

# Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	130.000	Custodial	1.000000	Salaries	\$1,182,519	97.18%
Weighted	152.258	Exempt	0.000000	Supplies, Equip., Services	\$34,285	02.82%
Regular	135	Support	4.200000			
		Teacher	<u>6.983000</u>			
Year Opened	1954	<b>Total</b>	<b>12.183000</b>	<b>Total</b>	<b>\$1,216,804</b>	100.00%

### School Philosophy

Belgravia's strong emphasis on outstanding student achievement and development of the whole child reflects the values and expectations of the academic/professional community in which it is located. Students are challenged and enriched through a strong academic focus, as well as a significant array of co-curricular and extra-curricular activities. All classrooms are inclusive teaching and learning areas. Frequent cross-grade activities give the school a carefully-nurtured "family" atmosphere, which is reinforced by supportive parental involvement.

### Community Profile

Belgravia School is located in an established, totally residential neighbourhood bound by Saskatchewan Drive, Belgravia Road, 114 Street and 76th Avenue. It is mainly a professional community that supports and appreciates the school as a community asset. Expectations of the school reflect the values of a highly literate and accomplished community.

### Programs and Organization

Belgravia offers a regular K(am) - 6 program, with French as a second language in division two. All students, including special needs students, are in inclusive classroom settings. Our organization for learning changes each year and as such we combine grade levels when necessary. We are an EverActive School offering daily physical education, a combined Orff and choral music program as well as an outstanding Outdoor Learning Centre (OLC) utilized across the curriculum. Students participate in many extra curricular clubs and activities organized by students, the school, and the parent community.

### 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).

**Division Priority 1, Goal 2: Build on outstanding learning opportunities for all students.**

By June 2023, all students will demonstrate growth and achieve student learning outcomes with a specific focus on tier 1 and 2 interventions in literacy and numeracy. To accomplish this, staff will engage in targeted professional learning and collaboration focused on developing best practices in literacy and numeracy, and implementing tier 1 and 2 interventions to support student learning. Interim measures will be in place throughout the year to track student academic progress. Indicators of success will include teacher-awarded grades, Provincial Learning Loss Data, CAT4, HLAT, PAT, the Provincial Assurance Survey, as well as the Division Feedback Survey.

**Results Achieved:**

Professional learning and collaboration continue to be fundamental to ensuring the success of our students this past year. Staff engaged in a number of learning opportunities that required them to collectively review student work, share strategies for providing targeted feedback, and engaged in professional collaboration focused on in-class intervention supports for struggling students. Staff completed common writing tasks, and worked collaboratively on collective inquiry projects. Using a collection of data to specifically target, areas of need for each student, teachers collaborated with a division 1 intervention teacher specifically hired to support literacy development. Within the catchment, staff collaboratively marked HLAT with grade level educators within the catchment to build common understanding of standards. Our staff participated in an online session facilitated by Dr. Unger around building resiliency strategies in schools. Division Principals from three different schools shared strategies that they are using in their own context with commentary from Dr. Unger.

**Results from measures of success:**

- Highest Level of Achievement Data
  - 90.3% of students were writing at or above grade level
  - 80.0% of students with special needs were writing at grade level
  - 85.7% of students with English as a Second Language were writing at or above grade level
- Division Feedback Survey
  - 92% of students feel that staff take the time to understand each student as an individual and as a learner
  - 100% of students felt they have the opportunity to be successful in their learning
  - 88% of students felt that they are improving and getting better in areas of Reading, Writing and especially Math(92%)
  - 92% of students feel supported to try to do their best when learning is hard.
- Provincial Assurance Survey
  - 98.4% of students indicated they are satisfied with the quality of education they receive.
  - 71.6% of parents indicated that students have access to the appropriate supports and services at school.(increase of 1.6%)
  - 100% of teachers believe students are engaged in their learning at school. (maintained)

**Division Priority 2, Goal 1: Advanced action toward anti-racism and reconciliation**

By June 2023, all staff will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long-term systemic change. To accomplish this, staff will be engaged in targeted professional learning and collaboration, at both the school and catchment level, that will inform their practice and lead to teaching and learning that reflects anti-racism and equity. Interim measures will be in place throughout the year to track staff progress. Indicators of success will include the Provincial Assurance Survey, the Division Feedback Survey, school-level data as well as staff, student, and parent feedback.

**Results Achieved:**

During the year, Belgravia staff participated in considerable professional learning, and collective inquiry projects relating to foundational indigenous knowledge. Within our catchment and in our school, Belgravia staff participated in a professional development looking at and discussing bias and examining our practices around equity and inclusivity. A PD day with Marty Chan who led us through an examination of and discover of how to build more inclusive environments for all of our students. Staff surveyed shared

- **Teachers are becoming aware of the anti racism work in the division and are becoming more informed**

- **The PD Day was a success with Marty Chan and the anti racism principal PL was a success and assisted staff in growing their understanding and practice.**
- **This work is timely and meaningful for what is occurring in schools**
- **Staff found great value and would like to continue this work next year**

Assurance Survey Measures demonstrate that we are growing in the areas of anti racism and equity.

