



Enrolment		Staff FTE		Budget		
Normalized	123.500	Custodial	1.000000	Salaries	\$1,170,959	97.42%
Weighted	144.841	Exempt	0.000000	Supplies, Equip., Services	\$30,997	02.58%
Regular	134	Support	4.200000			
		Teacher	6.850000			
Year Opened	1954	Total		12.050000	Total	\$1,201,956 100.00%

School Philosophy

Belgravia's school values a strong emphasis on outstanding student achievement and the development of the whole child. 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, residential neighbourhood bound by Saskatchewan Drive, Belgravia Road, 114 Street and 76th Avenue. The Belgravia families and community support and appreciate the school as a community asset. Belgravia school and community value a high level of literacy and supporting the development of skills for students such as collaboration, creativity, perseverance and critical thinking, which will prepare them for success in their adult lives.

Programs and Organization

Belgravia offers a regular K(am) - 6 program, with French as a second language in division two. All 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 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).

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.

Results Achieved:

Using data from HLAT writing, 92.7% of Belgravia students achieved at or above grade level in their writing. Those students who did not achieve "at grade level", all but one student demonstrated a year's growth in their writing.

96.9% of Belgravia students achieved a stanine of 4 or above, 98.5% of Belgravia students scored a stanine score of 4 or above in Mathematics during the spring administration of the CAT4 which demonstrated a growth during the school year of 6%.

Division feedback survey Staff Response:

I know how to access resources to help me meet the diverse learning needs of all students. Increase of 0.9% from 90% to 90.9%

I have the knowledge and skills to support students . Literacy/Numeracy Learning have remained constant with 100% of staff Strongly Agree/Agree with a 10% increase in Numeracy learning up from 50% - 60% from 2022-23 to 2023-24.

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.

Results Achieved: Students at Belgravia school feel that their school is a place they belong and they see themselves in the work we do and the culture of the school. Staff have engaged students in awareness and conversation around Anti-racism, Equity and the meaning of these themes. Throughout the school year, each month special cultural events were celebrated and students and families were encouraged to present and share their cultural events and celebrations with the school and students. Staff engaged in professional learning within the division and we hosted guests who would guide the staff through cultural exploration and learning in a variety of ways including an Indigenous perspective. Expanding our learning and understanding in these ways has allowed us to include various cultural perspectives within our lessons in an authentic way.

Students:

93.8% of students responding to the Divisions Feedback survey indicate that Belgravia is a place where all students feel belonging.

93.8% of students believe that many diverse cultures are represented in the materials they use at school.

92.3% of students are aware of ways the school is supporting anti-racism and belonging.

98.5% of Belgravia students recognize actions the school is taking to that support Truth & Reconciliation.

100% of Belgravia students responding to the Feedback survey learn about the contributions of indigenous peoples.

Staff:

100% of staff at Belgravia school, as indicated by the Division Feedback Survey, feel that Belgravia school is a place where all students feel they belong.

90.9% of staff believe that cultural diversity is represented in the books and materials at my school.

100% of Belgravia staff feel the division is taking action that support Truth & reconciliation

100% of Belgravia staff are aware of the work EPS is doing to support Anti-racism and equity in schools

100% of Belgravia staff believe that Belgravia school is taking steps to support a sense of belonging and inclusion for everyone.

100% of Belgravia staff feel safe getting help form the division if they were to experience racism or discrimination t their workplace.

100% of Belgravia staff feel their workplace is respectful, safe and they feel a sense of belonging.

Results and Implications

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

Results Achieved: Students and staff have developed a common language now to guide the work we do around growth mindset. Our students are understanding why growth mindset is important and how it can influence their lives for the better. Students are encouraged and provided authentic opportunities to use their Growth Mindset and Resiliency lessons. It is discussed and modeled daily that mistakes which help us grow and learn are a positive learning opportunity and we see these as a good thing. Students are encouraged to try "hard things" and to challenge themselves to take risks in their learning and to move out of their comfort level in both their learning and in ways to demonstrate their learning. 97% of students believe the work we are doing is preparing them for their future. 98.5% of students feel that Belgravia school helps them to keep trying when things are hard. 96.4% of Belgravia students feel that the school has helped them to develop skills which will support their wellness.

