

Profile



| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|---------|------------------|------------------|----------------------------|--------------------|---------|
| Normalized | 374.500 | Custodial | 2.500000 | Salaries | \$3,571,522 | 89.83% |
| Weighted | 598.945 | Exempt | 0.000000 | Supplies, Equip., Services | \$404,513 | 10.17% |
| Regular | 396 | Support | 14.114000 | | | |
| | | Teacher | <u>21.000000</u> | | | |
| Year Opened | 1959 | Total | 37.614000 | Total | \$3,976,035 | 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 65 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, 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 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, 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.

Results Achieved:

The CAT 4 results from the fall of 2023 to the spring of 2024 show an increase in mathematics (71.9% to 72.9%), computation (64.4% to 67.2%), and total math (67.8% to 76.2%).

The results from the Alberta Education Learner Loss numeracy screener showed 22 students in grades 1-3 identified at risk in the fall of 2023 and 19 students at risk in the spring.

Student Self-Reflection surveys from the Literacy and Numeracy Achievement Project captured students' perceptions of themselves as mathematicians from kindergarten to grade 9. The results in the fall indicated that 71 students from Division 2 reported a negative attitude towards math. In the spring, 53 students reported a positive change in their perceptions of math.

Teacher observation indicated that:

- students demonstrated more of a willingness to try new things and take risks
- positive change in student attitude
- student engagement was much higher than in the fall
- the reasoning strategies helped teachers better understand why students struggle
- students are better able to articulate their thinking

In Priority 1 in the Division Feedback Survey, students' results improved in 9 of the 11 indicators. The lowest result shows that 73% of students strongly agree/agree that they think they are getting better at math this year, which is a 4% decline from the previous year. The highest result shows that 89% of students strongly agree/agree that they have the opportunity to be successful in their learning.

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.

Results Achieved:

The overall results in the Citizenship Domain of the Alberta Education Assurance Measures Survey show an increase from last year (75.5% to 83.2% - Very High). The parent results in the Citizenship Quality Domain showed an increase from last year (55.2% to 92.5% - Improved). The student results in the Citizenship Quality Domain showed a decrease from last year (75.6% to 57.2% - Declined).

The overall results in the Welcoming, Caring, Respectful, and Safe Learning Environments Domain of the Assurance Survey showed an increase from last year (74.8% to 89.1% - Improved). The parent results in the (WCRSLE) Domain showed an increase from last year (66% to 92.7% - Improved). The student results in the (WCRSLE) Quality Domain showed an increase from last year (64.9% to 68.8% - Improved).

The overall results in the Parent Involvement Domain of the Assurance Survey showed an increase from last year (74.8% to 92.7% - Very High). The parent results in the Citizenship Quality Domain showed an increase from last year (67.9% to 87.5% - Very High).

Our school overall results improved for each domain in the Alberta Education Assurance Measures Survey.

In Priority 3, students' results improved in 4 of the 6 indicators. 4% increases were found in three of the indicators: my school helps me develop skills that support my wellness; I feel safe at school; I have at least one adult in my school who I could go to for help if I needed it. The lowest result shows that 62% of students strongly agree/agree that the adults care about them. This is a 9% decrease from last year's results. The highest result shows that 61% of students strongly agree/agree that they feel like they belong at their school. This is a 5% increase from last year's results.

What were the biggest challenges encountered in 2023-2024?

Students have shown progress in various areas of math; however, there is still a need for improvement in building strong foundational math skills. Addressing this gap is a priority, and we are committed to implementing targeted interventions and strategies to support numeracy development by focusing on mathematical reasoning, differentiated learning, and our continued work with research-based practices in the LNAP project. We strive to foster a deeper understanding of mathematical concepts among our students and help them build confidence in their math abilities. Building self-confidence in students' risk-taking abilities contributes to a more competent sense of self.

During the 2023-2024 school year, one of the challenges faced was ensuring that students felt cared about and respected. While 57% of students expressed that they feel other students demonstrate citizenship skills, it is clear there is room for growth. We are committed to creating a more welcoming, caring, respectful, and safe learning environment for every student, ensuring that each child feels valued and supported.

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

To enhance numeracy skills, we are implementing a comprehensive approach involving collaboration, coaching, and modeling. Our lead numeracy teacher, through the Equity Achievement Project, will work closely with staff to deliver high-impact strategies that target foundational math skills. This support will include in-class coaching, co-teaching, and modeling effective numeracy instruction, empowering teachers to meet diverse student needs. By aligning our strategies with the OECD framework, we prioritize equity, inclusivity, and innovative teaching practices. Through fostering collaboration and sharing best practices, we aim to improve student outcomes and build confidence in math across all grade levels.

