/or emotional challenges, and another 16% were ESL. Thus 68% of the population required additional efforts on behalf of the teaching staff to assist their educational progress and/or social/emotional growth.

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.

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.

This year, we hired two new teachers: One to replace a long-time core teacher who moved out of the province and one to allow all rooms to be open on the elementary side so students could distance 2 meters. Both teachers were successful in learning the School’s philosophy and were highly competent.

Funding

Banbury continues to eke out an existence. Our funds go directly into our program and in keeping our class ratios very small. We have 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 in the average range amongst non-stereotypical private schools (religious, Montessori, etc), and 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 often done with high enrollment rates at the end of the year.

Covid brought additional costs to the school in the areas of staffing hours, cleaning hours, cleaning supplies, technology, and the purchase of more appropriate furniture (desks instead of tables). We also filled an extra classroom rented specifically for storage to contain our tables, couches and cloth furnishings which we were no longer able to use. Some relief was provided with a grant from the federal government, and with some rent adjustments from our landlord. In addition, expenses were reduced due to having no field trips and un-insuring the vans. In all, however, the costs far outweighed the savings. Covid was also the reason that all casinos were canceled, and this was another hit to our coffers.

To assist the funding shortfall, 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.

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 casinos were cancelled and there was no influx of funds. The School hosted a number of fundraisers within our own community to assist in the purchase of some new computers.

Provincial Exams

Although Provincial Achievement Tests and Diploma exams were optional this year, 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 complete the course the year before because they have a faster pace than the norm. As a result, we do not make these students write the PATs. They are exempt, because they either have not learned the material yet, or they learned it a long time ago and shouldn't have to review a whole course of material for a test that doesn't really benefit them. Again, students who don't write the test, are given a mark of zero, because Alberta Education uses the cohort in the calculations. This often brings our overall results and averages down dramatically.

SUMMARY OF ACCOMPLISHMENTS

Covid-19 Protocols

Despite classes being predominantly in-person, the year was in no way a normal year. Teachers rallied together to prepare the school by switching out tables for individual desks in their rooms, marking hallways with distancing spots and arrows, putting up signs to remind of handwashing, masking and distancing, sorting their hands-on materials into individual use packets, and planning out staggered movements throughout the day.

Then teachers were successful in training students to wear masks, wash their hands regularly, use hand sanitizer frequently, stand on distancing markers, and to not congregate in hallways or other areas. This commitment to health measures resulted in zero cases of Covid in any of our students and staff the whole year.

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 we managed to continue to host mindfulness sessions with the elementary students. These sessions were lead virtually, with all of the elementary classes Zooming in. A noticeable calm and focussed atmosphere has become the norm, as a result. There seems to be fewer meltdowns, less social conflict and the overall productivity in many students increased. Teachers took turns leading the sessions and focussed on topics of feelings and emotions, growth mindset, social skills, gratefulness, and Indigenous teachings. It was also a time that allowed students and staff to discuss their fears and frustrations with the pandemic in a non-judgemental and supportive way.

On the secondary side of the school, mindfulness sessions were offered to those who wanted them and primarily focussed on breathing and meditation type exercises. Teachers are finding that implementing mental health supports for the adolescent demographic is challenging. Many of the teenagers have resisted having to do something like mindfulness, and some have expressed that they don't like it because it's not cool. Unfortunately, these particular students would be the exact students who need these strategies to cope with life and manage intense feelings. Thus, we will be searching for new ways to bring mental health supports to this demographic next year.

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 a yearlong study of The Seven Sacred teachings, focusing on one every month or so. These acknowledgements started with a virtual presentation on the teaching and then teachers brought that teaching into their classrooms.

