



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	2713.900	Custodial	14.750000	Salaries	\$14,517,987	92.58%
Weighted	2964.750	Exempt	1.000000	Supplies, Equip., Services	\$1,163,519	07.42%
Regular	2,720	Support	24.200000			
		Teacher	<u>103.285000</u>			
Year Opened	1966	Total	143.235000	Total	\$15,681,506	100.00%
				Internal Revenue	\$8,000	

School Philosophy

At Harry Ainlay School, we believe all students can thrive and be successful in an environment that is kind, respectful, inclusive, and safe. All members of our school community are responsible for contributing to a welcoming, caring, respectful, and safe learning and working environment that respects diversity and fosters a sense of belonging. We nurture an inclusive and supportive learning community and celebrate diversity in the pursuit of excellence.

Our commitment to our students embodies our school motto - 'In Omnibus Excelsior' or 'In All Things Excellence.' This maxim permeates every facet of learning for our students and staff. We inspire student success through meaningful engagement in high-quality and diverse learning opportunities. Our collective vision is to have our students become compassionate critical thinkers, able to collaborate, innovate, solve problems, and thrive as global citizens.

Community Profile

Harry Ainlay is a neighborhood high school serving families in southwest Edmonton with a tradition of excellence in academics, fine and performing arts, career and technology studies, local and global citizenship, international languages and cultures, and interschool athletics. Our multicultural school community benefits from the enriching influence of a significant number of International Students from nations across the world.

Programs and Organization

We offer a rich complement of courses and experiences to meet the learning needs of all students. We enjoy several international partnerships to support our specialized programs in French Immersion, International Baccalaureate, and Culinary Arts. Students also enjoy a rich diversity of programming to support their interest in pursuing a variety of career pathways by extending their learning in Career and Technology Studies, International Languages, Work Experience, RAP and Health and Wellness. Support programs are also provided for our Special Needs students, English Language Learners, International Students and First Nation, Metis, and Inuit students. We also offer numerous co-curricular opportunities for personal development through student clubs and activities.

School Community Relationships

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

Alberta Health Services CIAAA Catholic Social Services City of Edmonton Colliers International Edmonton Police Service Fire Rescue Edmonton Islamic Family Social Services Association Junior Achievement Liebherr Local 146 Alberta MacEwan University Norquest RCMP Stantec University of Alberta

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).

By June 2023, our student achievement at each grade level will demonstrate growth and achievement of learner outcomes and competencies as measured by performance on school and provincial assessments. We will do this by:

- Ensuring all teaching staff are working within a collaboration team that is centered around inquiry-based professional growth and department plans
- Continuing to develop high-impact instructional and triangulated assessment strategies that recognize and support the diverse learning needs of all students
- Collecting and responding to data to improve student learning and teaching practice
- Working with students to help them grow in responsible digital citizenship
- Being willing to rethink our teaching approaches in an effort to meet the diverse learning needs of our students

Results Achieved:

The overall results in the Education Quality Detail of the Alberta Education Assurance Measures Survey show a decrease from last year (89.2% to 84.5% - Intermediate). The parent results in the Education Quality Detail show a decrease from last year (88.1% - 82.8% - High). The overall student results show a decrease from last year (83.2% - 81.3% - Very Low). Although 84% of students know what they are expected to learn and 76% find their schoolwork challenging, only 66% find it interesting. Students (93%) and teachers (96%) are satisfied with the quality of teaching at our school.

16 of the 18 subjects in the January diploma results outperformed the province at the standard of excellence. The highest percentage was in Physics 30, with 83.3% of students at the standard of excellence. 15 of the 17 subjects in the June diploma results outperformed the province at the standard of excellence. The highest percentage was in Physics 30, with 73.0% of students at the standard of excellence.

A comparison of the January school-awarded and diploma examination marks show 10 of the 18 subjects with less than 10% difference between the two marks. This is the same result as the province. A comparison of the June school-awarded and diploma examination marks show 13 of the 17 subjects with less than 10% difference between the two marks. In comparison, the province results showed 7 of 17 subjects with less than 10% difference.

The 3-year high school completion rate was 88.1 (High), and the 5-year was 93.0 (Very High).

Results from teacher-awarded marks show the following for 10 and 20-level courses: English 97% acceptable standard and 33% standard of excellence; Social 97% acceptable standard and 40% standard of excellence; Math 91% acceptable standard and 44% standard of excellence; Sciences (Bio, Chem, Physics) 95% acceptable standard and 48% standard of excellence.