We will prioritize several key strategies to address the challenge of fostering a more Welcoming, Caring, Respectful, and Safe (WCRS) learning environment. These include enhancing social-emotional learning programs, fostering positive relationships through mentorship and community-building activities, promoting inclusive practices, strengthening communication channels, and utilizing data-driven decision-making. By implementing these initiatives, we aim to create a school culture where every student feels valued, respected, and supported, leading to improved academic and social-emotional outcomes.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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 | 88.3 | 73.6 | 77.3 | 83.7 | 84.4 | 84.8 | n/a | Improved | n/a |
| | Citizenship | 83.2 | 75.5 | 76.7 | 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 | 41.1 | 38.7 | 38.7 | 68.5 | 66.2 | 66.2 | Very Low | Maintained | Concern |
| | PAT6: Excellence | 8.9 | 3.2 | 3.2 | 19.8 | 18.0 | 18.0 | Low | Improved | Acceptable |
| | PAT9: Acceptable | 54.7 | 39.3 | 39.3 | 62.5 | 62.6 | 62.6 | Very Low | Maintained | Concern |
| | PAT9: Excellence | 4.7 | 0.0 | 0.0 | 15.4 | 15.5 | 15.5 | Very Low | Maintained | Concern |
| | 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 | 92.1 | 78.9 | 84.5 | 87.6 | 88.1 | 88.6 | Very High | Improved | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 89.1 | 76.5 | 82.0 | 84.0 | 84.7 | 85.4 | n/a | Improved | n/a |
| | Access to Supports and Services | 78.9 | 72.4 | 75.6 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 92.7 | 74.8 | 73.3 | 79.5 | 79.1 | 78.9 | Very High | Improved | 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

Priority 1 - Build on outstanding learning opportunities for all students. By June 2025, all students who have been at Kensington School for the 2024-25 school year will demonstrate a year's growth in Math through participation in and implementation of research-based best practices, including those identified through the Literacy Numeracy Achievement Project.

Achievement of this goal will be supported by:

- Staff engagement in evidence-based numeracy professional learning to provide support and build knowledge and confidence through targeted teacher professional development activities.
- Applying strong, high-quality school-wide tier 1 instructional routines that support the development of mathematical reasoning in all students.
- Monitoring students' progress and growth by providing targeted tier 2 and 3 interventions (i.e., small group guided math instruction or formal interventions) for students who require extra support or have IPP goals related to numeracy.
- Increased collaboration within division groups to share promising practices (OECD Report Priority Recommendation)

What data will you use to track continuous improvement?

Canadian Achievement Test 4 (CAT4) and Provincial Achievement Tests (PAT), Alberta Education Numeracy Screeners, teacher observations, student work, and student self-reflection. This growth will be measured by triangulated evidence, including staff perception of their capacities and student perception of their math progress from the Division Feedback Survey and numeracy screeners.

Division Priority 3

Priority 3 - promote a comprehensive approach to students and staff well-being and mental health. By June 2025, all students who have been at KensingtonSchool for the 2024-25 school year will feel more connected and a greater sense of belonging to their school community.

Achievement of this goal will be supported by:

- Implementation of a school-wide plan to support the well-being of students' knowledge, attitudes, and skills to manage emotions and build healthy relationships
- Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- OECD Policies and Practices to Improve Achievement as outlined in the OECD Promising Practices-Abridged

What data will you use to track continuous improvement?

Alberta Education Assurance Measure in the areas specific to Citizenship and Welcoming, Caring, Respectful, and Safe Learning Environments, Division Feedback Survey in the areas of promoting a comprehensive approach to student and staff well-being and mental health. Data from the Youth Resilience Survey, student attendance records, school-generated surveys, and teacher and parent feedback

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 3,623,452 | | 3,976,035 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 3,623,452 | | 3,976,035 |
| Classroom | 19.500000 | 2,107,425 | 18.800000 | 2,031,772 |
| Leadership | 2.000000 | 270,011 | 2.200000 | 302,219 |
| Teaching - Other | .000000 | 0 | .000000 | 35,786 |
| Teacher Supply | .000000 | 70,000 | .000000 | 101,831 |
| TOTAL TEACHER | 21.500000 | 2,447,436 | 21.000000 | 2,471,608 |
| (% of Budget) | | 67.54% | | 62.16% |
| Exempt (Hourly/OT) | .000000 | 13,104 | .000000 | 16,491 |
| Support | 13.714000 | 844,779 | 14.114000 | 869,055 |
| Support (Supply/OT) | .000000 | 20,000 | .000000 | 20,000 |
| Custodial | 2.500000 | 179,368 | 2.500000 | 179,368 |
| Custodial (Supply/OT) | .000000 | 3,500 | .000000 | 15,000 |
| TOTAL NON-TEACHER | 16.214001 | 1,060,751 | 16.614000 | 1,099,914 |
| (% of Budget) | | 29.27% | | 27.66% |
| TOTAL STAFF | 37.714001 | 3,508,187 | 37.614000 | 3,571,522 |
| (% of Budget) | | 96.82% | | 89.83% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 55,210 | | 314,542 |
| INTERNAL SERVICES | | 60,055 | | 88,971 |
| OTHER INTEREST AND CHARGES | | 0 | | 1,000 |
| TOTAL SES | | 115,265 | | 404,513 |
| (% of Budget) | | 3.18% | | 10.17% |
| TOTAL AMOUNT BUDGETED | | 3,623,452 | | 3,976,035 |