

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>	
Normalized	443.00	Custodial	2.50	Salaries	\$3,236,652 95%
Weighted	474.06	Exempt	0.00	Supplies, Equip., Services	\$172,588 05%
Regular	479.00	Support	7.00		
		Teacher	24.09		
Year Opened	1954	Total	33.59	Total	\$3,409,240 100%

School Philosophy

Teaching Every Child in the Digital Age. Holyrood School is a safe, nurturing learning environment where we work with families and community partners to provide authentic learning experiences that actively engage students to strive for excellence so that they can pursue their dreams and contribute to the community in an ever-changing world.

Community Profile

The Holyrood neighborhood is a community in transition with a large seniors population and new, younger families rejuvenating the area. The majority of the school's student population live outside the immediate Holyrood neighborhood and attend our French Immersion program. Students from several Edmonton communities attend Holyrood School and many of them are bused or carpool to school. Our parents are committed to working closely with the school to enhance and support their children's education. We continue to foster strong relationships with our community stakeholders. Holyrood School is proud of our award-winning outdoor learning spaces. We enjoy a beautiful courtyard classroom when students go to learn. Our student garden club members plant and harvest vegetables for the Edmonton Food Bank every year.

Programs and Organization

Holyrood offers two programs of choice to its community: the regular English program (approximately 20% of the student population) and the French Immersion program. Students registered in the English program are provided instruction in French as a Second Language beginning in grade four.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

ATB Financial, Canadian Parents for French Alberta, First Church of God, Holyrood After School Care, Jubilee Nursing Home, Lunch Lady, The, South East Edmonton Seniors Assn

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2017-2018, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

Goal #1: Through our Cornerstone Values, we will improve literacy and numeracy achievement.

As we continue our work examining student achievement data to best program for student needs, Holyrood staff will develop strategies to meet the increasingly diverse learners in our classrooms. We will provide literacy and numeracy interventions to assist our students in meeting their potential.

Staff will continue to explore processes and strategies for improving student writing in both French and English. By June 2018, 96% of students will be writing at or above grade level as measured by the HLAT.

By September 2018, at least 92% of students will achieve 60% or higher on the MIPI (Math Intervention Programming Instrument) and our overall PAT results will show an increase of 5% in the Acceptable Standard.

Results Achieved:

Teachers collected data on a common data document to monitor student literacy and numeracy achievement all year. These data documents were used to identify and program for students facing learning challenges. Literacy and numeracy interventions were provided for these students by homeroom teachers, EA s and two intervention teachers. Some form of LLI, small group, individual pull-out, or in-class interventions were provided to all students performing below grade level.

Teachers were provided with support by consultants who observed in the classroom and provided one-on-one consultations about how to best meet the diverse needs in their classrooms. Student self-regulation needs were addressed with access to flexible and varied seating, fidgets/timers and movement opportunities.

Several teachers attended writing workshops (Lucy Calkins and Empowering Writers) or participated in literacy and numeracy Catchment collaboration group PD. The result of this was an increased confidence and ability to effectively teach and support reading and writing.

June HLAT results indicated that 98.25% of students are writing at or above grade level.

On the MIPI, 88.5% of our students achieved 60% or higher, slightly shy of our target.

Our overall PAT results show an increase of 1.1% to 94.9% in the acceptable standard and 35.7% of our students achieved PAT excellence.

Goal #2: Through our Cornerstone Values, we will provide welcoming, high-quality, learning and working environments.

As part of our McNally Catchment work, we will build capacity and expertise in the area of mental health. As a result, staff will indicate increased awareness, confidence, and satisfaction in their ability to address mental health on a catchment survey.

Work on our school based Character Education Program will continue as we introduce important character traits through school-wide activities to develop positive citizenship. As measured by the Accountability Pillar; staff, students and parents will respond positively to the Safe and Caring Schools measure with a result of at least 93%.

At Holyrood School, we will continue to build enriching 21st Century learning experiences. Through the development of our Makerspace we will explore emerging technologies and how to effectively integrate them, giving students challenges and opportunities to develop core competencies. We will explore new ways to introduce Career Pathways.

As a result of this work, our Accountability Pillar will indicate an improvement in the measure of Education Quality to 93% and in School Improvement to 82%.

Results Achieved:

Though McNally Catchment work, Holyrood staff continued to build their knowledge and expertise in Mental Health. All staff attended the GoTo Mental Health training and a Mental Health PL Catchment PD day. On the McNally Catchment survey, 66% of staff indicated increased confidence in supporting the mental health needs in our schools.