By June 2023, we will see an improvement in equity, inclusion, and respect for diversity as measured by the Division and Assurance Surveys and school data. We will do this by:

- Supporting and enhancing the educational experiences and achievements of First Nations, Metis and Inuit students.
- Working with students, staff, families and community members to create and sustain educational equity within our classrooms and school
- Continuing to identify racial inequities and disparities that may be hindering our students and find ways to support students who may be facing these barriers
- Engaging in ongoing professional learning focused on creating a school that listens

Results Achieved:

Although the course completion rates for self-identified First Nations, Métis, and Inuit students at our school outperformed the provincial completion rates in 3-year completion (60% and 57%), 4-year (77.8% and 65.8%), 5-year (76.5% and 71.3%), we saw overall decreases from the previous year. Compared to the larger student population, completion rates for self-identified First Nations, Métis, and Inuit students are lower in both 3-year completion (60% and 88.1%) and 5-year completion (76.5% and 93%).

In the Division Feedback Survey, 81% of students strongly agree/agree that many diverse cultures are represented in the books and materials at our school. However, 49% strongly agree/agree that they see their identity/culture reflected in the materials used in class. 76% of students strongly agree/agree that our school takes actions that

support truth and reconciliation. 73% of students are aware of the work our school is doing to support anti-racism and belonging. 68% of students indicated they would feel safe going to an adult for help if they felt something racist or discriminatory happened.

In response to the question of professional supports to enhance confidence in action toward anti-racism and equity, 64% of staff indicated support at the school level, 58% at the catchment level, 51% for Division-provided supports, and 47% for central unit supports.

By June 2023, students and staff will demonstrate a greater sense of belonging and social, emotional, mental, and physical well-being as measured by the Division and Assurance Surveys, Student Services data and other school data. We will do this by:

- Supporting students and staff in building skills, strategies and relationships that contribute to positive mental health and resilience
- Protecting the rights of all students, regardless of race, religion, sexual orientation, gender identity or disability, to be educated in a welcoming and affirming environment
- Intentionally engaging with our families to collectively create positive learning environments for our students

Results Achieved:

The overall results in the Student Learning Engagement detail of the Alberta Education Assurance Measures Survey show a decrease from the previous year (85.1% to 81.5%). When responding to finding subjects interesting, Science was rated as most interesting (85% strongly agree/agree) and Social and Language Arts as least interesting (55% strongly agree/agree). The overall results in the Citizenship measure show a decrease from the previous year (81.2% to 76.6%). The highest value in the Citizenship measure was 90% of students who strongly agreed/agreed that they are encouraged to try their best, and the lowest value was 50% of students who strongly agreed/agreed that students follow the rules. The overall results in the Welcoming, Caring, Respectful, and Safe Learning Environments show a decrease from the previous year (84.8% to 80.8%). The highest values were 88% (feel welcome), 87% (students treat me well), and 86% (treated fairly by adults). The lowest value was 62% (students care about each other).

The student results in the Division Feedback Survey show that 59% were doing 'very well' or 'well.' This is an increase of 10% from last year's results. 73% of students agreed or strongly agreed that they feel they belong at their school. 75% believe there is at least one adult they can go to for help if needed. 63% of students believe adults at their school care for them.

Overall resilience data from the Youth Resilience Survey show that 9% of students have high resilience, 34% have above-average resilience, 36% have below-average resilience, and 22% have low resilience.

The Student Services data for the 2022-23 school year show that throughout the school year, on average, students accessed support for academic (39%), personal (34%), and career (26%) needs. For personal services, anxiety (60%) and relationships (18%) were the top two issues for which students sought support, on average, throughout the school year.

What were the biggest challenges encountered in 2022-2023?

The yearly decreases in our budget continue to be challenging. We were staffed at 94% and struggled to meet the school's needs and stay within our budget.

In 2022-23, we returned to a more typical school year. We noticed students needed to learn how to behave appropriately in school. It took months of support and interventions before students consistently followed the school's expectations. There were some significant behavioural issues that we navigated last year (i.e., a student being bear-sprayed in a school bathroom). Social media continued to impact some students (i.e., online bullying) negatively.

Overall, staff morale was low, with teachers expressing being overwhelmed. The current working conditions did not compare favourably to how it was in the past when high schools had robust budgets, and teachers taught 7 out of 8 classes. Additionally, teachers are experiencing a much wider range of academic abilities in our classrooms. Students are missing prerequisite knowledge and skills due to the interruptions in their learning during the pandemic. We had higher than usual absenteeism of teachers, which impacted the continuity of programming for our students as well as our budget.

