

Profile



Enrolment		Staff FTE		Budget		
Normalized	2778.000	Custodial	14.100000	Salaries	\$14,985,705	91.18%
Weighted	3096.299	Exempt	1.000000	Supplies, Equip., Services	\$1,448,893	08.82%
Regular	2,778	Support	28.424200			
		Teacher	104.745000			
Year Opened	1966	Total 148.269200			Total \$16,434,598	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 goals that were established for 2023-2024, 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 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

### Results Achieved:

The overall results in the Education Quality Detail of the Alberta Education Assurance Measures Survey show an increase from last year (84.5% to 87.4 - High).

The parent results in the Education Quality Detail show an increase from last year (82.8% to 86% - Very High). The overall student results show an increase from last year (81.3% to 84.7% - Intermediate).

Our school results improved for each indicator in the students' Education Quality Detail, with three of the five indicators showing the highest results in the past five years (clear learning expectations - 90%, work is interesting - 72%, and quality of teaching - 94%).

16 of the 17 subjects in the January diploma results outperformed the province at the standard of excellence. The highest percentage was in Physics 30, with 73% of students at the standard of excellence. 15 of the 16 subjects in the June diploma results outperformed the province at the standard of excellence. The highest percentage was in Physics 30, with 71.5% of students at the standard of excellence.

The acceptable standard for all subjects in the June diploma results ranged from 91% to 100%, and for the January diploma, results ranged from 92% to 100%.

The 3-year high school completion rate was 86.4 (High), and the 5-year was 93.7 (Very High).

Results from teacher-awarded marks show the following for 10 and 20 level courses (dash one and two streams): English 98% acceptable standard and 35% standard of excellence; Social 98% acceptable standard and 33% standard of excellence; Math 94% acceptable standard and 44% standard of excellence; Total Sciences 94% acceptable standard and 50% standard of excellence.

Results from teacher-awarded marks show the following for K & E (dash 4) courses: English 93% acceptable standard, Social 100% acceptable standard, Math 97% acceptable standard, Science 100% acceptable standard. For our ESL classes Levels 1 - 4, 94% were at the acceptable standard and 12% at the standard of excellence.

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

Results Achieved:

In Priority 1 in the Division Feedback Survey, students' results improved in 7 of the 12 indicators. The lowest result shows that 42% of students strongly agree/agree that staff know how they learn best. The highest result shows that 93% of students strongly agree/agree that they have the opportunity to be successful in their learning.

In Priority 2, students' results improved in 9 of the 12 indicators. The largest increase (6%) was in the indicator of belonging, where 66% of students strongly agree/agree that school is a place where all students feel like they belong. The lowest result shows that 52% of students strongly agree/agree that they see their identity/culture represented in class. The highest result shows that 94% of students strongly agree/agree that they learn about residential schools.

In Priority 3, students' results improved in 5 of the 6 indicators. The largest increase was in the indicator of caring (5%), where 68% of students strongly agree/agree that the adults care about them. The lowest result shows that 60% of students strongly agree/agree that the school helps them keep trying when things are hard. The highest result shows that 79% of students strongly agree/agree that they have at least one adult they can go to for help.

In response to the question of having the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit, results show 57% of staff strongly agree/agree. This is an increase of 9% from last year's results. In response to having the knowledge and skills to support First Nations, Métis, and Inuit students, results show that 80% of staff strongly agree/agree. This is an increase of 26% from last year's results.

Looking at our three-year results from school data, 80% of our self-identified First Nations, Métis, and Inuit students from 2021-22 continued at our school until their grade 12 year in 2023-24. Of those students, 76% completed high school in the three years.

What were the biggest challenges encountered in 2023-2024?

Throughout the year, our enrolment increased, and we welcomed many English Language Learners to our school. Because of the tight budget, available classes were limited. Providing smaller class sizes and appropriate programming to meet the diverse learning needs of our students was challenging. Teachers indicated that although they believe they have the knowledge and skills to support students with diverse learning needs, they are not as confident in their knowledge and skills to program for these students.

We encountered many issues with our aging building, not least of which was a burst water pipe that significantly damaged a large portion of our school. Setting up classrooms in non-traditional learning spaces and temporary trailers while maintaining excellence in teaching and learning was demanding.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Through our small and consistent actions, we are seeing incremental improvement in measures related to equity, inclusion, and belonging. Keeping equity practices embedded in our instructional practices will require a balance of reflection and action. We commit to thinking about our current state and what we will do to move us closer to our desired state.

The data indicates that we need to continue to grow our knowledge and skills to program for English Language Learners, students in need of specialized supports, and First Nations, Métis, and Inuit students.

We will continue to engage in the Responsive School Network to cultivate a school culture where everyone feels valued, supported, and empowered to thrive.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	83.0	81.5	83.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.3	76.6	78.9	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	86.4	88.1	88.5	80.4	80.7	82.4	High	Declined	Acceptable
	5-year High School Completion	93.7	93.0	92.9	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	86.8	87.2	87.2	81.5	80.3	80.3	High	Maintained	Good
	Diploma: Excellence	32.2	31.4	31.4	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	87.4	84.5	86.9	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	80.8	82.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.4	80.8	82.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	65.3	65.5	68.2	79.5	79.1	78.9	Very Low	Maintained	Concern

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, 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
- Using high-impact instructional and assessment strategies to meet the diverse learning needs of our students
- Collecting and responding to data to improve student learning and teaching practice
- Recognizing that relationality is the central tenet through which we achieve our goals

What data will you use to track continuous improvement?

Alberta Education Assurance Measures Survey, teacher awarded marks, Division Feedback Survey

Division Priority 2

By June 2025, 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 First Nations, Métis, and Inuit students.

What data will you use to track continuous improvement?

Alberta Education Assurance Measures Survey, Division Feedback Survey, listening circles

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		15,714,483		16,426,598
Internal Revenue		8,000		8,000
REVENUE TOTAL		15,722,483		16,434,598
Classroom	86.785000	9,379,115	91.370000	9,874,637
Leadership	13.250000	1,746,921	9.625000	1,340,559
Teaching - Other	3.000000	324,219	3.750000	405,274
Teacher Supply	.000000	296,758	.000000	350,000
TOTAL TEACHER	103.035004	11,747,013	104.745003	11,970,470
(% of Budget)		74.71%		72.84%
Exempt	1.000000	143,567	1.000000	143,567
Exempt (Hourly/OT)	.000000	5,000	.000000	0
Support	27.800000	1,752,416	28.424200	1,790,767
Support (Supply/OT)	.000000	30,000	.000000	30,000
Custodial	14.500000	1,058,929	14.100000	1,032,901
Custodial (Supply/OT)	.000000	18,000	.000000	18,000
TOTAL NON-TEACHER	43.299999	3,007,912	43.524200	3,015,235
(% of Budget)		19.13%		18.35%
TOTAL STAFF	146.335003	14,754,925	148.269203	14,985,705
(% of Budget)		93.85%		91.18%
SUPPLIES, EQUIPMENT AND SERVICES		738,963		1,151,387
INTERNAL SERVICES		208,595		277,506
OTHER INTEREST AND CHARGES		20,000		20,000
TOTAL SES		967,558		1,448,893
(% of Budget)		6.15%		8.82%
TOTAL AMOUNT BUDGETED		15,722,483		16,434,598