

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	340.000	Custodial	1.750000	Salaries	\$1,990,903	90.21%
Weighted	346.308	Exempt	0.000000	Supplies, Equip., Services	\$215,990	09.79%
Regular	340	Support	1.700000			
		Teacher	<u>14.730000</u>			
Year Opened	1960	Total	18.180000	Total	\$2,206,893	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 350 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 Department of National Defense Edmonton Public Library (EPL) Grandview Heights Community League IoT Mindworks Inc 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 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, more students will demonstrate growth and achieve learning outcomes with a specific focus on literacy and numeracy. Interim measures will be in place throughout the year to track student academic progress. This will be accomplished by collaborative work designed to improve and enhance teaching and learning specifically in these areas. We will measure this with a school-developed survey, reading levels, PATs, CAT4, Progress Reports, CC3, LeNS, and HLTAs.

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 in these areas
- using technology/other tools to inform teaching and learning
- targeted intervention for ELL students with locally developed programming
- creating more opportunities for students to demonstrate their learning in literacy and numeracy
- 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 was cut from 8 to 4 over the course of the year.
- Alberta Education Assurance Measures survey continues to indicate "excellent" in the three areas that receive an overall rating. This survey shows that student learning engagement has increased to 92.9%, well above last year (88.9%) and the province (84.4%).
- There was demonstrated improvement as indicated by students on the Alberta Education Assurance Measures survey sub-category "access to supports" from 74% of students feeling they had access to supports to 85% feeling they had access.
- 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.
- 98% of students are at or above grade level in writing as indicated by the HLTAT.
- Grade 9 students left GVH with a mean grade equivalent of 11.9+ in reading, math and computation as measured by the CAT4.
- Grade 6 students finished the year with a 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.
- 75.4% of grade 9 students reached the standard of excellence in math (province 19.6%) 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".
- 86% of junior high students achieved honours standing as indicated by the school progress reports up from 82% the prior year.

By June 2023, teachers 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. We will measure progress through anecdotal evidence from students, parents and families, the Division Feedback Survey, and the Alberta Education Assurance Results. As well as the number of opportunities for parents and families to participate in this work will be examined.

We will achieve this by:

- structured and purposeful professional development involving Division consultants
- critically review how our school resources represent diversity
- creation of focused lessons and classroom opportunities to advance actions to make systemic change
- parents and stakeholders will be engaged in the work of making change through opportunities for dialogue and workshops

Results Achieved:

- All staff took part in resiliency training with Dr. Ungar.
- All staff took part in anti-racism professional development.
- The Alberta Education Assurance Measures survey indicates that in the Welcoming, Caring, and Safe Learning Environment Grandview has increased its score from

91.5% to 95.4 %

- On the Division Feedback Survey, 86% either agree or strongly agree that Grandview takes action to support Truth and Reconciliation
- 85% of students agree or strongly agree that they have opportunities to be involved in activities that support their sense of belonging, as measured by the Division Feedback Survey.
- Positive feedback was received in relation to multi-faith activities and cultural observance at Grandview.
- Full-school mental health learning was conducted through mindfulness practice.

What were the biggest challenges encountered in 2022-2023?

- The ongoing respiratory illnesses increased absenteeism for both staff and students and continue to be a challenge.
- Staff found that students lacked interpersonal skills and collaboration skills due to time away from each other.
- The return to conventional entrance criteria for the AA program created challenges in terms of re-establishing understanding and clarity for parents and students.
- Grandview student body continues to feel tremendous academic stress and struggle to be resilient.
- Students continue to struggle with the appropriate use of technology.

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

- It is clear that more resiliency work is required. Answering questions like, "How do I face challenges?" are fundamental to student growth and development.
- Some evidence indicates that students will need continued help re-establishing healthy relationships.
- Anti-racism education must continue until this work is firmly engrained in the culture of the school.
- The shifts between online and in-person over the last two years enhanced the technological skills of both students and staff. Grandview Heights School has enhanced its capabilities. This same capacity allows us to have a richer digital experience for students in the classroom.
- At the same time, it is important to note that the majority of students (80%) said they learn best in person when queried on the Division Survey. (15% said they learned best with a combination of online and in-person, and only 4% said they learned best in an online-only environment.)
- Our efforts to enhance support for diverse learners will continue.
- Our excellent "education quality" rating strongly indicates that Grandview Heights is able to provide the education that families expect and deserve despite the challenges we face.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	92.9	88.9	88.9	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	91.6	91.4	90.5	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	92.3	95.1*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	73.9	77.4*	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	95.4	96.9	94.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.4	91.5	91.5	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	87.1	84.9	84.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.3	88.6	85.9	79.1	78.8	80.3	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 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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, 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

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, CAT4, Progress Reports, CC3, LeNS, and HLATs.

Division Priority 1

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.

What data will you use to track continuous improvement?

Our school counselor will provide anecdotal data to track well-being and mental health. We will use the 2024 Division Feedback Survey, Alberta Education Assurance Survey and the Youth Resilience Survey to measure growth in this area as articulated by students.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,183,226		2,206,893
Internal Revenue		0		0
REVENUE TOTAL		2,183,226		2,206,893
Classroom	12.723000	1,369,924	12.730000	1,370,677
Leadership	2.000000	262,134	2.000000	284,987
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	86,003	.000000	72,834
TOTAL TEACHER	14.723000	1,718,061	14.730000	1,728,498
(% of Budget)		78.69%		78.32%
Exempt (Hourly/OT)	.000000	17,472	.000000	17,472
Support	1.607000	108,724	1.700000	110,321
Support (Supply/OT)	.000000	8,000	.000000	7,000
Custodial	1.750000	118,613	1.750000	118,613
Custodial (Supply/OT)	.000000	11,500	.000000	9,000
TOTAL NON-TEACHER	3.357000	264,309	3.450000	262,406
(% of Budget)		12.11%		11.89%
TOTAL STAFF	18.079999	1,982,370	18.180000	1,990,904
(% of Budget)		90.8%		90.21%
SUPPLIES, EQUIPMENT AND SERVICES		134,392		113,153
INTERNAL SERVICES		64,464		100,837
OTHER INTEREST AND CHARGES		2,000		2,000
TOTAL SES		200,856		215,990
(% of Budget)		9.2%		9.79%
TOTAL AMOUNT BUDGETED		2,183,226		2,206,894
Carry Forward Included		0		0
Carry Forward to Future		0		0