

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	148.500	Custodial	1.500000	Salaries	\$1,402,292	94.83%
Weighted	168.162	Exempt	0.000000	Supplies, Equip., Services	\$76,473	05.17%
Regular	163	Support	2.000000			
		Teacher	<u>10.000000</u>			
Year Opened	1911	Total	13.500000	Total	\$1,478,765	100.00%

School Philosophy

École Queen Alexandra School is located on Treaty 6 territory, a traditional meeting ground, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries. Queen Alexandra fosters high academic learning through excellence in teaching and commitment to allow for the growth of each student as they excel socially, academically and physically. We are committed to creating a thriving, dynamic and inspiring educational environment that produces independent learners to confidently prepare them for the future. We also strive to have all students become strong readers and writers. We believe that effective reading and writing is at the core of so many learning experiences.

At École Queen Alexandra School, we believe all members of our school community contribute to a welcoming, caring, respectful and safe learning and working environment that respects diversity, commits to anti-racism and Truth and Reconciliation education, and fosters a sense of belonging in the community that we are building. We believe that all students can thrive and be successful in an environment that is kind, caring, respectful, inclusive and safe. In collaboration with parents and our community partners, students maximize their potential by being supported through developing behaviours necessary for their success in school and their chosen career pathway. Students integrate the MindUp program and Zones of Regulation to learn about their own brain and learning environment to optimize their learning. As a community, we work together to support the mental health and wellness of our staff and students because we are rooted in community to foster growth. We also believe in the restorative power of nature and know that children learn best in an environment of cooperation and trust, where they feel loved and like they belong.

Community Profile

École Queen Alexandra School, located in the heart of Old Strathcona, promotes a rich educational experience for children and continuous professional growth for teachers. Students come from a variety of communities throughout the city as parents select our programs due to their academic excellence, cultural experiences and proximity to the University of Alberta. We are a close-knit community that supports whole student learning. School renovations and new paint have made this historical school building even more beautiful. The school offers Kindergarten Care and Before and After School programming. These paid services are located within our school.

Programs and Organization

École Queen Alexandra School offers two alternative programs: French Immersion and Logos Christian Programing. Both alternative programs follow the Alberta Education Curriculum with an intentional focus on French language instruction or Christian values.

Beginning September 2020, Queen Alexandra School opened a French Immersion Kindergarten class. The program will grow each year by adding one grade per year to eventually offer K to 6 programming. Completing French Immersion Kindergarten is not a prerequisite for Grade 1 enrolment. French Immersion programming provides students with opportunities to acquire and maintain language skills in French and English. Students will develop language, literacy and numeracy skills to communicate in both languages. Students will learn about French culture, traditions and celebrations.

The Logos Christian Program allows students to develop academic skills while integrating biblical principles into all areas of study. It provides an opportunity for students to live out Christian values, morals and beliefs in supportive and nurturing environments. The Logos Christian Program is a non-denominational faith-based program welcoming all families and religions.

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, Discovery Place Preschool and Out of School Care, Logos Society, Old Scona School, University of Alberta

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, staff at École Queen Alexandra School will continue to provide students with a variety of learning opportunities to support literacy learning outcomes to increase the number of students working at or above grade level in reading and writing. This goal will be achieved by:

- staff collaboration (within our school, catchment and Division cohorts) on new curriculum professional learning, application of new resources purchased to align with new curriculum, and opportunities to align progress report expectations in determined grade level achievement;
- providing push-in and pull-out supports, where appropriate, to allow for individualized support to students.

Results Achieved:

Parents and community members volunteered their time to read one-on-one or in small groups with students to provide Tier 3 literacy support to students. Students used RazKids Reading and Google ReadWrite at school, and at home for extra literacy support. Based on school tracking data documents, as well as standardized assessments, our students continue to improve in Math, and their writing, however, there is still a need for improvement in reading.
*English as an Additional Language = EAL

Provincial Achievement Test (PAT) - Grade 6

- There is no data for the 2023-24 PAT session because of the implementation of the new curriculum. Instead, students wrote field tests for both English Language Arts & Literature and Mathematics.