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. These circles were held outside in order to spread everyone out, and then brought inside to an mostly empty room. In the mindfulness sessions an Indigenous perspective was brought in each week with the teaching of some basic Cree and Blackfoot language, some orientating with the land, animals and nature and a focus on balance and harmony. There were also a number of interesting projects conducted by individual teachers: In elementary Language Arts, students created a

personal timeline, with which to tell their own story, they practiced storytelling, and read and discussed some First Nations legends. In Math students learned through an Indigenous probability game, and there were Social Studies lessons on First Peoples and Homes of the Past. The concept of what Canada looked like before anyone else sailed here, was the focus of much discussion and activity.

On the secondary side, FNMI games were played on PE, FNMI art was used for Tessellations in Math, Inukshuks were studied in Art, and Stoney Nakoda legends were used in relation to Grizzly Bear habitats in junior high science.

Community Engagement

Our tiny school continues to give back to the community at large as best we can. We raised over \$1300 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.

Remembrance Day kicked off with a virtual guest speaker who was a veteran that served as a chaplain in the army. Then a couple of secondary teachers volunteered as targets for a pie throwing event that raised a few hundred dollars for the Veteran's Association Food Bank.

At Christmas, the secondary students were mandated to work from home, but the elementary families managed to collect and deliver a full car load of food to the Veteran's Association Food Bank. Being that Banbury is located on an old army barracks, this charity seems like a good fit, and will likely continue to be a part of our community engagement in the future.

In February we acknowledged Black History Month on a school-wide basis. History lessons, stories of important figures, and a virtual speaker on the Black Lives Matter movement were experienced by all students. Even teachers had a professional development session on systemic racism.

Due to Covid-19 there were only a few field trips conducted. This year's excursions were relegated to the art classes that went out and sketched in various places such as Stephen Ave for architecture, and the PE classes who managed to go to places that were walkable such as skating, tobogganing and local walks.

In addition to the prementioned speakers, there were a few other virtual guests. Brave Education did a presentation on Sex Trafficking to the high school students, and the Centre for Sexuality spoke on LGBTQ issues. On the elementary side a journalist, a city Counsellor and an author were welcomed. Students also participated in the online Mayor's Expo.

We also had one high school student able to participate in an internship in telecommunications.

Events

As a result of the pandemic, the Christmas Concert and Spring Concert were videoed and posted on-line for the parents to watch. In addition to the prementioned events, the usual holidays were celebrated in a virtual or distanced manner, and there were a few fun-themed days such as Crazy Hair day, pajama day, etc. In June we managed to host an outdoor, physically distanced, awards day, including the graduation of two grade 12 students. Once again, the school was supposed to celebrate its 41th anniversary, but this had to be postponed until after the pandemic ends.

Mentorship

A handful of students and a staff member continued a mentorship program this year. Older, secondary, students were 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 and 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 systemic racism, trauma-informed teaching education, working with students on the spectrum, financial literacy, and mental health supports. All teachers attended the independent school teacher's convention through AISCA in February.

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 “results”:

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Banbury Crossroads School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	92.0	92.8	88.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	83.4	80.3	79.6	*	n/a	n/a
	5-year High School Completion	*	*	n/a	86.2	85.3	84.8	*	n/a	n/a
	PAT: Acceptable	n/a	n/a	45.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	94.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	23.5	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.1	96.1	94.5	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.6	95.5	94.3	79.5	81.8	81.4	n/a	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Assurance Domain – Student Growth and Achievement

Measures

1. Provincial Achievement Test Results

Due to the pandemic, there were no PATs written last year.

For overall tests actually written in the 2019-2020 school year, our results were 93% at the acceptable standard and 33% at the standard of excellence.

2. Diploma Examination Results

Due to the pandemic, there were no PATs written last year.

Results for Banbury students in the 2019-2020 school year would be 100% at the acceptable standard.

3. Student Learning Engagement

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

	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	75.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	96.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Comment on Results

These results are very satisfying to us because engaging students in their learning is one of the main principles of Banbury. It's the reason we attempt to focus teaching on project-based learning, integrated learning (cross curricular), and hands-on learning.

