

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	153.500	Custodial	1.000000	Salaries	\$1,210,784	96.26%
Weighted	162.347	Exempt	0.000000	Supplies, Equip., Services	\$47,020	03.74%
Regular	164	Support	3.000000			
		Teacher	<u>7.966000</u>			
Year Opened	1947	Total	11.966000	Total	\$1,257,804	100.00%

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 and has celebrated its 70th anniversary. 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.

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. A school-wide daily music listening program offers students an opportunity to listen and respond to numerous composers throughout the school year. 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 ARTquake! Day (Music, Art, Drama, and Dance mini-conference) brings in artists from the community to share their expertise with students. 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 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 will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous ways of knowing (OECD, 2017, p.104) and through an Arts Core education. Progress will be measured by a variety of assessments such as PATs, HLATS, CAT4, Literacy/Numeracy Screeners and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

Results Achieved:

At Virginia Park we believe that positive relationships and the support of our families is key to the success of our students. The Division Survey indicates that 90% of our families feel like they have a positive relationship with staff to support their child's learning with 61% strongly agreeing.

We gather evidence of learning through the triangulation of conversations, observations and products. Our staff works within a collaborative culture which supports staff identifying student needs and addressing them in a timely manner. The Division Survey indicates that 86% of our families feel like their child's learning needs are supported at the school.

On the CAT4, 81.5% of our students were above stanine 4 in the CAT4 reading assessment. 93.8% of students who wrote the LA Reading PAT assessment scored acceptable w/ 43.8% scoring excellence. Our HLAT writing results indicate that 76.1% of our students are at or above grade level. On the gr. 6 Writing PAT 87.5% of our kids scored at the acceptable standard which compares to 88% of students who scored acceptable for the Division. There is room for growth in this area with 37% of our students being within 10% of excellence. We also had 75% of our coded students achieve an acceptable standard on their gr. 6 writing PAT.

We had support in incorporating Indigenous ways of knowing into our work this year. Elder Phillip Campiou visited our school and worked with all our students on the Winter Count, with the kids telling the stories of the significant events of their lives. We also incorporated the Arts into our teaching, using mediums such as comic books and using the visual arts to support informational and narrative writing.

In Mathematics, our CAT4 results show that 88.1% above stanine 4 in CAT4 mathematics assessment and 79.1% scored above stanine 4 in CAT4 computation assessment. This is a 15.4% increase and a 10% increase from the previous year's results, respectively. 77.8% of students who wrote the Math PAT assessment scored acceptable w/ 5% scoring excellence. The Mathematics PAT knowledge subset was an area of concern w/ 66.7% of students scoring below the acceptable standard but of that group 27% of the students were within 10% of acceptable.

The percentage of teachers, parents and students satisfied with the overall quality of basic education on the Alberta Assurance Survey had a modest increase from 89.2% to 93.9% from the 2021-22 to 2022-23 school year. The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning was 90.9% this year, up from 80% in the previous school year.

By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress will be measured through data collection which may include school data collected around intentionally planned activities and events and formal and informal surveys.

Results Achieved:

Virginia Park staff has made our work towards advancing anti-racism and reconciliation a priority this year. Our staff took part in professional development at our Catchment Professional Development Days. This included a presentation by the RAJO Project for Somali Youth and a session with a panel of diverse community leaders who discussed issues surrounding anti-racism. We also worked with the SAGE Association. The SAGE volunteers visited Virginia Park School weekly to meet with the grade one cohort to read stories or play board games. During these visits the Knowledge Keepers from SAGE forged relationships with the kids and shared their wisdom and experiences from their diverse cultures.

At Virginia Park, we also offered protocol and invited Elder Phillip Campiou to work with our staff and students for three full days. Elder Phillip taught storytelling and shared his knowledge of the Winter Count. Winter counts are pictographic calendars, traditionally painted on bison hides, which display a sequence of years by depicting their most remarkable events. All our students created their own Winter Counts, sharing the significant events of their lives. Elder Phillip also did Tipi teachings and art making with the staff and students. Elder Phillip set up his own tipi with the students on the school site and had staff and students visit the tipi for teachings about First Nations foundational knowledge. The staff took part in separate teachings with Elder Phillip on each of the visits during our weekly staff meeting time which including learning about smudging.