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Parents agree: 93.8%  
 Students agree: 92%  
 Teachers agree: 100%

The percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Parents agree: 94.5%  
 Students agree: 92.7%  
 Teachers agree: 100%

Within the catchment, Belgravia staff were involved in catchment PD with Ros Smith and Nicholle Weasel Traveller to discuss appropriate use of language within Indigenous context. Thinking about personal experiences and resonance in the context of antiracism education. The Catchment Survey (following the April PD) indicated that 84% agreed or strongly agreed that the antiracism sessions supported or enhanced their understanding of antiracism.

**Division Priority 3, Goal 2: Promote a comprehensive approach to student and staff well-being and mental health**

By June 2023, all students, staff, and parents will engage in school community activities and involvements that encourage a sense of belonging, foster greater connections, and celebrate the successes within our school community. Interim measures will be in place throughout the year to track progress. Indicators of success will include the Provincial Assurance Survey, Division Feedback Survey, Resilience Survey, as well as student, staff, and parent feedback.

**Results Achieved:**

We have had concentrated effort to be more inclusive and to continue to develop and build on our community atmosphere at Belgravia school. We have developed a number of activities and events which encourage staff, families and students to share experiences together and engage in enjoyable community events.

We have had, a Terry Fox run, winter carnival, early Thursday after school programs for students, spring picnic, an outdoor learning centre which is also a place for quiet reflection and meditation, community garden and community soup day using the products from the garden, overnight movie and camp out in the school field.

All of the events are designed to create an atmosphere of community and connection where the school is the central core and brings everyone together. In support of mental well being, it is important for the community to feel connections with one another, where supports are shared.

Whether it be school assemblies, classroom volunteerism, or communication to and from the school, families feel a strong connection to the school and are always welcome to participate in school activities and express thoughts and concerns.

Anecdotal reports suggest that both families and school staff feel a greater sense of security, safety and support as a result of sharing these experiences together.

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe, as measured by the Assurance Survey Measure;

Parents agree: 93.8%  
 Students agree: 92%  
 Teachers agree: 100%

**What were the biggest challenges encountered in 2022-2023?**

As we move forward from the realities of a global pandemic and multiple disruptions to student learning and development, we need to continue to understand the impact on students and families and perhaps acknowledge a new if not different paradigm in education. We must continue to develop and implement sound intervention strategies, supporting students who require significant, data informed, targeted interventions, with the added layer of significant learning loss and mental health supports. Understanding where the true needs lie, can prove to be challenging; layered and multifaceted.

Finding ways to better understand our students and community and initiating supports which are timely and impactful will be a key challenge moving forward. With many students and families suffering from significant learning loss and some trauma over the past number of years, it becomes challenging to pinpoint where the true issues lay. Using meaningful, and well established data tools will be an area of important focus. A balance must be found where we can support students who need academic

intervention, while also supporting their mental health, social, physical emotional needs.

Teacher workload and diversity of learning needs continue to contribute negatively to staff mental health. Staff feel overwhelmed at times with the degree and number of students who require significant and varied supports.

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

Teacher professional development around how best to support students who are struggling in the areas of Numeracy and Literacy, has been established within our catchment cohort. This is in response to teacher voice indicating their need to grow in this area and desire to collaborate with other colleagues to support student learning, new curriculum and student well being. We continue to develop an intervention plan to support students identified as 'at risk' or 'below' grade level expectations for literacy and numeracy. The next step in the development of our intervention plan will be to use data rich information to guide us in the support of students. Using data, we will better understand the specific learner outcomes that each student has difficulties with. Having that information, we can narrow our focus to target supports to specific areas of need for each student.

Staff are committed to ensuring that our school is a welcoming place for all members of the community and that everyone has an authentic sense of belonging. We will invest time engaging in professional learning around anti-racism and diversity while furthering our understanding of Indigenous foundational knowledge. Implementation of OECD recommendations to support First Nations, Métis and Inuit students, as well as support staff in learning about Indigenous history, perspectives and acts of reconciliation.

