



Enrolment		Staff FTE		Budget		
Normalized	467.500	Custodial	2.750000	Salaries	\$3,462,393	96.01%
Weighted	561.580	Exempt	0.000000	Supplies, Equip., Services	\$143,956	03.99%
Regular	510	Support	8.443000			
		Teacher	23.349000			
Year Opened	1968	Total		34.542000	Total	\$3,606,349 100.00%

School Philosophy

We are proud to be a bilingual elementary school, serving 510 students in three programs: Interactions, English and French Immersion. The mission of École Greenfield School is to be a school of excellence that ensures high levels of progress and achievement are possible for all students. To facilitate the successful completion of this mission, the École Greenfield School staff and our families believe that all adults must be collectively responsible for the achievement of our students. Family engagement is a vital part of our success. We believe our success will be measured by the extent to which each student: progresses academically; progresses socially & emotionally; develops strong communication skills; and demonstrates positive leadership and citizenship. We are dedicated to *Excellence in All, For All*.

Community Profile

École Greenfield School serves students from southwest Edmonton. Students come directly from the Greenfield Community in addition to students who are bused to attend the Interactions and French Immersion Program. Families are active partners in their children's educational experiences. Greenfield parents/families take great pride in their daily involvement in their child's education through supportive partnerships with teachers and all school staff. This parental involvement also includes Greenfield School Council, Greenfield Fundraising Allocation Society, and Greenfield Grown Ups; an organization specific to supporting the involvement of all adults in their child's educational experiences.

Programs and Organization

Our English Program consists of a morning kindergarten class and five classes grades one to six, with some of the grades combined to learn together. French as a Second Language is offered from grades four to six. Our French Immersion Program consists of three kindergarten classes, and eleven classes grades one to six, with some of the grades being combined to learn together. Our Interactions classes consist of two classrooms with students from grades 1 - 6. Students in grades 2 - 6 participate as members of Student Government, and are elected by their classmates, to represent student voice in our school. Students and staff focus on the belief that all students and families are welcome at Greenfield and all students at Greenfield are capable and here to learn - *Excellence in All, for All!*

School Community Relationships

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

ATB Financial Edmonton Public Library (EPL) Greenfield Community Church Matt & Ashley's No Frills

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 have demonstrated at least one year of growth in reading, writing and mathematics as measured by literacy and numeracy screeners, Canadian Achievement test data, HLATs and Provincial Achievement Test results. This will be achieved through:

- consistent use of research based best practices in reading including universal, daily Guided Reading using resources purchased in previous year,
- ongoing professional learning for teachers to implement new curricula and incorporate new learning resources, and
- sustained collaborative work with a focus on mathematics alongside two other dual-track school working in Communities of Practice to either implement a guided approach to math, math talks, develop common units of study, common assessments, explore bridging documents, math games, or the use of mathematical vocabulary.

Results Achieved:

During the 2022-23 school year, actions and initiatives taken towards this school goal included multi-school collaboration on numeracy, and the implementation of guided math and math games. For literacy, staff and students engaged in literacy clubs, book battles, as well as guided reading and literacy centers. Staff engaged in collaborative marking of writing samples to ensure consistency and to share strategies utilized to support student success.

- 88.2% of students were reading at or above grade level
- 84.8% of students were writing at or above grade level on their HLAT
- CAT4 for grades 4-6 indicated that from fall to spring there was an increase of 2.9% (reading) and 8.0% (total math) in the number of students scoring stanine 4 and above
- 94.2% of students achieved the acceptable standard on the Grade 6 Math PAT and 34.3% achieved the standard of excellence
- 98.6% of students achieved the acceptable standard on the Grade 6 Language Arts PAT and 42.9% achieved the standard of excellence

As part of our work in the Harry Ainlay Catchment, staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe and caring and citizenship pillars in the Assurance Survey, Division survey, and our Harry Ainlay Catchment Year End Survey.

By June 2023, 100% of school staff will participate in school based, as well as catchment wide, professional learning focused on anti-racism and diversity. This will be achieved through professional development opportunities at the catchment and school level, as well catchment principal learning sessions. We will continue to re-examine the resources used in our school to ensure that they are representative of our school community and provide learning opportunities around diversity. We will recognize and celebrate multicultural events and holidays through daily announcements, classroom activities and school wide events.

Results Achieved:

Actions and initiatives taken towards this school goal included the creation of classroom land acknowledgements, an abundance of accessible resources on diversity in our school library, teaching resources provided by our school's Diversity and Inclusion team, participation in the Wagner Catchment Student Summit on Anti-Racism, and staff sharing of learning from "Schools That Listen".

