



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1036.000	Custodial	6.675000	Salaries	\$6,474,680	89.10%
Weighted	1327.810	Exempt	1.000000	Supplies, Equip., Services	\$792,243	10.90%
Regular	1,038	Support	10.700000			
		Teacher	<u>44.700000</u>			
Year Opened	1964	Total 63.075000			Total \$7,266,923	100.00%
				Internal Revenue	\$500	

School Philosophy

McNally provides a tradition of academic achievement within an inspiring and dynamic environment. Our curricular and extra-curricular programming ensures a positive environment conducive to fostering school spirit, service work, student leadership, and commitment to high standards for student conduct. Our students work in an inclusive environment, utilizing a range of resources and technologies to develop foundational knowledge, skills and attitudes across different subject disciplines and to foster international-mindedness. High levels of trust and open communication between stakeholders and community partners fosters academic learning, citizenship development, and student responsibility.

Community Profile

Located in Forest Heights Park, McNally High School serves the educational needs of high school students from our surrounding neighborhoods and across the Division. Our culturally diverse population reflects a wide range of socio-economic backgrounds with a rich tradition of academic achievement and strong aspirations for future study. Throughout the year, international students and students on exchanges are welcomed. Parent and community attitudes are positive and supportive. School programs are supported through the McNally Program Support Association, as well as various active partnerships with businesses and service agencies. Community use of the school during evenings and weekends is extensive.

Programs and Organization

- Program offerings: Regular; International Baccalaureate Diploma and Certificate; Interactions; and Community Learning Skills
- Full range of core subjects with additional courses: Construction, Computer Science, Communication Technologies, Business, Medical Studies, Food Studies, Physical Education, Sports Performance, Photography, Yoga, Forensic Science, Psychology, Ceramics
- Campus EPSB: Community Care Program
- Fine Arts offerings: Art, Dance, Drama, Musical Theatre, and Band and Choir
- Language instruction available in French and Spanish
- Career Pathway and Student Leadership prepares students for post-secondary, responsible citizenship, and world of work (Work Experience, Career Pathways, and RAP)
- Fitness Centre and Student Learning Services Hub to support school emphasis on comprehensive health, athletics programs, and wellness
- Student Support Services for college and career planning and personal guidance

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

McNally School will focus on promoting competencies to empower students to meet the needs of a changing society, workforce and climate. By June 2023, students at McNally will have opportunities to engage in meaningful and engaging work around career exploration and use of myBlueprint as a schoolwide tool to support the development of skills, with time and space created for conversation and reflection. We will offer targeted teacher professional learning related to Career Pathways to build their mentorship capacity as they guide students in this work. We will build time into our school schedule on a monthly basis (Tiger PAWse) where cohorts of students will come together, connected to a mentor teacher to examine connections between their developing competencies, the societal context and their career journey. These relationships and conversations will ensure the highest level of engagement in every career exploration opportunity. (career fairs, post secondary fairs, guest speakers, and alumni). We will leverage our partnerships (business, post-secondary, parents, caregivers and other stakeholders) to provide support for students as they develop their agency as they pursue a career that leads to personal fulfillment. Our success will be reflected in our 3 and 5 year high school completion data, in our achievement data as measured by provincial assessments (standard of excellence and diploma exam). Division Feedback Survey, internal surveys and reflections related to our work (informed by observation, conversation, and student products) regular monitoring of other relevant data sources will be used to measure and report this growth.

Results Achieved: Although both students and parents reported that their families continue to experience increasingly complex circumstances and higher levels of anxiety in general (Youth Resilience Survey data), they feel positive about the level of engagement their children are experiencing at school, as measured through the Alberta Assurance Measure Results (81.3). Our data from the Youth Resiliency Survey and our Division Feedback survey indicated that students felt positive about their academic engagement and believed that they have the support they need to learn. This was also reflected in the Division Feedback Survey data which indicated that students and teachers experienced high quality teaching and learning at McNally. The reintroduction of Diploma exams at a higher weighting resulted in some anxiety for our students and it was a priority for staff to ensure that students felt confident and that they were set up for success. Our results on the English 30-2 acceptable standard were higher than the previous three years of diploma data at 84.4 (up from 74.4). Our Social Studies 30-1 results increased from 6.9 from 11.5 at the standard of excellence and from 71.8 to 89.2 at the acceptable standard. We maintained excellent results in Biology 30 with our standard of excellence at 27.5, and saw an increase at the acceptable standard at 87.5 up from (75.4). Science 30 results saw the standard of excellence up from 13.6 to 30.8 and from 72.7 to 84 in the acceptable standard. In Chemistry 30 the standard of excellence was 40 (up from 34.5) and the acceptable standard up to 89.2 (from 71.8). Our 3 year high school completion rate maintained at 78.9 and the 5 year high school completion rate improved from the previous 3 year average of 86.1, as reported on the AEA. The Rutherford Scholarship eligibility increased once again this year with 78.4 percent of McNally students qualifying for the award as well as a high 4 year transition to post secondary.