We continued to expand our Character Education program to include work on several quality traits to encourage positive citizenship. We held several Character Assemblies to build a common language on staff and with our students focusing on respect, responsibility, integrity, friendship and caring. As measured by the Accountability Pillar; staff, students, and parents responded positively to the Safe and Caring Schools measure with a result of 93.4%.

Our Makerspace continued to grow as we introduced new emerging technologies and learned how to incorporate them into learning activities that develop core competencies. Holyrood teachers are learning to make career pathway connections and have expressed that they are growing in this area. We now have a Career Pathways lead-teacher on staff. The Accountability Pillar indicates parental concern that we are not adequately preparing students for the world of work. Parent responses were significantly lower than in previous years which is an area of concern that we plan to address through staff development and community involvement.

Holyrood held a school-wide Cardboard Challenge project to build a 3D community model. Students developed global awareness through this hands-on project linked to multiple subject areas, curriculum concepts and competencies. Families were invited to walk through to see and discuss the project with their children.

Our Accountability Pillar indicated a slight increase to the measure of Education Quality at 90.5% and a decrease in School Improvement to 75.1%.

Goal #3: Through our Cornerstone Values, we will meaningfully engage McNally parents and other stakeholders.

Holyrood School will participate in the McNally Catchment SchoolZone Pilot. As we continue to foster positive relationships with parents as partners, we have made a commitment to improve our use of SchoolZone. We will continue to seek opportunities to welcome our parents to participate in various school and classroom events and activities as well as seek their input into school decisions. Accountability Results will indicate an improvement of 5% on the Parental Involvement measure.

As a valuable resources for school improvement we will continue to foster relationships with stakeholders. Partnerships with AHS, Study Buddies, We Read volunteers, post-secondary students, tutors and other mentors will help enrich student learning. We will continue our partnership with U of A/Campus St-Jean by welcoming pre-service teachers into our classrooms to share our staff expertise, and refine our mentorships abilities. We will continue to track our work with community partners to demonstrate an increase.

Results Achieved:

The SchoolZone pilot year went very well. Parents indicated great satisfaction in the more user-friendly platform and indications show that users increased.

Our Accountability Pillar indicates an increase of 5.3% to 82.7% on the Parental Involvement measure. Throughout the year our teachers and students benefited from hours of parent volunteer time which contributed to our positive community relationships. We have an active School Council which supports our school in many ways including our Courtyard Classroom, French Cultural activities, special events, and our annual Turkey Drive project.

We continued to foster relationships with multiple stakeholders including AHS (Caregiver series), Study Buddies, We Read volunteers, post-secondary students, and multiple volunteers who come work with students. We welcomed many Campus St. Jean students and U of A student teachers which benefits us reciprocally.

What were the biggest challenges encountered in 2017/18?

Complex classes continue to be a challenge so we are working to build our expertise in addressing the varied student needs.

Our French Immersion program students have strong results in contrast to our English program students who struggle academically and socially. English program teachers have the added complexity of combined classes with many ELL, FNMI and special needs coded students.

With these diverse and complex classrooms, our work continued in this area and we invited support from various consultants and have continued learning how to better identify and serve the needs of our diverse learners.

We introduced a Makerspace very gradually with information and PD opportunities to support teachers through the year. There is a reluctance to explore the new emerging technology and incorporate student-lead learning explorations into regular teaching practice. Having the right staff (time & expertise) to monitor and support this work in the Learning Commons/Makerspace was a challenge this year.

What are the implications from 2017/18 that will impact your current year plan?

In response to our continued challenges with complex classrooms, we will continue to monitor student progress through the use of our data document and ongoing consultations with teachers, consultants as well as professional learning and collaboration. We will continue to provide intervention support in literacy and numeracy for our students with the greatest learning challenges as well as support the social-emotional development of our students.

The McNally Catchment work on Comprehensive School Health will help staff better understand how to be preventative and accommodate varying student needs through positive classroom and school climate and a better understanding of the underlying reasons for student challenges as well as how to address them.

We will deepen our Makerspace initiative to provide opportunities for all students to develop 21st-century skills and deepen our work towards Career Pathways. We will find ways to involve parents and partners in this work to increase satisfaction in this area on the Accountability Pillar. To foster community involvement and support, we will build our community relationships and strive to improve parental engagement, communication, and awareness of opportunities to be involved in school activities and decisions.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 7514 Holyrood School



Measure Category	Measure	Holyrood 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	93.4	92.1	91.5	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.0	88.7	89.1	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	90.5	90.3	92.6	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT: Acceptable	94.9	83.7	91.1	73.6	73.4	73.3	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Excellence	35.7	32.2	33.5	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	54.3	81.4	80.6	82.4	82.7	82.4	Very Low	Declined Significantly	Concern
	Citizenship	87.9	88.0	87.6	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.7	77.4	79.2	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	75.1	80.0	80.7	80.3	81.4	80.7	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2018/2019 school year. Select the District Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Goal #1:

Through our District's Cornerstone Values, we will improve literacy and numeracy achievement.