4. Citizenship

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	45	92.1	50	83.4	55	89.7	51	92.8	47	92.0	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	12	98.3	10	89.1	12	95.0	13	96.9	12	96.6	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	27	84.5	32	61.0	34	76.3	31	81.5	25	83.3	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	6	93.3	8	100.0	9	97.8	7	100.0	10	96.0	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

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.**

5. 3-5 Year High School Completion

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	1	*	4	*	2	*	3	*	3	*	*	n/a	n/a	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	2	*	2	*	4	*	2	*	3	*	*	n/a	n/a	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	4	*	2	*	2	*	4	*	2	*	*	n/a	n/a	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

Comment on Results

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 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.**

We feel our nurturing and flexible program encourages students to keep plugging away and not to drop out. Almost 30% of our secondary students could be deemed "at risk", 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.**

6. Program of Studies

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												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	36	77.6	44	77.3	45	82.3	40	82.2	38	79.5	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	12	84.4	10	70.9	12	84.8	13	85.4	12	87.6	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	18	64.4	26	65.7	24	70.6	20	66.5	16	68.7	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	6	84.1	8	95.2	9	91.7	7	94.6	10	82.1	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Comment on Results

As a small school, offering a large variety of courses is difficult. We attempt to make up for that by offering opportunities to conduct Personal Interest Projects in the junior high grades and Internships in the high school grades. During Covid, particularly when students were learning from home and online, the focus was on core subjects, and variety was low. We would like to see the results on this measure higher for students, but the current provincial curriculum is too one-size-fits-all. The style of teaching and learning at Banbury would be far more dynamic if we had Programs of Study that were more flexible, more focused on skills, and offered more choice in topics within core subjects.

7. Safe and Caring

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												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	45	94.6	50	89.1	55	93.7	51	94.8	47	90.8	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	12	100.0	10	94.0	12	98.3	13	98.5	12	96.6	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	27	87.2	32	75.9	34	89.6	31	91.7	25	85.8	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	6	96.6	8	97.5	9	93.3	7	94.3	10	90.0	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

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.

8. Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	91.7	18	100.0	19	100.0	20	96.2	20	95.5	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	12	100.0	10	100.0	10	100.0	13	92.3	11	90.9	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	6	83.3	8	100.0	9	100.0	7	100.0	9	100.0	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

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. 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. In addition, the "soft" skills or emotional intelligence they develop enhance their ability to collaborate and lead in the work force.

Assurance Domain – Teaching and Leading

Measures

1. Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	45	89.8	50	92.2	55	95.2	51	96.1	47	93.1	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	12	93.0	10	94.7	12	97.2	13	97.4	12	94.4	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	27	93.1	32	81.8	34	90.3	31	90.8	25	91.7	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	6	83.3	8	100.0	9	98.1	7	100.0	10	93.3	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

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.

Assurance Domain – Learning Supports

Measures

1. Welcoming, Caring, Respectful and Safe Learning Environments

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

	Authority										Measure Evaluation			Province											
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	96.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	91.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Comment on Results

Massive amounts of time and effort are allocated to establishing and maintaining strong relationships at Banbury. Mutual respect and kindness are concepts that arise daily and are enforced by all staff and students, particularly if they have been at the school for some time. Teachers intervene and help students learn how to solve problems, what words to use when in conflict, and how to recognize personal contributing actions to problems. Our conflict resolution policy is not based on punishment and rewards but on talking it out, sharing feelings, consensus building, and atoning for wrongdoing. These are what create an environment that is welcoming, caring, respectful and safe.

2. Access to Supports and Services

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

	Authority										Measure Evaluation			Province											
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47	88.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	80.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	84.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Comment on Results

Banbury’s self-directed program and individual/whole student approach to education addresses students’ needs. In addition, staff continuously learn how to meet the needs of atypical learners. That being said, teachers often feel that they cannot be all things to students, and we often have to look outside to other experts for assistance.