Reading Data *based on classroom assessments, Fountas and Pinnell BAS assessments and teacher-awarded marks

- 76% of students were reading in English 'at' or 'above' grade level in June 2024 (118 students including EAL students). There was an increase from 2023, with 63% of students reading 'at' or 'above' grade level. The EAL population grew from 25 EAL students in 2023 to 46 EAL students in 2024.
- 80% of EAL students (n = 25) are reading 'at' or 'above' grade level by June 2024.
- 90% of French Immersion students (n = 30) were reading in French 'at' or 'above' grade level in June 2024.

Writing Data - Highest Level of Achievement (HLAT)

- 78% of students wrote 'at' or 'above' grade level in June 2024. This increased significantly from 2023, when 68% of students wrote 'at' or 'above' grade level.
- 80% of EAL students (n = 25) are writing 'at' or 'above' grade level in June 2024.
- 79% of French Immersion students (n = 14) were writing in French 'at' or 'above' grade level in June 2024.

Division Survey Results - Grades 4 to 6

- 84% of students reported that at school, I have the opportunity to be successful in my learning.
- 92% of students think they are getting better at reading this year; 92% think they are getting better at writing this year.

Alberta Assurance Survey

- 100% of teachers reported that they believe the literacy skills students are learning at school are useful (no data for parents because n < 6).
- 95% of teachers reported that at school, appropriate supports and services are available to help students with learning.
- 83% of teachers, parents and students agree that students are engaged in their learning at school over the past 3 years.

By June 2024, staff at École Queen Alexandra School will focus on deepening their understanding of the Division's anti-racism and Truth and Reconciliation priorities, through the lens of staff and student wellness, to promote meaningful, long-term systemic change. This goal will be achieved by:

- staff professional learning centered on anti-racism, reconciliation, equity and resilience building;
- raising student awareness, and understanding about diversity through various initiatives by creating a greater sense of belonging and connection for staff, students, and parents;
- providing opportunities for everyone to see themselves as belonging to a community by celebrating successes.

Results Achieved:

Staff feedback derived from a catchment survey indicated that 88% of staff found that the time they spent engaging in professional development centered around wellness was extremely valuable.

Staff and students wrote classroom and acknowledgments which were posted on classroom doors and were shared with the school during morning announcements and assemblies. Staff and students also participated in activities centered around "What is my superpower" (school theme for the year) and equity during the focus on different heritage months, various activities such as Pink Shirt Day, Earth Day (in partnership with Queen Alexandra's leadership buddies from Strathcona High School), and International Day for the Elimination of Racial Discrimination. Parents reported that among the best successes encountered during the 2023-24 school year were the School Council potluck with Elder Campiou (Tipi Teachings), monthly assemblies, and the school-wide field trip to watch the Oil Kings play hockey at Rogers Place. Students also had many leadership opportunities to join and create various clubs such as: Minecraft, Chess, Choir, Puppet Making, Yoyo, Volleyball, Running Club, and Office Helpers, etc. Meet the Staff, Assemblies, Chapel, Goal Setting Conferences and Celebrations of Learning were attended in person by families. "QA News" (Google slides) was posted on SchoolZone and updated weekly so that families could see photos of their child learning, celebrating successes during assemblies or chapel, as well as participating in school-wide field trips, clubs, activities, and events.

Division Survey Results

- 86% of staff agree that they have access to professional support which has enhanced their confidence in supporting the success of First Nation, Metis, and Inuit students at the school level, and 78% of staff have accessed this support at the Division level.
- 73% of parents feel like the school keeps them informed of the steps they are taking to support in truth and reconciliation.
- 90% of students are aware of the work their school is doing to support anti-racism and belonging in schools and 100% of students learn about the contributions of Indigenous Peoples.
- 100% of staff feel that their school takes steps to support a sense of belonging and inclusion for everyone; 100% of parents feel like their child belongs at school and 100% of parents feel welcome in their child's school.
- 82% of students feel like they belong at school, which is a 16% increase from 66% in 2022-23.
- 100% of parents feel that their child has a positive relationship with one or more adults in the school and 100% of parents feel that the staff care about their child.
- 97% of students feel that the school helps them keep trying when things are hard.
- 97% of students feel safe that they could go to an adult in their school if they felt something racist or discriminatory happened.

Alberta Assurance Survey

- 93% of teachers reported that in the past 3 years, the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to ongoing professional growth.
- 83% of students believe that most students help each other when they can; 94% of students feel like their teachers care about them; and 86% of students feel welcomed and feel safe at school.

What were the biggest challenges encountered in 2023-2024?

