

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	368.500	Custodial	2.350000	Salaries	\$3,567,993	96.76%
Weighted	582.864	Exempt	0.000000	Supplies, Equip., Services	\$119,369	03.24%
Regular	387	Support	12.335000			
		Teacher	<u>23.000000</u>			
Year Opened	1959	Total	37.685000	Total	\$3,687,362	100.00%

School Philosophy

Kensington School is a welcoming and inclusive school community where diversity is celebrated and valued, and where relationships are nurtured. Emphasis is placed on creating a learning environment by supporting the development of meaningful relationships and strong connections.

At Kensington School we believe that academic achievement of our students is a collective responsibility, shared by students and their families, school staff and community partnerships. Through a collaborative approach in working together with our partners, we will maximize the potential of all students.

Students at Kensington participate in a variety of educational experiences including school field trips, sports teams, clubs, and intervention groups to target individual student needs.

Community Profile

Kensington School serves students from the Kensington and Carlisle communities. It is located in the northwest residential neighbourhood. Kensington school has provided quality education to students in Kensington and the surrounding area for the past 64 years. Kensington School is a true community school utilizing the community park and skating rinks. An active parent group provides valuable support and is critical to the success of our students.

Programs and Organization

Programming is provided for kindergarten to grade six students in the Community Program, kindergarten to grade 9 in the Logos Christian Alternative Program, grades one to six in the Interactions Program, and in grades four through six in the Literacy Program.

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 Castledowns Vision Centre Challenger Baseball Schools Program Edmonton Immigrant Services Association Edmonton Public Library (EPL) President Choice Club Canada Shepherd's Care Zion Baptist Church

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, all students at Kensington School will demonstrate measurable growth in the areas of literacy and numeracy.

Actions:

- Staff will participate in professional learning throughout the school year, meeting professional growth plan goals.
- We will measure and analyze data using school-based and Division-wide assessments. We will also take a look at stories of growth in our Literacy and Interactions classrooms.
- Focus will be on implementation of early targeted classroom interventions and small group pull-out interventions
- We will use a model of distributed leadership with the Design Team to support with coaching and mentorship
- We will continue to focus on collaboration at the school level and PLC with McArthur and Athlone Schools

Evidence of Action:

- Growth in fall administration to spring administration of school-based and Division-wide assessments in the areas of math, reading and writing
- We will look at growth in communication and language development in the Literacy and Interactions program

Results Achieved:

- HLAT results in 2023 showed 44.5% at or above grade level and 41.6 % below.
- Students writing at grade level increased by 4.3 % from the spring of 2022 to the spring of 2023. Students writing below grade level decreased by 4.4%.
- In 2023, Reading Achievement Levels showed 8.6% students reading above grade level. This was an increase of 3.7% from 2022. There were 40.9% students reading at grade level which was a decrease of 5.1% from 2022. There were 50.4% reading below grade level which was an increase of 1.3 % from the previous year.
- In comparing the CAT4 data results from the fall 2022 to the spring 2023, data showed that students reading at stanine 4 and above increased by 23.6% and students reading below stanine 4 decreased by 23%. The total math results showed students at stanine 4 and above increased by 33.7 % and students below stanine 4 increased by 1%. Students not attempting total math decreased by 34.7%.
- PAT 6 LA writing results showed 3.2% at the standard of excellence and 61.3% at the acceptable standard. PAT 6 LA reading results showed 19.4% at the standard of excellence and 58.1% at the acceptable standard.
- PAT 9 LA writing results showed 42.9% at the acceptable standard. PAT 9 LA reading results showed 50 % at the acceptable standard.
- PAT 6 Math knowledge results showed 9.7% at the standard of excellence and 35.5% at the acceptable standard. PAT 6 Math skills results showed 3.2 % at the standard of excellence and 45.2 % at the acceptable standard.
- PAT 9 Math knowledge results showed 42.9% at the acceptable standard. PAT 9 Math skills results showed 50 % at the acceptable standard.

These results support the Division's Priority 1 by building on outstanding learning opportunities for all students focused on literacy and numeracy.

By June 2023, Kensington School will advance action towards anti-racism and reconciliation.

Action:

- Staff will attend PD sessions created by the division to build consistent knowledge, language and understanding around Anti-Racism and Reconciliation. This will support staff in creating culturally responsive teaching approaches.
- Students and parents will have opportunities to be actively involved in taking action towards reconciliation through PD, community events and literature.
- We will continue to focus on building relationships with Knowledge Keepers and Elders and consultants to support us in building our understanding of the histories, cultures, languages, contributions, perspectives and experiences of First Nations, Métis and Inuit.
- We will continue to host cultural events using monthly heritage days, the multifaith calendar, engaging community and families.

Evidence of Action:

- Alberta Assurance Survey, Division Feedback Survey, student/parent participation rates and feedback from events, visible evidence of learning

Results Achieved:

- For Priority 2, in the Division Feedback Survey a comparison of students and staff results showed 100% of staff agreed or strongly agreed with "my school is a place where all students feel like they belong" whereas 61% of students agreed or strongly agreed with this statement.
- 39% of students agreed or strongly agree that they can see their identity/culture reflected in the materials used in class.

- 85.7% of students, and 95.7% of staff, are aware of the work being done towards anti racism and belonging in schools.
 - Students' results ranged from 82.2% to 89.7% when answering questions around their learning about indigenous issues.
- These results support the Division's Priority 2 by enhancing advanced action towards anti-racism and reconciliation.