Through our cornerstone values, staff at McNally School will advance action toward anti-racism and reconciliation. By June 2023, McNally staff will demonstrate evidence of action in support of the educational experiences and achievements of indigenous learners. These include; the implementation of high expectations that are frequently and well-communicated to our learning community regarding student achievement; increased and improved family engagement opportunities, partnership with cultural liaisons, a focus on equity in the classroom, and providing equitable access to support and interventions for all students. Qualitative and quantitative data will be collected from both internal and external sources. Evidence of this work will include data that responds to the recommendations in The Organization for Economic Cooperation and Development (OECD) report of promising practices. In addition, we will examine attendance patterns, student engagement, participation in school and community events, and feedback related to Indigenous professional learning experiences.

Results Achieved: Through intentional planning related to creating opportunities and experiences for our First Nation, Metis and Inuit students, we were able to support students as they participated in meaningful career exploration, engage in opportunities to connect with post secondary schools, participate in targeted career days and, access participation and exploration of careers in the trades. In addition, our students participated in student summits hosted at the Bennett Centre, where they were encouraged to find and use their voice to help improve our school. This work led to the establishment of focus groups and other school based projects. Students and staff established an Indigenous Students Club, where they participated in embedding representation of indigenous culture throughout the school. Their work also included arranging for cultural dance performances, smudges, cultural activities, liaising with post secondary institutions to plan Indigenous-focused campus tours, and support students applying for scholarships and grants. The combination of these opportunities led to improved attendance, and increased communication and connection with teachers. Working and learning alongside our students resulted in our teachers having more confidence about having skills to program for/support students who are First Nation, Metis and Inuit (92%, Division Feedback Survey).

Through our cornerstone values, the McNally Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being. By June 2023, McNally Highschool will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the whole school community. Qualitative and quantitative data will be collected from both internal and external sources. Indicators of success and measurement of progress may be collected from staff and student opportunities to participate in mental health school and Catchment events or activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, one on one conversations, team and our results from internal school surveys, the student resilience survey, the Assurance Survey and the Division Feedback Survey.

Results Achieved: While students and parents expressed that peer relationships and maintaining positive student mental health continue to be a challenge for many students, during the 2022-23 school year, both students and parents indicated that they had the support that they needed to be successful, including access to resources, support from teachers. Although our data from the Youth Resiliency Survey indicates that our students continued to have high levels of anxiety, stress and depression, and rated their overall well being as low, students felt that they had high levels of support, and experienced a sense of belonging in a culture of equity. Teachers reported that they felt that the professional learning (technology, diversity/anti-racism, mental health,) that they engaged in supported their work as measured on feedback collected on the Division Survey, the AEA and feedback at the school level.

What were the biggest challenges encountered in 2022-2023?

Supporting positive mental health continues to be an area of challenge in our school community. The data from our Division Survey as well as the Youth Resilience Survey showed us that student anxiety and issues around mental health are and continue to be prevalent and can be reflected in a lack of healthy peer connections and increased peer orientation, and feeling of isolation.

There was an inconsistency between staff /student responses and those of parents and guardians on the Division Feedback Survey with parents rating our quality of education as lower than the other two groups. This signals a need to explore our school communication with families as well as our parent and community engagement opportunities to better share our school story.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

As our staff plans for the 2023/24 school year we are very aware of the story our (data) tells about our students socioemotional and learning needs. We have made it a priority to be very deliberate in ensuring our students are prepared with the skills and knowledge that they need to be successful as we move through this school year and beyond. We have committed to a focus on preparing our students for the future and helping them see the connection between what they are learning in school and how it supports their career aspirations. To help students see how that current experiences set them up for future success we will be leveraging high impact teaching approaches (inquiry, project-based, design thinking) to better reflect the reality of the skills required of our students as they move beyond McNally. This important work requires a philosophical shift in how we view teaching and learning and what it means to prepare students for the future. Our School Plan for the upcoming school year has an embedded focus on career pathways. School culture and our community connectedness is another priority that we have identified in response to our school data. As we work toward making McNally a place where every student experiences a sense of belonging we will need to ensure that we create opportunities for students, caregivers and stakeholders to participate in our school community, events and enrichment activities. This is another place where our focus on Career Pathway will allow for increased opportunity for meaningful parent engagement/involvement.

