



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	355.500	Custodial	1.500000	Salaries	\$2,590,405	94.59%
Weighted	418.596	Exempt	0.000000	Supplies, Equip., Services	\$148,210	05.41%
Regular	381	Support	7.000000			
		Teacher	<u>17.500000</u>			
Year Opened	1968	<b>Total</b>	<b>26.000000</b>	<b>Total</b>	<b>\$2,738,615</b>	<b>100.00%</b>

**School Philosophy**

At Patricia Heights School, we believe that success is achieved when we work together. Students, parents, and teachers collaborate or work in partnership to support student learning and wellness for all. Our goal is to provide a positive learning environment where we prepare responsible, respectful and successful learners.

**Community Profile**

Patricia Heights is located in the western part of the city and serves students from Patricia Heights, Rio Terrace, Quesnell, Elmwood, Westridge, Oleskiw and Country Club communities. We serve a diverse and growing learning community. Patricia Heights School has a parent community who is actively involved as volunteers in the school and support our Parent Council. Our school partners with the Division's Specialized Learning Supports Team (SLS), the University of Alberta, AMA Patrols, Ever Active Schools, etc. We receive strong support from our parent community including the Parent Council and Parent Association.

**Programs and Organization**

Patricia Heights is a community school which provides programming to students from kindergarten to grade six in a residential west end location. Students at our school are immersed in a strong literacy program with an emphasis on active engagement of students in their learning. Leveled Literacy Intervention (LLI) has been provided to assist students who are experiencing difficulty in the early stages of literacy development. French as a Second language is provided for students in grades four to six. Our population of English Language Learners and students with diverse learning needs has increased over the last few years. We provide inclusive programming for students by implementing differentiated teaching and learning strategies to provide all students with opportunities to excel and succeed. Our goal is to promote high levels of student achievement, engagement and leadership and to prepare students academically, socially, emotionally and behaviourally to become capable, connected, contributing independent learners and leaders.

**School Community Relationships**

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Dani Altieri, Edmonton Oil Kings, Edmonton Police Service, Edmonton Public Library (EPL), 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, at Patricia Heights School, we will support student growth in literacy and numeracy using high quality instruction, as measured by triangulated evidence including: observations, conversations and products, CAT 4, LeNS, Provincial Achievement Tests, HLATs, reading levels and teacher professional judgment.

**Results Achieved:**

Students at Patricia Heights School achieved the following results for the 2023-2024 school year that are a specific source of pride:

CAT4 (fall to spring comparisons)  
grade 4, reading, over one year of growth  
grade 5 computation, over two years of growth  
grade 6 reading, over a year of growth and mathematics over one year of growth

HLAT results  
grade 2, report 81% of our students reading at grade level or above  
grade 3, 91% at grade level or above  
grade 4, 91% at grade level or above  
grade 5, 86% at grade level or above  
grade 6, 93% making one year of progress or more in one year

PAT results  
Science state 81% of our students achieved an acceptable standard compared to 69% in the province with 53% achieving a standard of excellence which is more than double the provincial standard of excellence.  
Social studies PAT results report 77% at an acceptable standard including 54% at the standard of excellence compared to provincial averages of 69% and 20% respectively.

By June 2024, at Patricia Heights School, we will engage in targeted action to advance positive change toward reconciliation and anti-racism.

**Results Achieved:**

We are working to have our students and their families regard Patricia Heights as a safe, warm, and welcoming school where all feel they belong and see themselves represented. We are purposeful about choosing library materials that speak to the widest variety of cultures, ethnicities, genders, living styles, and more. We also keep this in mind when we create hallway bulletin boards and classroom displays. We have excellent participation from students and staff during Indigenous celebrations and days of recognition such as the National Day for Truth and Reconciliation. Teachers are consistently leveraging opportunities for age appropriate instruction regarding treaty agreements and reconciliation including student written land acknowledgements in division two classes.

When asked if they have occasions to learn about residential schools and their legacy, 96% of students state they do. 95% of students indicate that they have the opportunity to learn about treaties and agreements with First Nations. 80% of our students state they feel safe going to an adult at school for help if they feel something racist or discriminatory has happened. The Catchment results report 72% for the same survey question.

89% of our staff communicate that Patricia Heights is taking steps to support a sense of belonging and inclusion for everyone.

By June 2024, at Patricia Heights School, we will promote opportunities for students and staff to build skills, strategies and connections that contribute to positive well-being and a sense of belonging.