By June 2023, Kensington School will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Actions:

- Our wellness plan includes schoolwide events and themed days to welcome families into the school, foster a sense of belonging and build relationships
- Classrooms will attend catchment-wide presentations on understanding the brain, mental health literacy, emotional literacy and regulation. Our wellness coach will extend these presentations to classroom workshops to target areas of need.
- We will continue to work closely with EPSB's Specialized Learning Supports (SLS) team to support families in accessing community resources as needed.
- Staff will attend mental health PD sessions to build their capacity to support complex needs of their students; Staff will also have wellness days and optional activities to further build positive relationships

Evidence of Action:

- Alberta Assurance Survey, Division Feedback Survey, Resiliency Survey and student/parent participation rates and feedback from events

Results Achieved:

- Overall, the welcoming, caring, respectful and safe learning environments measure from the Assurance Survey showed a decline of 11% from the previous year.
 - For Priority 3, in the Division Feedback Survey, a comparison of students and staff results showed that 65% of students agree or strongly agreed that their school helps them develop skills that support their wellness whereas 95% of staff agreed or strongly agreed that they feel confident that they can build skills that support their students' wellness.
 - Overall resilience in the Youth Resilience Survey Results showed 59% with below or low resilience and 40% with above average or high resilience.
- These results support the Division's Priority 3 by promoting a comprehensive approach to student and staff well-being and mental health.

What were the biggest challenges encountered in 2022-2023?

- Our school has an overall EAL population at 31% with 43% of our teachers with 2 years or less of teaching. We noticed that the new teachers do not have the required knowledge and skills needed to teach our EAL students. We need to continue to grow capacity in this area.
- Our beginning teachers expressed one of the biggest challenges was their confidence in connecting curricular outcomes to the development of competencies students will need for literacy and numeracy
- Teachers also expressed struggles teaching students with EAL needs and increasing their reading levels.
- Consistent attendance and participation from students is a challenge as well.
- It's clear from the Division Feedback Survey that we need to consider ways in which we can build a sense of belonging at school.
- Finding ways to meet students' academic and emotional needs continues to be a challenge.

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

- Increase teachers' competence and confidence with teaching numeracy and literacy by having them engage in professional learning with their collaborative teams
- Have a lead teacher continue with the Literacy and Numeracy Achievement Project with a focus on numeracy
- Use the CAT4 data to inform programming and planned interventions
- Find ways to improve students' sense of belonging and resilience
- Re-establishing a sense of school community with our students, families, and partners
- Use the OECD recommendations for purposeful work in support of our First Nations, Metis, and Inuit students

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7137 Kensington School

Assurance Domain	Measure	Kensington 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	73.6	81.0	81.0	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	75.5	77.9	78.9	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	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	39.1	57*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.1	8.4*	n/a	16.0	17.7	n/a	Very Low	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	78.9	90.1	90.2	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.5	87.5	87.5	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	72.4	78.8	78.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	74.8	71.8	81.4	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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, students at our school will demonstrate growth in numeracy. Achievement of this goal will be supported by:

- Staff engagement in evidence-based numeracy professional learning through the LNAP Numeracy Project and the lead teacher support to build knowledge and confidence when working with students who are not yet achieving at grade level.
- Applying common instructional processes and routines that support students to develop mathematical reasoning.
- Monitoring students for growth and providing targeted support (i.e. guided math groups) or formal numeracy interventions.
- Having the school numeracy lead teacher provide push-in support, team-teach, and modeling best practices
- Where possible, having teachers tie learning activities to "Indigenous Ways of Knowing" (OECD, 2017, p. 104) to connect student experiences to traditional knowledge.

What data will you use to track continuous improvement?

CAT4; PAT; EYE-TA; MIPI; Alberta Education Learning Loss Numeracy Screener; Teacher observations; Student work

Division Priority 1

By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to the school and community. Achievement of this goal will be supported by:

- Development and implementation of a school wide plan to support meaningful relationship building between students and staff to support an increased sense of belonging for students.
- Intentional collaboration time to review progress related to creating a sense of belonging and connectedness to our school
- Increasing staff understanding of high quality, evidence based practices (OECD, 2017, p. 21), engagement in collaboration, and professional learning focusing on mental health, wellness and social/emotional development.
- Improving our relationships with our families, community stakeholders and partners in order to provide support and positive experiences for all our students.

What data will you use to track continuous improvement?

Alberta Education Assurance survey; Division Feedback Survey; Youth Resilience Survey, attendance records; school-generated surveys

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,841,099		3,687,362
Internal Revenue		0		0
REVENUE TOTAL		3,841,099		3,687,362
Classroom	20.500000	2,207,298	21.000000	2,261,134
Leadership	2.000000	271,440	2.000000	269,666
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	95,231	.000000	82,976
TOTAL TEACHER	22.500000	2,573,969	23.000000	2,613,776
(% of Budget)		67.01%		70.88%
Exempt (Hourly/OT)	.000000	8,800	.000000	8,800
Support	13.714000	829,670	12.335000	747,498
Support (Supply/OT)	.000000	25,000	.000000	25,000
Custodial	2.000000	151,233	2.350000	169,420
Custodial (Supply/OT)	.000000	15,000	.000000	3,500
TOTAL NON-TEACHER	15.714000	1,029,703	14.685000	954,218
(% of Budget)		26.81%		25.88%
TOTAL STAFF	38.214000	3,603,672	37.685000	3,567,994
(% of Budget)		93.82%		96.76%
SUPPLIES, EQUIPMENT AND SERVICES		169,537		72,367
INTERNAL SERVICES		67,390		46,002
OTHER INTEREST AND CHARGES		500		1,000
TOTAL SES		237,427		119,369
(% of Budget)		6.18%		3.24%
TOTAL AMOUNT BUDGETED		3,841,099		3,687,363
Carry Forward Included		0		0
Carry Forward to Future		0		0