Throughout the school year, our First Nations, Metis and Inuit lead teachers organised weekly Cree “Words of the Week” for the school. These words were shared with videos to all classes and the words were incorporated into daily teaching practices. Likewise, our staff increased the frequency and detail of First Nations, Metis and Inuit teachings within their daily lessons as their knowledge and capacity increased. As a continuation of their learning, we also had several staff members enrol in the University of Alberta’s Indigenous Canada online course.

Our work towards our Priority 2 goal and our Arts Core programming both foster inclusiveness and understanding. This is demonstrated in our Division Survey results which show that 89% of our families agree that their child feels that they belong at school and with 46% strongly agreeing. When asked if they feel welcome at the school 91% agree and 64% strongly agree that they do. 90% of families believe that diverse cultures are represented and 71% feel that they are well informed about our steps to support anti-racism and belonging. 90% of families feel well informed about our steps towards supporting truth and reconciliation. Our Assurance Survey results also support this conclusion, with 84.9% of respondents agreeing that our learning environments are welcoming, caring, respectful and safe.

What were the biggest challenges encountered in 2022-2023?

Our Assurance Measures indicate that there are two areas of challenge shared by staff, students and parents. Those areas are timely programs for supporting kids at risk and the accessibility, effectiveness and efficiency of programs and services for students in our community. While the data says that students' views on supports for students at risk have remained relatively stable, the staff response had a significant drop of 27.4% from last year's results. Likewise the results of accessibility of community resources dropped 30.3% over the same time frame. The number of referrals to the Specialized Learning Services team has increased over this time period, as well as the complexity of the challenges students are facing. This trend has continued into the 2023-24 school year.

The increased complexity and need for additional supports for our community has grown and we need to direct our efforts towards improvements in this area.

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

The following opportunities for improvement are noted for the Virginia Park community:

- staff and community members provided input that improved mental health supports would be welcome
- better sharing of information about community resources around mental health
- staff chose Priority 3 as one of our goals for the 2023-24 school year, indicating that staff mental health and well being should be included as means to support students as well as an end in itself
- providing timely access to programming for students with complex learning needs, including mental health supports, in collaboration with Specialized Learning Services
- After looking at our school CAT4 data from the previous three years, the staff identified numeracy, with a focus on computational thinking, as an area of focus for next year

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	80.4	78.0	78.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.8	73.2	78.9	80.3	81.4	82.3	Very High	Improved	Excellent
	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	75.0	86.4*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	15.0	18.2*	n/a	16.0	17.7	n/a	Intermediate	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	93.9	89.2	91.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	81.1	81.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	68.8	76.2	76.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	94.9	76.9	78.8	79.1	78.8	80.3	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 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, 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

What data will you use to track continuous improvement?

We will be using CAT4 and PAT assessments as well as teacher professional judgement to track continuous improvement.

Division Priority 1

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

What data will you use to track continuous improvement?

We will be using teacher observations related to student connectedness and academic success in the classroom. Through student focus groups, we will hear directly from students. Additionally, the 2024 Division Feedback Survey results, Alberta Education Assurance Survey and student responses from the Youth Resilience Survey will be long term indicators of progress.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,251,867		1,257,804
Internal Revenue		0		0
REVENUE TOTAL		1,251,867		1,257,804
Classroom	6.966000	750,051	6.966000	750,051
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	43,000	.000000	37,933
TOTAL TEACHER	7.966000	930,855	7.966000	925,788
(% of Budget)		74.36%		73.6%
Exempt (Hourly/OT)	.000000	17,452	.000000	17,473
Support	3.000000	180,383	3.000000	180,383
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	1.000000	79,640	1.000000	79,640
Custodial (Supply/OT)	.000000	2,500	.000000	2,500
TOTAL NON-TEACHER	4.000000	284,975	4.000000	284,996
(% of Budget)		22.76%		22.66%
TOTAL STAFF	11.966000	1,215,830	11.966000	1,210,784
(% of Budget)		97.12%		96.26%
SUPPLIES, EQUIPMENT AND SERVICES		19,537		30,520
INTERNAL SERVICES		15,500		15,500
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		36,037		47,020
(% of Budget)		2.88%		3.74%
TOTAL AMOUNT BUDGETED		1,251,867		1,257,804
Carry Forward Included		0		0
Carry Forward to Future		0		0