- 84% of students indicate that they agree or strongly agree that they feel like they belong at their school.
- 81% of students indicate that they agree or strongly agree that they feel like they can be themselves at their school
- 92.5% of students are aware of the work that their school is doing to support anti-racism and belonging in schools. 52% of families indicate that they are informed of steps the school is taking to support anti-racism and belonging.
- 92% of students agree or strongly agree that their school takes actions that support truth and reconciliation. 74% of families indicate that they are informed of steps the school is taking to support truth and reconciliation.

What were the biggest challenges encountered in 2022-2023?

During the 2022-23 school year, significant time and energy was spent in building staff capacity around implementation of the new curricula. Staff worked diligently to bridge curriculum gaps and familiarize themselves with new resources. The continuity of support for at-risk students was occasionally compromised due to a shortage of supply Educational Assistants. In the spring, the relocation of classrooms due to flooding required focused work by school staff to ensure that learning was not significantly disrupted for three classrooms of students, as well as for students accessing a sensory room.

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

During the 2023-24 school year we look forward to deepening our work with students as we take on year two of Division 1 Language Arts and Mathematics, while also working to implement year one of Division 1 Science and Division 2 Language Arts and Mathematics. In literacy we aim to focus on growth in student writing across the grades.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7178 Greenfield School

Assurance Domain	Measure	Greenfield 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	84.1	83.3	83.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.4	90.5	92.3	80.3	81.4	82.3	Very High	Maintained	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	83.3	75.6*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	30.6	26.9*	n/a	16.0	17.7	n/a	Very High	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	94.3	94.8	95.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	94.8	94.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	77.3	82.2	82.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	84.7	78.8	84.7	79.1	78.8	80.3	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 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 have been at our school for at least one year, will on average demonstrate one year's growth in Mathematics and writing. Achievement of this goal will be supported by:

- Professional learning and collaboration to build knowledge and confidence related to assessment of writing.
- Common school-wide writing prompts in the fall, winter and spring.
- Release time to support teacher collaboration in implementation of new curriculum.
- Focused and ongoing grade level collaboration and support from a school based literacy community of practice.
- Building upon the multi-school learning engaged in last year related to Mathematics, including math games and small group math instruction.
- Deepening processes to celebrate and communicate learning in Mathematics through events such as a Division 1 Math Circus.

What data will you use to track continuous improvement?

Teacher awarded marks; comparison of spring/fall CAT4 results; HLAT and fall/winter writing prompts.

Division Priority 1

By June 2024, staff will indicate increased competency to advance actions towards anti-racism, inclusion, and reconciliation practices. Achievement of this goal will be supported by:

- Continued participation in the "Creating Schools that Listen" initiative.
- Participation in school based professional learning focused on anti-racism and diversity.
- Professional learning to enhance Indigenous foundational knowledge and staff capacity around reconciliation.
- Recognition and celebration of multicultural events and holidays through school-wide communication and classroom activities.
- Developing opportunities for inclusion of students in our Interactions program within school events and inclusive classrooms.

What data will you use to track continuous improvement?

Division Survey; Assurance Survey; locally developed Catchment survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,586,652		3,606,349
Internal Revenue		0		0
REVENUE TOTAL		3,586,652		3,606,349
Classroom	21.200000	2,282,668	21.349000	2,298,711
Leadership	2.000000	269,045	2.000000	268,979
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	80,000
TOTAL TEACHER	23.200001	2,631,713	23.349001	2,647,690
(% of Budget)		73.38%		73.42%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	65,290	.000000	65,290
Support	8.643000	529,212	8.443000	517,294
Support (Supply/OT)	.000000	19,000	.000000	24,000
Custodial	2.750000	195,620	2.750000	195,620
Custodial (Supply/OT)	.000000	12,500	.000000	12,500
TOTAL NON-TEACHER	11.393000	821,622	11.193000	814,704
(% of Budget)		22.91%		22.59%
TOTAL STAFF	34.593000	3,453,335	34.542001	3,462,394
(% of Budget)		96.28%		96.01%
SUPPLIES, EQUIPMENT AND SERVICES		74,800		78,200
INTERNAL SERVICES		57,518		64,756
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		133,318		143,956
(% of Budget)		3.72%		3.99%
TOTAL AMOUNT BUDGETED		3,586,653		3,606,350
Carry Forward Included		0		0
Carry Forward to Future		0		0