As we consider the 2023-2024 school year, we are excited about the opportunities to grow and support our students and community. Our work around literacy and numeracy will continue with a focus on supporting meaningful intervention for students struggling to achieve at grade level. We will work with our students to help them understand what it means to be a learner, a critical thinker and problem solver. Students will be encouraged to push their thinking to deeper levels, consider novel contexts and find ways to work alone and with classmates to discover new ways of thinking, communication and develop deeper creativity around their learning. Within the data of the CAT 4 assessment, computation (83.9% at or above grade level) stands out as an area we need to grow as compared to the other areas of measure. Therefore, we will continue to support our students who are achieving at high levels and look for opportunities to not only strengthen their academic needs and deeper thinking skills while also looking for ways to support their resiliency and mental well being.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7107 Belgravia School

Assurance Domain	Measure	Belgravia 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	84.0	84.5	84.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.3	96.5	93.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	100.0	93.3*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	38.1	46.7*	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.6	96.2	95.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	96.7	96.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	84.6	83.8	83.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	90.2	89.9	88.6	79.1	78.8	80.3	Very High	Maintained	Excellent

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**

We will continue to build on outstanding learning opportunities for all students at Belgravia school. To achieve this By June 2024, 100% of Belgravia students will show growth in writing as measured by school wide writing tasks as well as the HLAT data. There will also be an increase in the percentage of staff agreeing or strongly agreeing with the Division Feedback Survey statement "I have opportunities to regularly analyze and assess student work with colleagues to increase the reliability of my judgments." Belgravia staff will work in planned, systemic collaboration to discuss best practices, analyze data to identify areas of need for students, create and establish tier one and two learning supports and will continue re-asses and evaluate in ongoing intervention cycles.

**What data will you use to track continuous improvement?**

Interim measures and both formative and summative assessments will be in place throughout the year to track student academic progress. Additional indicators of success will include feedback from the HLAT writing tasks, CAT 4, LeNS, Castles and Coltheart 3 screening assessments along with Division Feedback Survey and the Provincial Assurance Survey.

**Division Priority 1**

By June 2024, 100% of Belgravia students and staff will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long term systemic change. Teaching and learning will reflect anti-racism and equity as teachers inform their practice through professional learning and their own professional growth.

**What data will you use to track continuous improvement?**

We will work in collaboration within our catchment to continue to further our conversation around anti-racism, equity and individual bias awareness. While growing our awareness, attitudes and beliefs with staff, we also want this to be reflective in our community and classroom practices. We will use our Assurance Survey, Division Survey, school level data, teacher, student and parent feedback.

By June 2024, 100% of Belgravia students will be able to demonstrate Growth Mindset/resiliency thinking in order to support positive mental health as measured by Dr. Ungar's Youth Resilience Survey, Division Feedback Survey, anecdotal information and individual student recognition. Strategies to be utilized: Our staff will participate in a shared book study of "Mindset: The New Psychology of Success" by Carol Dweck, reading and discuss together during collaboration times throughout the year. We will actively plan and engage students during classroom lessons to explore and grow their current mindset characteristics. A student recognition program will be implemented that is focused on recognizing students who demonstrate Growth Mindset thinking. The daily school news broadcasts and weekly newsletters home to families will have Growth Mindset/resiliency highlights. Social media and SchoolZone will be utilized to share Growth Mindset/resiliency program updates with our school community. Staff will have an opportunity to participate in professional learning surrounding Growth Mindset and resiliency

**What data will you use to track continuous improvement?**

We will use teacher anecdotal reporting along with student self reporting on mindset thinking. We ultimately want students to to take calculated and teacher support risks knowing that mistakes are acceptable and help us grow and learn. We will also use Growth Mindset scales from the Stanford Sparqtools measures toolkit.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,223,110		1,216,804
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,223,110</b>		<b>1,216,804</b>
Classroom	5.991000	645,070	5.983000	644,208
Leadership	1.000000	137,804	1.000000	137,804
Teacher Supply	.000000	24,000	.000000	18,010
<b>TOTAL TEACHER</b>	<b>6.991000</b>	<b>806,874</b>	<b>6.983000</b>	<b>800,022</b>
<b>(% of Budget)</b>		<b>65.97%</b>		<b>65.75%</b>
Exempt (Hourly/OT)	.000000	21,840	.000000	18,000
Support	4.200000	276,857	4.200000	276,857
Support (Supply/OT)	.000000	3,000	.000000	6,000
Custodial	1.000000	79,640	1.000000	79,640
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
<b>TOTAL NON-TEACHER</b>	<b>5.200000</b>	<b>383,337</b>	<b>5.200000</b>	<b>382,497</b>
<b>(% of Budget)</b>		<b>31.34%</b>		<b>31.43%</b>
<b>TOTAL STAFF</b>	<b>12.191000</b>	<b>1,190,211</b>	<b>12.183000</b>	<b>1,182,519</b>
<b>(% of Budget)</b>		<b>97.31%</b>		<b>97.18%</b>
SUPPLIES, EQUIPMENT AND SERVICES		16,699		21,535
INTERNAL SERVICES		16,200		12,750
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>32,899</b>		<b>34,285</b>
<b>(% of Budget)</b>		<b>2.69%</b>		<b>2.82%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,223,110</b>		<b>1,216,804</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0