- Meeting all students' literacy and numeracy needs due to challenges with inconsistent student attendance and high illness rates during the first term of the year.
- There was an influx in English As An Additional Language (EAL) Learners who joined our school community (doubling from the year before).
- Continued learning gaps caused by learning disruptions from the pandemic, and from the implementation of new curriculum.
- Developing a process to deliver interventions and differentiated instruction when there was a lack in educational services to support teaching and learning, such as supply teacher and educational assistant shortages as well as accessing mental health and wellness supports.

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

- Staff, students and parents are excited to continue working on the 2022-26 Division Priorities. Staff are committed to ensuring that our school is a welcoming place for all members of the community and that everyone has an authentic sense of belonging. We will invest time engaging in professional learning around diversity while furthering our understanding of Indigenous foundational knowledge.
- Staff, students and parents will continue to highlight academic growth focusing on literacy (specifically reading) to achieve the same levels that were obtained prior to the pandemic.
- Develop an intervention plan to support students identified as below grade level expectations or identified as at risk through the Learning Loss Program for literacy.
- Collaborative teacher groups have been established within school, catchment and division groups to create assessment projects for the new curriculum and to create strategies, scaffolding, and consistency in language to support growth in reading and writing through grades 1 to 6.
- Relationship building opportunities are provided to support staff, families, and students' well-being to ensure that they feel safe, connected to the community, so that they may do their best teaching and learning.
- Continued opportunities for community involvement with in-person or on-line forums to be inclusive to building relationships.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7164 Queen Alexandra School

Assurance Domain	Measure	Queen Alexandra 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	86.8	79.2	80.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.4	77.2	83.7	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	66.7	71.4	71.4	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	25.0	14.3	14.3	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	96.9	85.5	92.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	81.8	87.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	88.2	79.3	86.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	100.0	84.7	91.5	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 students who have been at our school for the entire 2024-25 school year, and were reading below grade level, will demonstrate one year's reading growth.

Achievement of this goal will be supported by:

- Teachers collaborating around student reading data to identify and support the implementation of high impact strategies to support student growth in literacy.
 - Including regular monitoring of student reading levels through a common school assessment tracker.
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Engagement with families and community partnerships.

What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments; literacy intervention results, teacher observations (Guided Reading, F&P, GB+); teacher awarded grades; Canadian Achievement Test 4 (CAT4); Staff perception of student capacities and student perception of their reading progress from the Division Feedback Survey, family engagement results from the Alberta Education Assurance Measures.

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased confidence and an enhanced sense of belonging. The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures—AEAMs

- 2-5% improvement in the Citizenship measure

Division Feedback Survey—DFS

- maintain staff perception of their ability to program/support EAL students.
- 2% improvement in students seeing themselves reflected in classroom materials/resources.
- maintain or increase by 2% improvement in students feeling that school is a place where all students can feel they belong.

Youth Resilience Survey—YRS

- maintain or 2% increase in student connectedness to teachers
- 2-5% increase in Culture of Equity engagement.
- 5% increase in attendance over the year.

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation followed by intentional collaboration time to reflect, share and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include developing personalized land acknowledgements, updating resources, examining bias and inviting various guests to the school with many cultural backgrounds.

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Citizenship. As well as maintaining or increasing positive responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Anti Racism and Reconciliation.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,405,375		1,478,765
Internal Revenue		0		0
REVENUE TOTAL		1,405,375		1,478,765
Classroom	7.750000	837,566	8.800000	951,042
Leadership	1.250000	174,624	1.200000	169,221
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,000	.000000	31,330
TOTAL TEACHER	9.000000	1,032,190	10.000000	1,151,593
(% of Budget)		73.45%		77.88%
Exempt (Hourly/OT)	.000000	3,000	.000000	3,000
Support	3.000000	188,381	2.000000	127,690
Support (Supply/OT)	.000000	5,500	.000000	5,500
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	4,000	.000000	7,500
TOTAL NON-TEACHER	4.500000	307,890	3.500000	250,699
(% of Budget)		21.91%		16.95%
TOTAL STAFF	13.500000	1,340,080	13.500000	1,402,292
(% of Budget)		95.35%		94.83%
SUPPLIES, EQUIPMENT AND SERVICES		46,170		49,939
INTERNAL SERVICES		19,125		26,534
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		65,295		76,473
(% of Budget)		4.65%		5.17%
TOTAL AMOUNT BUDGETED		1,405,375		1,478,765