

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	155.000	Custodial	1.000000	Salaries	\$1,297,294	96.19%
Weighted	175.143	Exempt	0.000000	Supplies, Equip., Services	\$51,421	03.81%
Regular	166	Support	3.800000			
		Teacher	<u>8.043000</u>			
Year Opened	1947	<b>Total</b>	<b>12.843000</b>	<b>Total</b>	<b>\$1,348,715</b>	<b>100.00%</b>

### School Philosophy

Since 1977, our school community has been shaping future leaders through an embedded arts core program. At Virginia Park Arts Core School, we believe that education is a fine art. What inspires the love of learning? We believe that its an embedded arts core approach where music, art, drama and dance are infused throughout all subject areas developing well rounded students with strong literacy and numeracy skills. At Virginia Park School, family and community connections are key. We enjoy a small town feel in the heart of the big city!

### Community Profile

Located adjacent to Concordia University, Virginia Park School is in the Highlands area in Edmonton. Borden Park and Northlands are situated to the north of the school and one block to the south is the river valley. A large number of the students live outside the attendance area and have intentionally chosen Virginia Park School because of the Arts Core programming and the desire to attend the school.

### Programs and Organization

At Virginia Park School we believe a comprehensive arts education is one that is fully integrated in all core subjects of learning. We believe creativity and innovation flourish in this type of learning environment. We also believe that the Arts must be both comprehensively learned and rigorously taught as are all academic subjects. Arts specialists provide enrichment through weekly classes of Music, Art, Dance and Drama, in addition to our mandated regular elementary programming. A yearly established school-wide theme offers a focus for integrating the Arts and core curriculum. An annual Artist in Residence program brings in visiting artists to work directly with the students and teachers in both performing and visual arts. Special events and enriched opportunities showcase student work. Students take part in a number of field trips often with a focus on arts-oriented topics. The annual parent-sponsored Fine Arts Night is a major school fundraiser and specifically supports the Artist in Residence 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 Foundation for the Arts, Concordia University

### 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, all students who are working below grade level in mathematics will demonstrate at least one years growth. Achievement of this goal will be supported by

- staff engagement in professional learning to build capacity and confidence in working with students working below grade level
- targeted numeracy support (small group pull outs) or interventions
- additional release time for staff to collaborate, monitor progress and explore resources

### Results Achieved:

Virginia Park School participated in the Provincial Numeracy Screeners, the CAT4, in-school professional learning opportunities, and supported high-quality instruction focusing on improving students' numeracy. Teachers worked to share best practices and there was a strong implementation of math games, leveled math activities, and differentiated instruction across the grades. Teachers focused on using a collaborative approach when supporting instruction, intervention with students requiring a higher level of support, and used various resources that best met student needs. There was intentional use of manipulatives, engaging students in their learning and providing the needed leveled instruction for building a foundation of learning.

Using the CAT4 data:

- the overall growth of students was 1.1 years in mathematics and 1.7 years in computation, from the beginning of the year to the end of 2024.
- There is pride in that 94% of students achieved above the Canadian norm for Mathematics and 83% for Computation and Estimation.

Division Feedback Survey:

80.6% of students felt that they were getting better at math, demonstrating an overall positive ideology towards learning.

By June 2024, students and staff at Virginia Park will demonstrate growth in their ability to access mental health supports when needed. Achievement of this goal will be supported by

- development and implementation of a school wide plan to support struggling students
- support staff well being so that staff has the capacity to help our students achieve these goals
- improved communication to parents about programs and services in the Division and within their communities
- intentional collaboration time to review progress towards the school plan based on indicators related to student engagement; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted, responsive to student needs

### Results Achieved:

Throughout the year there were focused monthly meetings to address mental health and well-being that were targeted to school goals, ensuring dedicated time and intentionality to address the needs of all division priorities. Supports from SLS and CASA were implemented for our highest at-risk students requiring targeted support, also providing whole class ideas that improved overall school capacity to support the learning community. Virginia Park received push-out support from CASA's Mental Health Classroom. While participating in the program, all students receive support for well-being and learn strategies to bring back to their community school when programming is complete. During PL days, there was work to support teachers' mental health and well-being through gratitude sharing, time for reflection, and designated days to take care of physical and mental well-being.

Division Feedback Survey:

- 84.1% of students feel like they belong at school, up from 72.8% in the previous year.
- 82.6% of students feel they have opportunities to be involved in activities that support their sense of belonging, up from 77.3% in the previous year.
- 84.7% of parents feel that their child's learning needs are met at school.
- 80.8% of parents feel that through school their child has built relationships that support their wellness, up from 78.6% in the previous year.
- 84.6% of families feel that school has helped their child develop skills that support their wellness, up from 78.6% in the previous year.