The complexity of student needs has challenged us to think differently about how we supported students and families. There are a growing number of students who require additional support, and who are exhibiting increased levels of anxiety and difficulty regulating their emotions. Looking forward, as we consider the increasingly complex needs of the students that we serve, staff and student well-being will continue to be a priority. We also recognize that there is much work to be done as we consider the recommendations in the OECD report and examine our data around First Nation Metis and Inuit high school completion and that our 3 year averages for High School Completion remain areas of concern that we need to address.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7058 McNally School

Assurance Domain	Measure	McNally 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	81.3	82.4	82.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.4	74.2	75.9	80.3	81.4	82.3	Low	Declined	Issue
	3-year High School Completion	71.6	78.9	77.7	80.7	83.2	82.3	Low	Declined	Issue
	5-year High School Completion	85.2	86.1	86.4	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	82.8	72.2	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	20.7	19.7	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	84.3	87.9	89.2	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.5	82.8	82.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	77.0	80.1	80.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.0	73.3	74.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

McNally School will focus on promoting competencies to empower students to meet the needs of a changing society, workforce and climate. By June 2024, students at McNally will have opportunities to participate in meaningful and engaging work around career exploration using myBlueprint as a schoolwide tool to support the development of skills, conversation and reflection. We will offer targeted teacher professional learning related to Career Pathways to build their mentorship capacity as they guide students in this work. We will continue to schedule monthly cohorts (Tiger PAWse) connected to a mentor teacher to examine connections between their developing competencies, the societal context and their career journey. These relationships and conversations will ensure the highest level of engagement in every career exploration opportunity (career fairs, post secondary fairs, guest speakers, and alumni). We will leverage our partnerships (business, post-secondary, parents, caregivers and other stakeholders) to provide support for students as they develop their agency as they pursue a career that leads to personal fulfillment.

What data will you use to track continuous improvement?

Our success will be reflected in our 3 and 5 year high school completion data and achievement data as measured by provincial assessments. Division Feedback Survey, internal surveys and reflections related to our work (informed by observation, conversation, and student products) regular monitoring of other relevant data sources will be used to measure to report this growth.

Division Priority 1

Through our cornerstone values, staff at McNally School will advance action toward anti-racism and reconciliation. By June 2024, McNally staff will demonstrate evidence of action in support of the educational experiences and achievements of indigenous learners. These include; the implementation of high expectations that are frequently and well-communicated to our learning community regarding student achievement; increased and improved family engagement opportunities, partnership with cultural liaisons, a focus on equity in the classroom, and providing equitable access to support and interventions for all students. Targeted support related to career and post-secondary planning will be an important focus of our work.

What data will you use to track continuous improvement?

Evidence of this work will include data that responds to the recommendations in The Organization for Economic Cooperation and Development (OECD) report of promising practices. In addition, we will examine attendance patterns, student engagement, participation in school and community events, and feedback related to Indigenous professional learning experiences.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		6,382,012		7,266,423
Internal Revenue		0		500
REVENUE TOTAL		6,382,012		7,266,923
Classroom	37.750000	4,064,658	39.125000	4,212,707
Leadership	4.375000	664,742	4.375000	664,745
Teaching - Other	1.500000	171,510	1.200000	139,208
Teacher Supply	.000000	115,000	.000000	115,000
TOTAL TEACHER	43.625000	5,015,910	44.700001	5,131,660
(% of Budget)		78.59%		70.62%
Exempt	1.000000	125,094	1.000000	125,094
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	9.200000	553,781	10.700000	643,163
Support (Supply/OT)	.000000	19,000	.000000	78,588
Custodial	6.675000	471,386	6.675000	471,386
Custodial (Supply/OT)	.000000	18,000	.000000	24,791
TOTAL NON-TEACHER	16.875000	1,187,261	18.375000	1,343,022
(% of Budget)		18.6%		18.48%
TOTAL STAFF	60.500000	6,203,171	63.075001	6,474,682
(% of Budget)		97.2%		89.1%
SUPPLIES, EQUIPMENT AND SERVICES		102,541		406,883
INTERNAL SERVICES		76,300		385,360
TOTAL SES		178,841		792,243
(% of Budget)		2.8%		10.9%
TOTAL AMOUNT BUDGETED		6,382,012		7,266,925
Carry Forward Included		0		0
Carry Forward to Future		0		0