

Profile



Enrolment		Staff FTE		Budget		
Normalized	329.000	Custodial	1.750000	Salaries	\$1,959,424	91.99%
Weighted	336.249	Exempt	0.000000	Supplies, Equip., Services	\$170,546	08.01%
Regular	329	Support	1.500000			
		Teacher	14.787000			
Year Opened	1960	Total 18.037000			Total \$2,129,970	100.00%

School Philosophy

At Grandview Heights we are preparing our students for post-secondary studies and helping to nurture the citizens and leaders of tomorrow. We do this by emphasizing academic excellence in the core subjects of English Language Arts, Mathematics, Science, Social Studies, and French; fostering critical, creative and rigorous thinking; promoting good character and leadership in all our students; promoting global, local and environmental citizenship through education and through active engagement. Our students and teachers use the most current technologies to develop literacy skills and we balance our academic rigor with strong arts and physical education programs. Our mission is to empower all students to succeed, to embrace diversity and to encourage lifelong learning.

Community Profile

Grandview Heights School, located in south-west Edmonton, serves students from Grandview Heights as well as other communities. The majority of our students come from outside the community boundary. They are attracted by the small student population, strong academic program, dedicated staff, and positive, supportive learning environment. The school population is stable at its maximum of 340 students. Student success can be attributed to a strong partnership between the home, school and community.

Programs and Organization

Grandview Heights School offers regular programming for students in Grades 1 - 9, and French as a Second Language is taught in Grades 4-9. To balance a student's educational experience, Instrumental Music (Band) and a variety of full-year options are offered as part of the junior high program.

The [Academic Alternative program](#) is for junior high students who meet the entrance criteria prior to Grade 7. This program provides more minutes per week in the four core subjects and French as a Second Language. Eligible junior high students will take a three-year (Grade 7, 8, 9) accelerated mathematics and science program and receive credits for Science 10 and Math 10C.

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, Alberta Opera, Alien Inline, CapitalCare Grandview, Edmonton Public Library (EPL), Grandview Heights Community League, Young Engineers

**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, more students will demonstrate growth and achieve learning outcomes with a specific focus on the new programs of study. Interim measures will be in place to identify and bridge gaps between previous and current curricula.** This will be accomplished by collaborative work designed to improve and enhance teaching and learning specifically in the new curriculum.

We will achieve this by:

- timely use of data to track successes and challenges
- professional learning related to the new Program of Studies
- intervention plans for students at risk
- using technology/other tools to inform teaching and learning
- creating more opportunities for students to demonstrate their learning in a variety of ways
- transition planning focussed on literacy and numeracy data to support student success

**Results Achieved:**

- 100% of teachers report more opportunities for students to demonstrate and triangulate their learning in literacy and numeracy.
- As measured by the CAT4, the number of students reading below grade level increased from 4 to 9 over the year, while the number below grade level in math remained at 1.
- The Alberta Education Assurance Measures maintained Grandview's "excellent" rating both in Citizenship and Education Quality. As well, the result indicated that Student Learning Engagement and Access to Supports and Services were significantly higher than in the Province. They were at 90.5% and 83.8% respectively, versus 83.7% and 79.9% for Alberta.
- 100% of grade 6 and 9 students reached the acceptable standard in English Language Arts as measured by the PAT.
- 100% of grade 6 and 93% of grade 9 students reached the acceptable standard in Math as measured by the PAT.
- 97% of students are at or above grade level in writing as indicated by the HLAT.
- Grade 9 students left GVH with an average mean grade equivalent of 11.9+ in reading, math, and computation as measured by the CAT4.
- Grade 6 students finished the year with an average mean grade equivalent of 8.9+ in reading, math, and computation as measured by the CAT4.
- 100% of grade 6 students reached the acceptable standard in all four core subjects as measured by the PAT.
- 78.3% of grade 9 students reached the standard of excellence in math (province 15.6%) as measured by the PAT.
- Division Feedback Survey (grades 4-9) indicated that 98% of students feel that "I have the opportunity to be successful in what I am learning". This is up from 94% the year before.
- 85% of junior high students achieved honours standing as indicated by the school progress reports down from 86% the prior year.

**By June 2024, students at GVH will demonstrate growth in their sense of belonging and connection to the school thereby addressing well-being and mental health.**

We plan to meet this goal through the following approaches:

- Intervention plans for students identified as needing additional support.
- Accessing support from our school counselor, our catchment mental health therapist, and our wellness coach.
- Regularly scheduled student check-in meetings.
- Continued staff professional development around resiliency and connection to school.
- An increase in planned activities to welcome new students, connect older students with younger students, and an increase in student-run and driven activities.

**Results Achieved:**

- All staff took part in reviewing resilience survey results and constructing individual action plans.
- Beginning teachers were provided with a year-long targeted professional development program.
- On the Division Feedback Survey, 76% of students positively answered "How are you doing this year?" This is up from 74% from last year.
- The Alberta Education Assurance Measures survey indicates that the Welcoming, Caring, and Safe Learning Environment Grandview has decreased 87.4% below our three-year average of 93.4%.

- On the Division Feedback Survey, 87% either agree or strongly agree that Grandview takes action to support Truth and Reconciliation.
- As measured by the Division Feedback Survey, 86% of students agree or strongly agree that they have opportunities to be involved in activities that support their sense of belonging.
- Positive feedback was received in relation to multi-fatih activities and cultural observances at Grandview.
- We implemented cross-grade pairings with students to promote kindness, Student Council activities targeted the whole school and were student-driven
- Full-school mental health learning was conducted through mindfulness practice.
- Our AERR achievement for Citizenship remained at the "very high" level.

