

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	928.200	Custodial	6.600000	Salaries	\$5,861,143	93%
Weighted	1168.166	Exempt	2.000000	Supplies, Equip., Services	\$467,400	07%
Regular	932	Support	9.200000			
		Teacher	<u>42.125000</u>			
Year Opened	1964	Total	59.925000	Total	\$6,328,543	100%

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, Mandarin, 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 2018-2022

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 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Through our cornerstone values, staff in the McNally Catchment will focus on student achievement in literacy and numeracy. By June 2022, at McNally, students will demonstrate growth and achieve student learning outcomes as measured by teacher-generated assessments and Diploma examinations. Faculty will engage in data analysis to discern strengths and challenges in regard to student achievement as measured by teacher assessments, Diploma results and the Accountability Pillar. Teachers will focus on increasing their capacity for differentiation by implementing instructional strategies and assessment practices that promote student learning. Faculty will review and implement promising practices identified in OECD's Promising Practices in Supporting Success for Indigenous Students report. Our progression towards this goal will be tracked through Accountability Pillar data, Diploma results, and anecdotal evidence.

Results Achieved: As we welcomed students back into McNally at the beginning of the 2021-2022 school year our focus was on ensuring that we were able to support this transition of meeting the psychosocial needs of students while ensuring rigour in their academic and elective courses. Our data supports that we were effective in balancing the emphasis on high expectations around learning with the complexities that surrounded a transition back to an in-person, mixed-cohort learning environment. 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. In addition, although both students and parents reported that their families were finding learning and the school experience more difficult, they felt positive about the quality of education that they were receiving as measured through the Alberta Assurance Measure Results (AEA, 87.9 Education Quality Measure). This was also reflected in the Division Feedback Survey data which indicated that families, students and teachers experienced high quality teaching and learning at McNally. As we supported families, students, and teachers with the re-introduction of Diploma exams, we invested time and energy into ensuring that students felt confident and that they were set up for success. Our results on the English 30-1 standard of excellence were higher than the previous three years of diploma data at 15.9 and higher than the provincial average. We maintained excellent results in Mathematics 30-1 with our standard of excellence at 35.1, (in comparison to the province at 23), 73 at the acceptable standard (province 63.6). 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 Alberta Education Assurance Measures Survey. The Rutherford Scholarship Eligibility for students at McNally increased to 75.3 from 67.4. **Results Achieved:**

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high quality learning and working environments. During 2021-2022, at McNally, we will provide learning and working environments that are welcoming, inclusive, safe and healthy. To gain a more nuanced understanding of well-being and engaged citizenry, Faculty will engage in professional learning related to the new Teaching Quality Practice Standard and the OECD's Promising Practices in Supporting Success for Indigenous Students research. Faculty will develop professional capacity through participation in: department collaboration and committee work, school/ Catchment Professional Development Days, external training, and various division /provincial initiatives and committees. Student citizenship will be fostered through the use of design teams, student committees, youth engagement focus groups, and mental health peer training. Our progression towards this goal will be tracked through Accountability Pillar data, School/Division Feedback Survey, and anecdotal evidence.

Results Achieved: While students and parents expressed that peer relationships and maintaining positive student mental health were a challenge during the 2021-22 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 and that they were happy to be back in person (84 %, Division Feedback Survey). 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.

Collaboration between teachers looked different during this time but 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.

McNally Catchment Schools will continue to support welcoming, safe and healthy school cultures that nurture resilience, mental well-being, diversity, and inclusivity. By June 2022, McNally school will leverage the voices and leadership of all school members (including students and families) in the creation of a welcoming, safe, inclusive, and healthy school environment. Faculty will engage in anti-racism education, comprehensive school health planning, and the development of universal wrap-around supports to address mental wellbeing and illness. Our progression towards this goal will be measured through school, division, and the Alberta Education Assurance (AEA) survey data.