Assurance Domain – Governance

Measures

1. Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	83.2	17	88.5	21	98.9	20	95.5	22	93.6	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	12	83.1	9	82.2	12	100.0	13	93.8	12	93.2	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	6	83.3	8	94.7	9	97.8	7	97.1	10	94.0	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

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.

2. School Improvement

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										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	45	87.3	48	90.7	55	88.9	51	94.9	44	79.8	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	12	100.0	10	100.0	12	100.0	13	100.0	10	90.0	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	27	78.4	32	72.2	34	77.7	31	84.8	25	82.8	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	6	83.3	6	100.0	9	88.9	7	100.0	9	66.7	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

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 disappointing that not all teachers believe that there is progress each year. More information is needed to seek out whether it is a particular issue that is impacting them.

First Nations, Métis, and Inuit Students

Banbury Crossroads did not have any FNMI identifying students registered this year. Thus, data for results on measures do not exist.

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.

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.

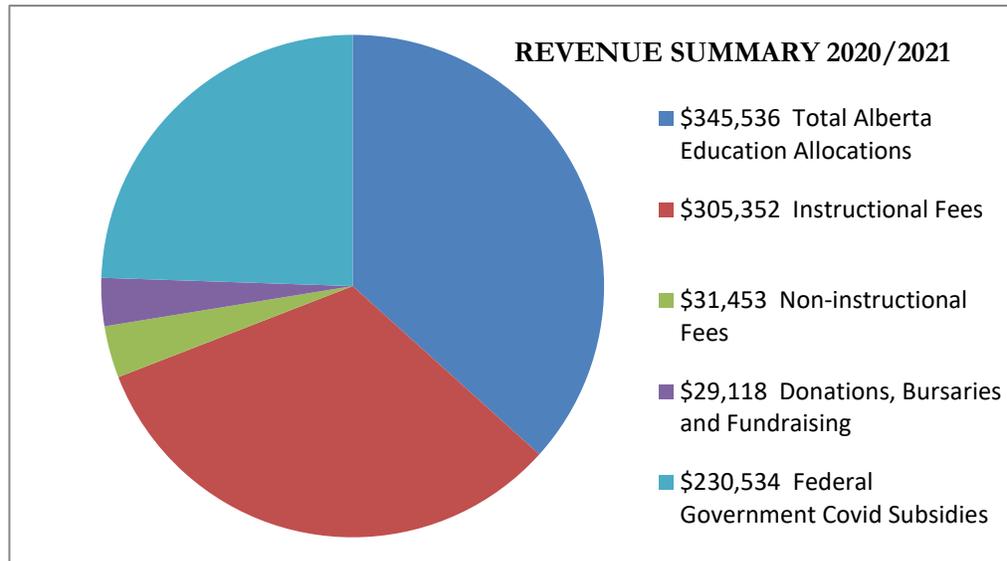
We find ourselves continuously turning away students we know are unsuitable, because their needs are far greater than our services can accommodate. A student will likely not become self-directed if they require an aide to complete their work. We think we have room for a few of these kids from an inclusive perspective, but if we have too many, then the focus of what we are trying to do here is lost. Then, in turn, not accepting new students isn't very conducive to growing the population. Not growing the population isn't very conducive to improving finances. It is truly a vicious circle. 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.