Assurance Measure:

## Results and Implications

- 93.4% of families agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- 10.9% decrease in students who agree that their learning environments are welcoming, caring, respectful, and safe.

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

- There was some inconsistency with staffing changes in the building. At one point 3/7 teaching positions were filled in with supply teachers for extensive periods of time, as well as an Acting Principal. The inconsistency in staffing led to some holes in Professional Learning, the overall flow of the year, and challenges with building a complete picture of evidence to be able to reflect on.
- Gathering consistent and valuable evidence to ensure credible data can be used to track growth and strategies that are working to improve student learning will be an integrated focus.

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

- We have work to do to increase our literacy performance in reading so that we see growth in all students working at or above grade level.
- Although our reading scores are reasonable comparatively to the Canadian Norm and the Division, the overall results on the CAT4 were stagnant in growth from the beginning to the end of the year for 2023-2024. There is a celebration in that overall 90% of students in grades 4-6 were reading at or above the Canadian Norm, however, the growth was not evident in the other testing or in teacher-awarded reading levels. 25.4% of students are performing below grade level in reading in overall classroom teacher-awarded grades, based on a variety of activities throughout the year.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7177 Virginia Park School

Assurance Domain	Measure	Virginia Park 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	81.3	80.4	79.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.6	85.8	79.5	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	85.7	75.0	75.0	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	19.0	15.0	15.0	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	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	93.5	93.9	91.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.8	84.9	83.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.0	68.8	72.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.9	94.9	85.9	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

Priority 1: Build on outstanding learning opportunities for all students.

**By June 2025, 95% of students will demonstrate growth in reading using high-quality teaching instruction as measured through triangulated evidence.**

**Achievement of this goal will be supported by:**

- **Teacher collaboration around student reading data to identify and support the implementation of high-impact strategies to support student growth in literacy. This includes regular monitoring of student reading levels and a system for gathering data, as well as monthly reflections to identify areas of growth and the impact on learning.**
- **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.**
- **Division 1 Literacy Intervention that is supported through designated time by a classroom teacher.**
- **Staff development on how to assess reading levels and how to build strategies that support reading instruction.**

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

Informal reading inventories, teacher professional judgment, internal tracking systems and anecdotal data, Provincial Screening Assessments, Literacy intervention data, Canadian Achievement Test (CAT4), First High Frequency Words

#### Division Priority 3

**By June 2025, all students and families at our school will feel more connected and have a greater sense of belonging to their school community. Achievement of this goal will be supported by:**

- **Using a collaborative team in the school to create opportunities throughout the year to engage students in a way that enhances overall school connection and sense of belonging.**
- **We will engage the parent community and have them feel welcome in the school environment by inviting them to events, concerts, fundraising events, sharing monthly school newsletters, teacher newsletters, Celebration of Learning, Goal Setting Conferences, knowledge of curriculum, and global citizenship activities.**
- **This work will include supporting staff through informal and formal planning that can be shared through the school and classroom instruction.**
- **School-wide activities that will connect students with our school theme "Better Together".**

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

Division Feedback Survey, Assurance Measures Survey, School Wide Events Feedback, Student Anecdotal Data

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,288,518		1,348,715
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,288,518</b>		<b>1,348,715</b>
Classroom	6.966000	752,837	7.043000	761,159
Leadership	1.000000	138,472	1.000000	138,472
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	37,933	.000000	43,701
<b>TOTAL TEACHER</b>	<b>7.966000</b>	<b>929,242</b>	<b>8.043000</b>	<b>943,332</b>
<b>(% of Budget)</b>		<b>72.12%</b>		<b>69.94%</b>
Exempt (Hourly/OT)	.000000	17,473	.000000	17,473
Support	3.000000	183,245	3.800000	231,798
Support (Supply/OT)	.000000	5,000	.000000	6,000
Custodial	1.000000	80,691	1.000000	80,691
Custodial (Supply/OT)	.000000	8,500	.000000	18,000
<b>TOTAL NON-TEACHER</b>	<b>4.000000</b>	<b>294,909</b>	<b>4.800000</b>	<b>353,962</b>
<b>(% of Budget)</b>		<b>22.89%</b>		<b>26.24%</b>
<b>TOTAL STAFF</b>	<b>11.966000</b>	<b>1,224,151</b>	<b>12.843000</b>	<b>1,297,294</b>
<b>(% of Budget)</b>		<b>95%</b>		<b>96.19%</b>
SUPPLIES, EQUIPMENT AND SERVICES		33,167		30,321
INTERNAL SERVICES		31,200		21,100
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>64,367</b>		<b>51,421</b>
<b>(% of Budget)</b>		<b>5%</b>		<b>3.81%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,288,518</b>		<b>1,348,715</b>