What were the biggest challenges encountered in 2023-2024?

During the 2023-24 school year, significant time and energy has been spent in building staff capacity around implementation of the new curricula. Staff worked diligently to bridge curriculum gaps and familiarize themselves with new resources.

The continuity of support for at-risk students has occasionally been interrupted due to a shortage of supply Educational Assistants along with funding stressors.

Meeting the needs of students at risk both physically or cognitively is challenging with reduced resources. Limited staff and time have impacted the ability and ways we can provide support for our students at risk. The differentiation required to meet the needs of all learners within each classroom, spans multiple grades.

An increase in student management requirements for increased complexities within our student with special needs population.

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

We have established a staff professional learning committee with three sub-committees focused on the division priorities. In this work we will build our collective expertise and enhance teacher efficacy in these areas of literacy and Numeracy, Anti-racism and Equity and Staff and student mental health.

With funding challenges, we have the opportunity to reassess our intervention plans and take a creative approach with how we continue to meet the needs of our students. We have established collaborative groupings where staff meet together and using various sources of data, discuss specific students and their strengths and areas for growth. From this, staff identify specific areas of need for specific students and then using this information can develop a targeted intervention plan to address students in need. This also provides the team with valuable collaboration opportunities and assists in developing collaborative skills and best practices models.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	78.0	84.0	84.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.4	93.3	94.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	89.3	100.0	100.0	68.5	66.2	66.2	Very High	Declined	Good
	PAT6: Excellence	25.0	38.1	38.1	19.8	18.0	18.0	High	Maintained	Good
	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	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.2	93.6	94.9	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.6	95.3	96.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.4	84.6	84.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	90.5	90.2	90.0	79.5	79.1	78.9	Very High	Maintained	Excellent

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, all Belgravia students will demonstrate growth in literacy, numeracy and mathematics. All staff will be involved in targeted Professional learning opportunities which will assist in the development of high quality instructional and assessment practices in all areas of curriculum. Students identified as needing additional time and support will receive interventions and enrichment opportunities.

What data will you use to track continuous improvement?

We will create intervention teams of Belgravia staff who meet during regularly scheduled meeting times to discuss, plan and develop support plans for Belgravia students. In these meetings, staff use data from provincial screening assessments, HLAT writing, PAT, and formal and informal in class assessment and teacher observation to collaboratively develop intervention and support plans.

Division Priority 2

We will advance actions towards anti-racism and reconciliation. By June 2025, 100% of our staff will demonstrate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and anecdotal records.

What data will you use to track continuous improvement?

An Equity and Anti-racism committee made up of interested Belgravia staff members will be formed to provide professional development and support for the Belgravia staff. The committee will use Assurance survey data, conversation with colleagues, observation and an in house developed, anonymous survey to track growth and inform adjustments. Staff will meet together to learn from each other.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,197,671		1,201,956
Internal Revenue		0		0
REVENUE TOTAL		1,197,671		1,201,956
Classroom	5.783000	624,986	5.850000	632,227
Leadership	1.000000	138,472	1.000000	138,472
Teacher Supply	.000000	18,010	.000000	16,977
TOTAL TEACHER	6.783000	781,468	6.850000	787,676
(% of Budget)		65.25%		65.53%
Exempt (Hourly/OT)	.000000	18,000	.000000	18,580
Support	4.200000	279,512	4.200000	279,512
Support (Supply/OT)	.000000	2,000	.000000	2,500
Custodial	1.000000	80,691	1.000000	80,691
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	5.200000	382,203	5.200000	383,283
(% of Budget)		31.91%		31.89%
TOTAL STAFF	11.983000	1,163,671	12.050000	1,170,959
(% of Budget)		97.16%		97.42%
SUPPLIES, EQUIPMENT AND SERVICES		19,600		16,696
INTERNAL SERVICES		14,400		14,301
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		34,000		30,997
(% of Budget)		2.84%		2.58%
TOTAL AMOUNT BUDGETED		1,197,671		1,201,956