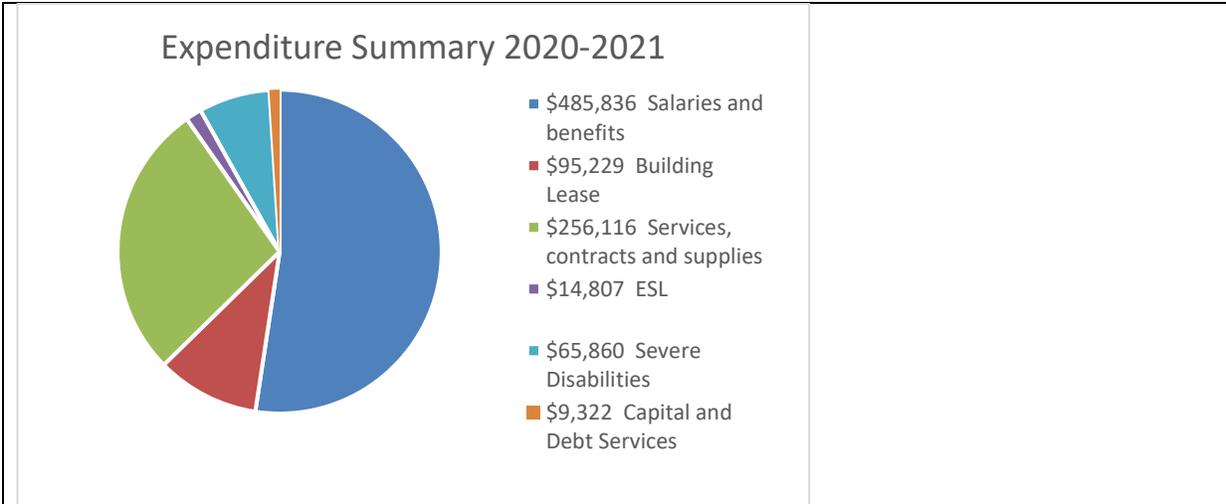
FINANCIAL SUMMARY

Financial Results for 2020/2021

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



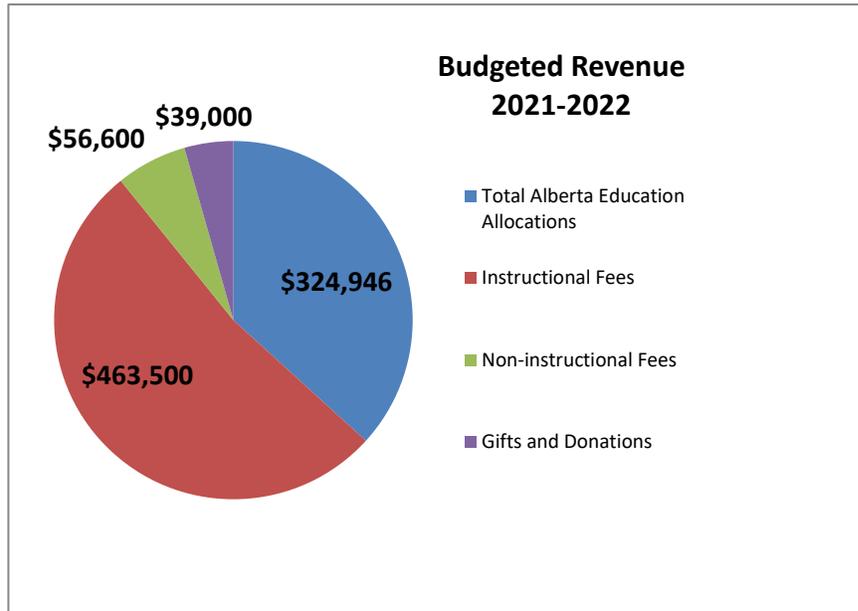
Revenue for the past school year is summarized in the above chart with total revenue = **\$941,993**. This was just under \$20,000 more than the previous year. Tuition and Alberta Education grants made up the main sources of paying for staff salaries and basic operations of the school. Alberta Education 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. Non-instructional fees are generally from some administration fees that we charge, as well as funds received through the Banbury Crossroads School 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 but are allocated to instructional costs. Other Donations are from the Optimist of Calgary and the bursaries that we receive from the Prosser Foundation. 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 financial assistance from the Federal Government for Covid relief.