By June 2018, Holyrood students will continue to demonstrate growth and acceptable achievement in specific student learning outcomes. Staff will use data documents throughout the year to monitor student progress and identify students requiring support in literacy and numeracy so that all students will reach their greatest potential.

Both French and English literacy interventions (LLI) and math interventions will be provided to the maximum number of students working below grade level. Teachers will have opportunities to collaborate to build expertise through the McNally East End Educators network, French district-wide grade level collaboration, and other PD opportunities. Challenge projects will be offered to students excelling in their work and requiring further extension opportunities.

Numeracy/literacy resources with FNMI representation will be added to our resources collection.

Grade 6 students will continue to show strong growth on PAT results with our overall PAT acceptable results at 95% or higher and PAT data analysis by Division II teachers will support this work.

HLAT results will show continued positive student growth with a minimum of 98% of students writing at or above grade level.

MIPI results will show an improvement of 2% to a minimum of 90% of students achieving above 60%.

Priority 1

Goal #2:

Through our cornerstone values, staff in the McNally Catchment will have opportunities to build capacity, expertise, and leadership.

At Holyrood, all staff will actively participate in at least one Community of Practice that uses research-based strategies to improve teaching. As a result, 90% of staff will positively respond to school-based professional learning enhancing their professional growth on the 2019 District Survey (2018 result was 86.9%)

Aspiring leaders will be encouraged to pursue leadership professional learning and build their capacity by taking on lead-teacher roles at Holyrood and in the Catchment/District. Staff will express increased satisfaction in opportunities to hone their leadership skills on the District survey (2018 result was 69.6%).

Holyrood School is committed to working with the McNally Catchment on Comprehensive School Health by promoting positive school climate, building our capacity through professional learning activities and day-to-day actions related to mental health.

Staff will express increased understanding and satisfaction that they are moving forward to build positive respectful relationships, as well as create healthy learning and working environments for our school community as evidenced on Catchment surveys.

We will continue to expand our Makerspace project by engaging in professional learning and hands-on workshops to explore emerging technologies and ways of incorporating them into learning activities that develop core competencies and make Career Pathway connections. The Accountability Pillar will indicate an increase of at least 15% in parental satisfaction that we are adequately preparing students for the world of work.

Priority 2

Goal #3:

Through our District Cornerstone Values, we will meaningfully engage Holyrood parents and other stakeholders.

We will experiment with new ways to improve parent and partner engagement in our school. Measures of success will be attendance at school-wide events, newsletter feedback slips, surveys, conferences, conversations with parents, attendance at School Council meetings.

As we deepen our Makerspace initiative to provide opportunities for all students to develop 21st-century skills and deepen our work towards Career Pathways, we will find ways to involve parents and partners in this work to increase satisfaction in this area on the Accountability Pillar.

To foster community involvement and support, we will build our community relationships and strive to improve parental engagement, communication, and awareness of opportunities to be involved in school activities and decisions. We will work to improve relationships with school families to engage them in their child's learning and help them feel welcome in our community. We will build and expand our community relationships and offer evening and daytime workshops for parents in areas that would be helpful and are of interest to them.

Priority 3

	2018-19 Spring Proposed		2018-19 Fall Revised	
Resources		3,189,003		3,409,240
Internal Revenue		0		0
REVENUE TOTAL		3,189,003		3,409,240
Classroom	21.411000	2,200,858	22.093000	2,270,961
Leadership	2.000000	253,164	2.000000	253,498
Teacher Supply	.000000	64,422	.000000	84,422
TOTAL TEACHER	23.410999	2,518,444	24.093000	2,608,881
(% of Budget)		78.97%		76.52%
Exempt (Hourly/OT)	.000000	76,112	.000000	76,112
Support	4.500000	247,253	7.000000	369,363
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	2.375000	146,887	2.500000	157,296
Custodial (Supply/OT)	.000000	15,000	.000000	15,000
TOTAL NON-TEACHER	6.875000	495,252	9.500000	627,771
(% of Budget)		15.53%		18.41%
TOTAL STAFF	30.285999	3,013,696	33.593000	3,236,652
(% of Budget)		94.5%		94.94%
SUPPLIES, EQUIPMENT AND SERVICES		91,514		77,000
INTERNAL SERVICES		83,794		95,588
TOTAL SES		175,308		172,588
(% of Budget)		5.5%		5.06%
TOTAL AMOUNT BUDGETED		3,189,004		3,409,240
Carry Forward Included		0		84,165
Carry Forward to Future		0		0