



<b>Enrolment</b>		<b>Staff FTE</b>		<b>Budget</b>		
Normalized	256.00	Custodial	2.88	Salaries	\$2,054,685	92%
Weighted	285.00	Exempt	0.00	Supplies, Equip., Services	\$171,620	08%
Regular	275.00	Support	3.00			
		Teacher	15.23			
Year Opened	1910	<b>Total</b>	<b>21.11</b>	<b>Total</b>	<b>\$2,226,305</b>	<b>100%</b>

**School Philosophy**

Oliver School celebrates and unites staff, students, parents, and the community for the purpose of learning. Together we provide our students with knowledge, confidence, and life long learning skills. Oliver School staff work to increase student achievement by providing effective programming focusing on literacy and numeracy skills. Our belief in an inclusive environment reinforces that all students are equally honored and valued. Throughout our TRIBES teaching and learning students and Oliver staff demonstrate mutual respect, inclusion and appreciation, participation and positive expectations of success. We celebrate our entire community.

**Community Profile**

Oliver School is located in a beautiful historical building in the established and growing vibrant community of Oliver. Students come from throughout Edmonton and surrounding areas to participate in an active learning environment which includes a strong elementary program and the Nellie McClung Girls' Junior High Program. We are very fortunate to have a strong collaborative relationship with our two tenants: Oliver Centre-Early Learning Programs for Children and Families Society and the Public School Boards' Association of Alberta. Oliver students and staff are active participants throughout our community and work collaboratively with our parents, community members and stakeholders to ensure a strong spirit of community amongst us all.

**Programs and Organization**

Oliver School is a Kindergarten to Grade Nine inclusive school. Students from our community are all welcome as learners in our elementary program which consists of nine combined grade classes. Oliver School offers a morning French Immersion Kindergarten program and a regular afternoon Kindergarten class. Students from across the city are welcome in our junior high Nellie McClung program.

**School Community Relationships**

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

Circle K Store #22574, Edmonton Nature Club, Grandin Preschool, Imagine That Photography, Kiwanis Place, Loblaws, Stantec, Staples

### 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.

By June 2018, Oliver School students who attend for the entire school year, will demonstrate a minimum of one year's growth in reading and writing as measured by BAS levels and HLAT writing assessments. (District Priorities 1 and 2)

#### Results Achieved:

**Oliver School met our goal in the area of Reading and Writing, maintaining the 15% increase we achieved last school year.**

\* **89% of our students who attended for a full year demonstrated a minimum of one year's growth in their reading level according to BAS levels. This is an increase of 3% from the previous school year.**

\* **At the grade one, two and five levels, the number of students demonstrating one year's growth in their reading levels according to BAS levels increased by 15%.**

\* **80% of our students who attended for a full year achieved their grade level of writing as measured by HLAT writing levels. This percentage is consistent with the previous school year.**

\* **96% of our grade seven, eight and nine students are at or above grade level of writing as measured by HLAT writing levels.**

\* **Although the number of students achieving the acceptable standard on the Grade Six Language Arts Provincial Achievement exam decreased at the grade six level, the number of students achieving the standard of excellence increased by 15%.**

\* **94% of our grade nine students achieved the acceptable standard on the Grade Nine Language Arts Provincial Achievement exam, demonstrating an increase of 4%.**

\* **35% of our grade nine students achieved the standard of excellence on the Grade Nine Language Arts Provincial Achievement exam, demonstrating an increase 15%.**

By June 2018, Oliver School students will demonstrate measurable growth in numeracy, as measured by a pre and post MIPI assessment. (District Priorities 1 and 2)

#### Results Achieved:

**Oliver achieved our goal of demonstrating growth in numeracy.**

\* **67% of our students achieved a minimum of 5% growth on a pre and post MIPI assessment.**

\* **70% of our students achieved the acceptable standard on Part A of the Grade 6 Mathematics Provincial Achievement exam demonstrating an increase of 6%.**

\* **43% of our students achieved the standard of excellence on Part A of the Grade 6 Mathematics Provincial Achievement exam demonstrating an increase of 16%.**

Oliver School is committed to a focus on well-being and student citizenship, as well as the active engagement of our parents. Oliver School is a welcoming, inclusive, safe and healthy environment for all. By June 2018, Accountability Pillar results, as well as school based feedback opportunities, will demonstrate improvement in the areas of Citizenship and Parental Involvement. (District Priorities 2 and 3)

**Results Achieved:**

Oliver School achieved growth in the areas of Citizenship and Parental Involvement.

- \* School events, such as First Nations, Metis, Inuit evening, Kite Night, Winter concert, Volunteer Tea, Goal setting conferences, etc. were well attended by our families and community members.
- \* Students, staff and family feedback of our Kindergarten to Grade Nine Community Days was positive.
- \* The number of parents and caregivers responding to our Accountability Pillar and District Feedback survey doubled.
- \* 88% of our parents responded that they are satisfied or very satisfied with the opportunity to contribute to school decisions on the Accountability Pillar.
- \* 88% of our parents responded that the quality of education their child experienced at school has improved or stayed the same according to our Accountability Pillar results.