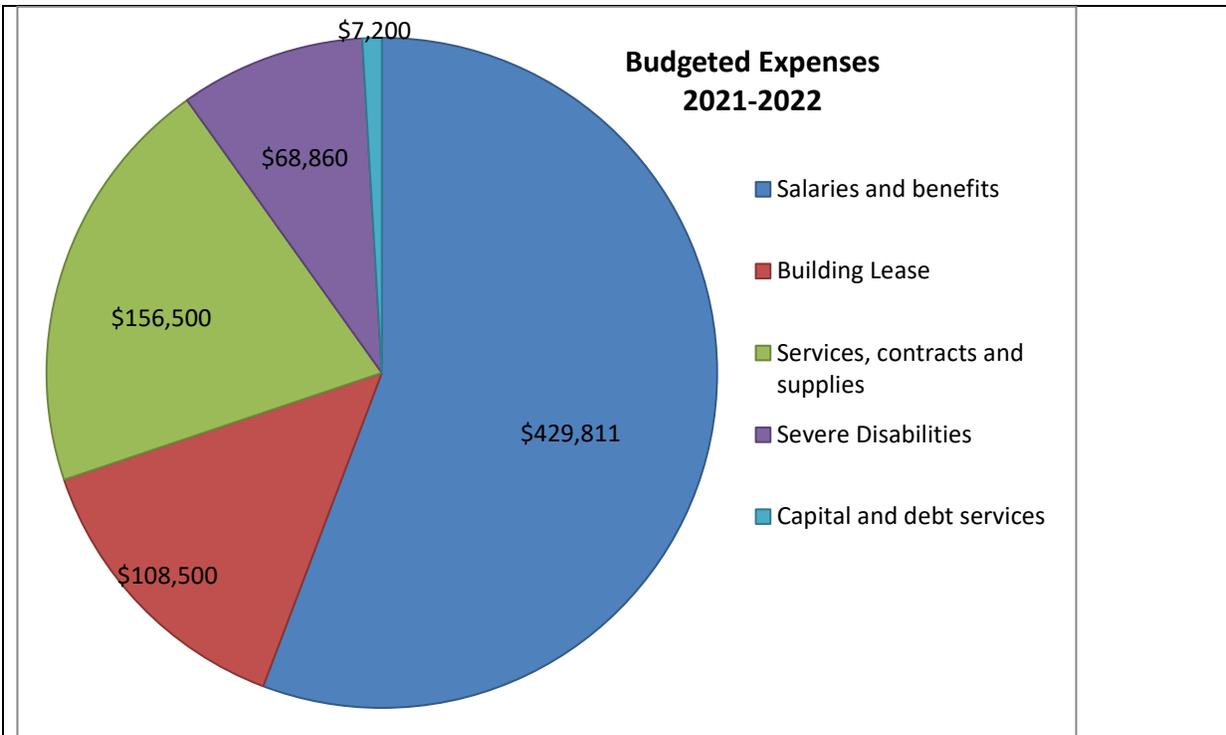
Expenses for the past school year are depicted in the graph above with total expenses equaling \$927,170. As to be expected, a big part of spending continues to go towards salaries and benefits, despite teachers being paid significantly lower than in other school boards. This is consistent with our overlying 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 \$14,823 which is similar to most years. Given that we had to increase teaching hours in order to allow for distancing in the school, it is obvious that the Federal Governments subsidies were extremely welcome and necessary.

Budget Summary for 2021/2022



A summary of budgeted revenue for the current year is shown in the above figure with total revenue at **\$884,046**. 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, however, we will be doing a tuition review this year. We have not wished more undue stress on our families during the pandemic, and thus kept tuition rates frozen. However, our tuition fees do not reflect the true costs of providing this quality of education and review needs to be done.



A summary of budgeted expenses for the current year is depicted in the previous figure with total expenses at **\$770,871**. 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 virtual formal meeting of the Parent Council last year. This meeting mainly discussed a fundraising campaign, and a plan to reengage the council and seek out new members for the ensuing year. We know that we need to have more. Our monthly newsletter filled with photos and information served as a connection to parents who were not allowed in the school because of Covid. As noted by our results on the survey questions about satisfaction with parent involvement, many parents took advantage of our open-door policy, and called to talk with us about concerns or ideas. There is a lot of individual contact in this way.

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 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 2020-2021 year.