**What were the biggest challenges encountered in 2023-2024?**

- Staff found that students continue to need extra support with interpersonal and collaboration skills.
- Only 78% of students answered positively "My school feels like a place where all students feel like they belong." While up slightly from the year before, this area will be addressed in future plans.
- Grandview student body continues to feel tremendous academic stress and struggles to be resilient.
- The staff found accessing new resources, outside of those created by the district, for the curriculum implementation a serious challenge
- Students continue to learn about the appropriate use of technology.
- Families struggle to understand what Gifted and Talented coding and Academic Alternative mean for student programming.

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

- Division Feedback Survey (grades 4-9) indicated that 94.2% of students feel that "I have the opportunity to be successful in what I am learning". This is down from 98% in the previous year.
- Some evidence indicates that students will need continued help re-establishing healthy relationships.
- We will continue to address the academic and mental health needs of students at risk.
- We will continue to address and create ELL supports.
- Our excellent AERR "education quality" rating remains intact. This strongly indicates that Grandview Heights can provide the education that families expect and deserve despite the challenges faced.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7128 Grandview Heights School

Assurance Domain	Measure	Grandview Heights 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	90.5	92.9	90.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.9	91.6	91.5	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	100.0	90.6	90.6	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	53.6	62.5	62.5	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	94.8	92.5	92.5	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	60.4	75.4	75.4	15.4	15.5	15.5	Very High	Declined	Good
	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	95.0	95.4	96.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	95.4	93.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	83.8	87.1	86.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.8	91.3	90.0	79.5	79.1	78.9	Intermediate	Declined	Issue

## 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, 100% of students who have been at our school for the 2024-25 school year will demonstrate a minimum of one year of reading growth. Grandview teachers will collaborate around student reading data to identify and support the implementation of high-impact strategies to support student growth in literacy.**

- We will achieve this by:
  - Regular monitoring of student reading levels through a common school assessment tracker
  - Engagement with families and community partnerships.
  - Timely use of data to target individual students experiencing difficulty
  - Professional learning related to literacy development and assessment
  - Intervention plans for students at risk
  - Using technology/other tools to inform teaching and learning
  - Creating more opportunities for students to demonstrate their literacy in a variety of ways
  - Transition planning focused on literacy data to support student success

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

We will measure student growth with formal and informal teacher feedback. Student progress will be monitored through Fountas and Pinnell BAS, PATs, Canadian Achievement Test 4, Progress Reports, CC3, LeNS, and HLATs. Student perception of reading skills will be gathered from the Division Feedback Survey and the Alberta Education Assurance Measures.

**Division Priority 3**

By June 2025, students at Grandview will feel more connected and have a greater sense of belonging to our school community. The following indicators will serve as targets:

**Division Feedback Survey—DFS**

- A 5% increase in students feeling like they belong at Grandview.
- A 5% increase in students saying they feel like they can be themselves at school.
- A 5% increase in students feeling like their identity/culture is reflected in classroom materials at Grandview.

**Youth Resilience Survey—YRS:**

- Improvement in engagement results for all students in 2025.
- Qualitative survey results in student-school staff relationships, such as:
  - Students engaging more in classrooms.
  - Positive Mentions of relationships/connectedness to staff.
  - A greater number of engagements with our school Kindness Committee

**Alberta Education Assurance Measures—AEAMs**

- The Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase our score by 3%.
- The Parental Involvement results in the Assurance Measures will increase by 10%.

**Achievement of this goal will be supported by:**

- Staff will undertake informal and formal professional learning.
- Staff will seek community relationships that support this goal.
- An increase in planned activities for students, connecting older students with younger students, and an increase in driven activities.

What data will you use to track continuous improvement?

We will use data from the Division Feedback Survey, the Youth Resilience Survey, and the Alberta Education Assurance Measures. As well, we will seek qualitative data from students and staff particularly with respect to sense of belonging at Grandview. The number of planned connection activities at Grandview will be examined.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	2,115,342		2,129,970	
Internal Revenue		0		0
REVENUE TOTAL		2,115,342		2,129,970
Classroom	12.730000	1,375,769	12.787000	1,381,929
Leadership	2.000000	262,961	2.000000	262,923
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	60,000
TOTAL TEACHER	14.730000	1,698,730	14.787000	1,704,852
(% of Budget)		80.31%		80.04%
Exempt (Hourly/OT)	.000000	17,472	.000000	17,472
Support	1.500000	100,932	1.500000	100,932
Support (Supply/OT)	.000000	7,000	.000000	7,000
Custodial	1.750000	120,168	1.750000	120,168
Custodial (Supply/OT)	.000000	9,000	.000000	9,000
TOTAL NON-TEACHER	3.250000	254,572	3.250000	254,572
(% of Budget)		12.03%		11.95%
TOTAL STAFF	17.980000	1,953,302	18.037000	1,959,424
(% of Budget)		92.34%		91.99%
SUPPLIES, EQUIPMENT AND SERVICES		80,730		88,316
INTERNAL SERVICES		79,310		80,230
OTHER INTEREST AND CHARGES		2,000		2,000
TOTAL SES		162,040		170,546
(% of Budget)		7.66%		8.01%
TOTAL AMOUNT BUDGETED		2,115,342		2,129,970