**What were the biggest challenges encountered in 2017/18?**

- \* One of our challenges at Oliver School is in the area of student attendance. Many of our students who struggle in their learning do so as a result of arriving very late at school on a daily basis, missing school days on a regular basis, and moving between schools. Convincing all families of the importance of daily regular attendance is a challenge.
- \* The mental health and the emotional needs of our students is a challenge. Our students have a wide array of mental health concerns and it is difficult to provide the required support that addresses all of the needs.
- \* Oliver staff finds it a challenge to accurately assess a true measure of growth in numeracy. We will continue to collaborate around and seek out resources and tools to assist us in this challenge.
- \* Oliver School has a high number of English Language Learners. It has been a challenge to ensure we are meeting the needs of all of our English Language Learning students.

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

- \* Caring, positive and trusting relationships with our students and families are the key to the success of our students. Oliver School staff will continue to focus on our building of a strong, inclusive community where everyone is together in looking after each other.
- \* Oliver School staff is committed to learning about and understanding Indigenous perspectives and those practices that make a difference in the learning of our Indigenous students. We are pleased to have amiskwacy Academy join our Catchment are looking forward to the opportunity to collaborate and learn from their staff and students. We are inspired by the learning and sharing of the two lead teachers from Oliver School attending the District Indigenous perspectives professional learning days.
- \* We will continue to focus and collaborate around those research based best practices that make a difference in the learning of our students in literacy and numeracy.

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2018**  
**School: 7527 Oliver School**



Measure Category	Measure	Oliver 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	88.8	89.1	89.3	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.5	85.3	82.7	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	90.3	94.1	94.4	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	17.3	0.0	0.6	2.3	3.0	3.3	Very Low	Declined	Concern
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.6	85.9	86.9	73.6	73.4	73.3	Intermediate	Declined	Issue
	PAT: Excellence	17.7	13.3	22.8	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
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	75.0	93.3	84.5	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	87.9	88.8	87.7	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.1	80.0	84.9	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	87.3	80.3	81.8	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.

#### Priority #1

City Centre Catchment schools will foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

By June 2019, Oliver School students will demonstrate measurable growth in the areas of literacy and numeracy, as measured by PATs, HLAT writing, BAS Instructional Levels, MIPi, and teacher professional judgment (informed by observation, conversation and student products).

**Priority 1**

#### Priority 2:

City Centre Catchment schools will provide welcoming, high quality learning and working environments.

By June 2019, Oliver staff will enhance their instructional practices through engagement in research focused catchment collaboration and job embedded professional learning. Areas of focus may include: literacy and numeracy, mental health, Indigenous perspectives, citizenship, technology, leadership development, as well as other research based best practices.

This will be measured by the Accountability Pillar, surveys, staff participation at catchment and individual professional learning opportunities, teacher reflective feedback, and oral stories and conversations shared by community and family members.

**Priority 2**

#### Priority 3:

City Centre Catchment schools will enhance public education through communication, engagement, and partnerships.

By June 2019, Oliver School will continue to promote and engage family involvement through community partnerships, school sponsored events, cultural ceremonies and learning celebrations.

Measurements may include the number of parents attending school events/activities, parental communication, community partnerships and initiatives, oral stories and conversations shared by community and family members, as well as our collective results from the Accountability Pillar in the area of parental involvement.

**Priority 3**

	2018-19 Spring Proposed		2018-19 Fall Revised	
Resources		2,083,239		2,226,305
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,083,239</b>		<b>2,226,305</b>
Classroom	13.300000	1,367,121	13.947140	1,433,641
Leadership	1.500000	196,812	1.284860	174,698
Teacher Supply	.000000	40,000	.000000	50,000
<b>TOTAL TEACHER</b>	<b>14.800000</b>	<b>1,603,933</b>	<b>15.231999</b>	<b>1,658,339</b>
<b>(% of Budget)</b>		<b>76.99%</b>		<b>74.49%</b>
Exempt (Hourly/OT)	.000000	24,035	.000000	24,035
Support	3.000000	158,504	3.000000	168,642
Support (Supply/OT)	.000000	10,000	.000000	34,422
Custodial	2.875000	169,248	2.875000	169,248
Custodial (Supply/OT)	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>5.875000</b>	<b>361,787</b>	<b>5.875000</b>	<b>396,347</b>
<b>(% of Budget)</b>		<b>17.37%</b>		<b>17.8%</b>
<b>TOTAL STAFF</b>	<b>20.675000</b>	<b>1,965,720</b>	<b>21.106999</b>	<b>2,054,686</b>
<b>(% of Budget)</b>		<b>94.36%</b>		<b>92.29%</b>
SUPPLIES, EQUIPMENT AND SERVICES		71,519		92,155
INTERNAL SERVICES		46,000		79,465
<b>TOTAL SES</b>		<b>117,519</b>		<b>171,620</b>
<b>(% of Budget)</b>		<b>5.64%</b>		<b>7.71%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,083,239</b>		<b>2,226,306</b>
Carry Forward Included		0		31,184
Carry Forward to Future		0		0