**Results Achieved:**

School community activities such as Community Read, Movie Night, Community Breakfast and Art Walk, Oil Kings Family Night, Holiday Concert, Chai & Chat, Family Games Night, Talent Show, Grade Six Farewell and Celebration, and Year End Backyard Bash provide opportunities for students and staff to connect and contribute to positive well-being and a sense of community belonging. Student activities such as the Terry Fox Run; donations for the Food Bank; donations for Santa's Anonymous; donations of scarves, mitts and hats for Mustard Seed; and the focus of school wide assemblies provide the opportunities for student to understand the importance of giving to those who are less fortunate and in need of help.

In the Division Feedback Survey 84% of our students report our school is a place where all students feel like they belong compared to 64% in our Catchment. 89% of student report they have opportunities to be involved in activities that support their sense of belonging, 10% above that same measure in the Catchment. 91% of our students report they have at least on adult in school who they would go to for help if they need. 100% of our staff say the they feel confident helping students build skills that support their wellness.

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

Time for our teachers to familiarize themselves with new curriculum and resources.

Meeting the diverse learner needs in classes that are increasing in size and complexity.

Increasing time being spent supporting the co-regulation of social/emotional needs including mental health and well-being of some of our students.

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

Continued time and professional learning to familiarize staff with new curriculum, implementation and resources. We will also extend our capacity to differentiate and support our students with diverse learner needs including accessing support from our Specialized Learning Support (SLS) Team as well as external agencies to help build capacity in supporting our students' social, emotional, behavioral, mental health and well-being, and academic learning needs.

Leverage teacher professional learning, including strengthening of Catchment communities of practice, as well as resource acquisition and refinement of literacy and numeracy best practices, strategies and/or targeted supports/interventions for all learners.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7176 Patricia Heights School

Assurance Domain	Measure	Patricia 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	75.1	87.2	85.8	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	70.1	88.8	85.1	79.4	80.3	80.9	Low	Declined Significantly	Concern
	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	77.2	82.2	82.2	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	54.4	42.2	42.2	19.8	18.0	18.0	Very High	Improved	Excellent
	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	88.8	94.4	93.6	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.0	93.5	90.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	65.3	65.6	68.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	50.0	80.8	73.1	79.5	79.1	78.9	Very Low	Declined	Concern

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**

Patricia Heights School will support student growth in literacy and numeracy using high quality instruction. Students should demonstrate one year's growth or measurable positive growth.

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

Patricia Height School will leverage triangulated evidence as measure by data from CAT 4, LeNS, Provincial Achievement Tests, HLATs, reading levels, and teacher professional judgment.

**Division Priority 2**

Patricia Heights School will engage in targeted action to advance positive change toward reconciliation and anti-racism. We will promote a warm, welcoming, and safe school environment to ensure students feel belonging as we advance our Division's Anti-Racism and Equity Action Plan.

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

Patricia Heights School will use data generated by the Alberta Education Assurance Measures, the Division Feedback Survey, as well as monitor and track classroom and office incidences aspects of racism, genderism, ableism, or other disparaging behaviours.

**Division Priority 3**

Patricia Heights School, we will promote opportunities for students and staff to build skills, strategies and connections that contribute to positive well-being and a sense of belonging.

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

Patricia Heights School will use data generated by the Division Feedback Survey. Our school will compare results from the Youth Resilience Survey from year to year. We will also monitor student and staff reaction to the activities we organize toward positive well-being and an improved sense of belonging.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,573,101		2,738,615
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,573,101</b>		<b>2,738,615</b>
Classroom	14.781000	1,597,427	15.500000	1,675,132
Leadership	2.000000	264,858	2.000000	265,602
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	62,529	.000000	68,653
<b>TOTAL TEACHER</b>	<b>16.781000</b>	<b>1,924,814</b>	<b>17.500000</b>	<b>2,009,387</b>
<b>(% of Budget)</b>		<b>74.81%</b>		<b>73.37%</b>
Exempt (Hourly/OT)	.000000	30,000	.000000	30,000
Support	7.000000	420,873	7.000000	426,009
Support (Supply/OT)	.000000	10,500	.000000	13,000
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	3,500	.000000	5,000
<b>TOTAL NON-TEACHER</b>	<b>8.500000</b>	<b>571,882</b>	<b>8.500000</b>	<b>581,018</b>
<b>(% of Budget)</b>		<b>22.23%</b>		<b>21.22%</b>
<b>TOTAL STAFF</b>	<b>25.281000</b>	<b>2,496,696</b>	<b>26.000000</b>	<b>2,590,405</b>
<b>(% of Budget)</b>		<b>97.03%</b>		<b>94.59%</b>
SUPPLIES, EQUIPMENT AND SERVICES		31,845		98,040
INTERNAL SERVICES		44,560		50,170
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>76,405</b>		<b>148,210</b>
<b>(% of Budget)</b>		<b>2.97%</b>		<b>5.41%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,573,101</b>		<b>2,738,615</b>