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

During the 2022-2023 school year, our administration team worked with staff, students, and parents/guardians to co-create new mission and vision statements and identify our core values. The next steps for the 2023-2024 school year involve planning and implementing what living our mission and growing into our vision looks like and how we, as an administration team, will lead this work.

Results and Implications

We continue to be committed to the Create Schools That Listen professional learning. This year, we will include three lead teachers to help support this work. We want to create several opportunities throughout the year to engage our students in dialogue so they can help us achieve our school goals.

The High School Foundations of Assessment professional learning series will involve all department heads. Concurrently, department heads will engage in professional learning during ILT meetings about leading change effectively.

To assist with high school completion rates, we will establish a classroom supervised by a teacher, where students who need additional time and support or who are at risk of dropping out can receive the help they need. Additionally, we will give a lead teacher time to provide individual support to our First Nations, Metis, and Inuit students and support school-wide initiatives (i.e. Orange Shirt Day).

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7059 Harry Ainlay School

Assurance Domain	Measure	Harry Ainlay 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	81.5	85.1	85.1	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	76.6	81.2	81.1	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	88.1	90.0	88.5	80.7	83.2	82.3	High	Maintained	Good
	5-year High School Completion	93.0	92.8	92.6	88.6	87.1	86.2	Very High	Maintained	Excellent
	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	87.2	83.0	n/a	80.3	75.2	n/a	High	n/a	n/a
	Diploma: Excellence	31.4	26.4	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	84.5	89.2	88.5	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	84.8	84.8	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	80.8	83.6	83.6	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	65.5	70.9	69.8	79.1	78.8	80.3	Very Low	Maintained	Concern

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

By June 2024, students at each grade level will demonstrate growth and achievement of learner outcomes and competencies as measured by performance on school and provincial assessments.

We will do this by:

- Ensuring all teaching staff are working within a collaboration team that is centered around inquiry-based professional growth
- Focusing on high-impact instructional approaches to meet the diverse learning needs of our students
- Developing effective assessments to support and monitor student progress
- Collecting and responding to data to improve student learning and teaching practice

What data will you use to track continuous improvement?

Alberta Education Assurance Survey; Teacher-awarded marks

Division Priority 1

By June 2024, we will see an improvement in equity, inclusion, and respect for diversity as measured by Division and provincial surveys and school data.

We will do this by:

- Creating a school community that respects and supports diversity in all its forms, including but not limited to race, religion, sexual orientation, gender identity, and disability
- Maintaining an inclusive and welcoming environment where all individuals feel a sense of belonging and connection
- Continuing to identify racial inequities and disparities that may be hindering our students and find ways to support students who may be facing these barriers
- Building our knowledge and skills to support student success and enhance the educational experience for students who are First Nations, Métis, and Inuit

What data will you use to track continuous improvement?

Division Feedback Survey; Alberta Education Assurance Survey; Youth Resilience Survey; Student Services data

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		15,672,188		15,673,506
Internal Revenue		8,000		8,000
REVENUE TOTAL		15,680,188		15,681,506
Classroom	91.990000	9,904,845	91.410000	9,842,395
Leadership	9.250000	1,279,391	8.000000	1,141,000
Teaching - Other	3.875000	417,233	3.875000	417,233
Teacher Supply	.000000	246,163	.000000	372,404
TOTAL TEACHER	105.114998	11,847,632	103.285004	11,773,032
(% of Budget)		75.56%		75.08%
Exempt	1.000000	139,732	1.000000	139,732
Exempt (Hourly/OT)	.000000	5,000	.000000	5,000
Support	23.029000	1,406,450	24.200000	1,499,753
Support (Supply/OT)	.000000	30,000	.000000	30,000
Custodial	14.250000	1,024,127	14.750000	1,052,475
Custodial (Supply/OT)	.000000	18,000	.000000	18,000
TOTAL NON-TEACHER	38.278999	2,623,309	39.950001	2,744,960
(% of Budget)		16.73%		17.5%
TOTAL STAFF	143.393997	14,470,941	143.235004	14,517,992
(% of Budget)		92.29%		92.58%
SUPPLIES, EQUIPMENT AND SERVICES		947,722		884,044
INTERNAL SERVICES		231,525		259,475
OTHER INTEREST AND CHARGES		30,000		20,000
TOTAL SES		1,209,247		1,163,519
(% of Budget)		7.71%		7.42%
TOTAL AMOUNT BUDGETED		15,680,188		15,681,511
Carry Forward Included		0		0
Carry Forward to Future		0		0