Results Achieved: During the 2020-21 school year, there was a drop in Parental Involvement on the Assurance Survey measure (73.7 to 67.9). Given some of the constraints that schools were facing with regards to access and the inability to host events this is not surprising. The reality of these circumstances meant that communication became much more important and that the parent community was pleased with communication as measured on the Division Survey (90%). 98% of parents expressed that their children were able to connect with teachers. Parent perception of the measure Education Quality Teaching and Learning was reported as high by both parents and teachers (Parents - 87.9, Teachers - 99.2, AEA). On the Division Feedback Survey students shared that "I can get help for academics" and both students and parents indicated that they "know about support/feel that teachers care about them" (85.7, Safe and Caring measure). McNally had a positive rating on the measure of Welcoming, Caring, Respectful and Safe Learning Environments (AEA survey, 82.8). Student data suggested that students felt safe at school (AEA, 89) and on the way to school (AEA, 85). Students and parents also indicated that students are treated fairly by adults in our building (AEA, 87, 80) that McNally is a welcoming environment as measured on the Youth Resiliency Survey.

What were the biggest challenges encountered in 2021/22?

The data from our Division Survey showed us that students at McNally like to learn best in person and that they were happy to be back at school. As staff and students returned to a more normal classroom configuration and school routine after a number of years of a modified experience, it was clear that there were some challenges that we needed to address. School staff noticed an increased level of immaturity related to peer interactions, ability to conform to classroom expectations, and hallway and community behaviour. Student anxiety and mental health was a constant challenge and was reflected in a lack of healthy peer connections and increased peer orientation

In our attempts to tap into a sense of purpose to help motivate our students to participate as learners and contributing members of classroom communities, teachers needed to adapt and develop different ways of engaging their students. Although staff were committed to creating experiences for students in their classrooms that were more focused on a concept-based approach to curriculum, protocols around cohorting, the inability to bring in guests, not being able to do field trips or move into other learning spaces in the school meant that teachers needed adjust some of their teaching practices to adhere to these guidelines, while continuing to support pedagogy and assessment that was engaging and meaningful.

What are the implications from 2021/22 that will impact your current year plan?

As our staff plans for the 2022/23 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 and 5 year averages for High School Completion remain areas of concern that we need to address.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	82.4	84.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	74.2	78.6	76.9	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	78.9	76.7	78.6	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	86.1	88.2	85.6	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.2	n/a	82.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	19.7	n/a	24.2	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.9	87.9	88.4	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.8	83.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.1	84.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	73.3	67.9	74.4	78.8	79.5	81.5	Low	Maintained	Issue

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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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).
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

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.

Division Priority 1

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.

Division Priority 2

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.

Division Priority 3

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		5,966,705		6,328,543
Internal Revenue		0		0
REVENUE TOTAL		5,966,705		6,328,543
Classroom	33.375000	3,432,018	36.500000	3,753,368
Leadership	6.625000	857,587	4.625000	653,500
Teaching - Other	1.000000	110,832	1.000000	112,832
Teacher Supply	.000000	90,000	.000000	110,000
TOTAL TEACHER	41.000000	4,490,437	42.125000	4,629,700
(% of Budget)		75.26%		73.16%
Exempt	2.000000	205,444	2.000000	205,444
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	8.200000	485,376	9.200000	530,478
Support (Supply/OT)	.000000	14,000	.000000	19,000
Custodial	6.675000	451,604	6.600000	453,521
Custodial (Supply/OT)	.000000	14,000	.000000	23,000
TOTAL NON-TEACHER	16.875000	1,170,424	17.799999	1,231,443
(% of Budget)		19.62%		19.46%
TOTAL STAFF	57.875000	5,660,861	59.924999	5,861,143
(% of Budget)		94.87%		92.61%
SUPPLIES, EQUIPMENT AND SERVICES		186,146		313,520
INTERNAL SERVICES		119,700		153,880
TOTAL SES		305,846		467,400
(% of Budget)		5.13%		7.39%
TOTAL AMOUNT BUDGETED		5,966,707		6,328,543
Carry Forward Included		0		0
Carry Forward to Future		0		0