



Enrolment		Staff FTE		Budget		
Normalized	402.500	Custodial	1.938000	Salaries	\$3,558,698	96.36%
Weighted	585.953	Exempt	0.000000	Supplies, Equip., Services	\$134,531	03.64%
Regular	430	Support	16.200000			
		Teacher	20.385000			
Year Opened	1970	Total		38.523000	Total \$3,693,229	100.00%

School Philosophy

At Northmount we strive to ensure the wellness of our students both physically and emotionally; creating a healthy and safe space where students are fully supported and engaged in their learning. We promote a school-wide inclusive learning environment that is grounded in relationship and focuses on creating a sense of belonging through relevant and active learning. This environment can create opportunities to develop problem solving and critical thinking skills. Current and future technologies will continue to be an important tool. “We are committed to working intentionally toward anti-racism and equity through continuous action, learning and improvement” (Connect, Anti-racism and Equity Action Plan, landing page, January 20, 2022). Therefore, using a social justice approach is critical. We intentionally create spaces in which mental health and illness can be addressed and supported in a safe, welcoming environment. This environment is enhanced by student, family, staff, and community engagement which contributes to a positive school culture.

Community Profile

The school population that is served by Northmount School comes from the Northmount and Schonsee neighbourhoods as well as many other neighbourhoods in North Edmonton. Our school community is made up of a combination of students, families and staff: learning, teaching, and working in the Regular, Cogito and Interactions programs. It is exciting to know that thirty-three different languages are spoken by Northmount students, including English. Forty-nine percent of the children are using English as well as an additional language in their homes.

Programs and Organization

Northmount School is located in North Edmonton and serves approximately 437 students from Kindergarten to grade six. This includes Cogito, Interactions and Mainstream. We provide in-class support for all English as another Language Learners. We provide literacy interventions and additional literacy/numeracy time for our students. The students are given the opportunity to enhance their understanding and knowledge about the world around them through the use of Artist in Residence programs.

Northmount is a part of the North Central Catchment Schools (NCCS) cohort which consists of 19 schools whose focus is to develop a community of teaching and learning practices to ensure success of all students from Pre-Kindergarten to grade 12. Staff from all schools in the catchment work collaboratively to address driving questions, articulated through Inquiry Based Professional Growth Plans. Through professional collaboration and learning opportunities, staff embrace change while learning and leading alongside students as we reinvent how we connect.

School Community Relationships

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

City of Edmonton, Edmonton Public Library (EPL), North Edmonton Seniors Association

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 Northmount students within the North Central Catchment will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. Northmount staff in all three programs (Cogito, Interactions and Regular) will use ongoing formative and summative assessments. These assessments will help teaching staff to develop tailored and responsive learning activities. Formative assessments including pictures, videos of group work, presentations and conversations will be collected using school owned technology. These files will be saved into the school p-drive to enable teaching staff to collect evidence of student improvement over time.

Results Achieved: CAT 4 results from the 2023-24 school year show a marked increase in the number of students performing at or above the average range (stanine 4): In reading students reading at or above an average level went from 59.7% in the fall to 73.1 % in the spring; total math was 75.2% of students at or above average in fall and 82.4% in the spring. In order to support teachers in instructing the new math curriculum we had a Math consultant speak to the teachers about resources available through the division and conduct a PD about how to use these resources. The accountability pillar showed a decline some of which can be explained by the teachers feeling uncomfortable with the new curriculum, they need time to familiarize themselves with it so that they have greater efficacy in helping the students learn.

By June 2024, Northmount staff, students, families and community will continue to work towards understanding and living with the Division's Anti-racism and Equity Action Plan. Northmount staff will develop skills in observation and listening so that they are able to better understand the knowledge and perspectives of the local community and apply this understanding to their teaching practice. (Education is Our Buffalo, 2016, 58). Participating in Schools that Listen will begin the process of developing a community and school culture that is responsive, inclusive, and connected. Resources will be evaluated and replaced when necessary; understanding the importance of language and being deliberate about word choice when speaking, reading and writing. Elders who have stories to share will be included in school events to further enhance student, staff, and parent knowledge of Treaty 6, the land we live on, and Indigenous culture.

Results Achieved: Staff at Northmount school continued to work towards the goal of a school where everyone is treated fairly, equitably, and with respect. A group of staff who attended Schools that Listen identified our lunch room supervisors as a group that was not treated with the same level as respect as other members of staff and did not feel as included in the school culture as other members of our school. The group brought this forward as an area to focus and teachers and support staff worked together to create some actionable ways to address this area of inequity. Lunch room supervisors were invited to our staff breakfast and morning PD, we created an overlap time between teachers and lunch supervisors at lunch time so they can be present as a team in front of the students and can speak about routines and expectations together with the students. We have begun to see a shift in students turning to lunch room supervisors for help, rather than proceeding directly to the office and have noticed fewer lunch incidents and whole class issues being reported to the office by lunchroom supervisors. The lunchroom supervisors are also more willing to ask for help from the staff and administration team when they need it. Northmount staff also provided numerous parent information evenings with multiple language interpreters so that some of the misunderstandings created by the language barriers was lessened. We also included spaces for prayers when students and families requested them.

By June 2024, all Northmount staff, along with staff from the North Central Catchment, will foster connection and belonging through collaboration and professional learning to positively impact staff and students' well-being as measured by Alberta Education and local measures. The professional development in Catchment Collaboration groups, using Inquiry Based Professional Growth Plans, connect staff throughout the catchment to each other. These groups focus on common questions that drive the need for collaboration. Making connections and building relationships within and between buildings and with our communities is a goal of our work with Schools That Listen. This work will lead to improved well-being amongst staff and students. Staff will be using anti-racism and reconciliation work to promote willingness to challenge personal biases and make working environments more cohesive.

Results Achieved: All staff participated in catchment collaboration groups throughout the school year. At the end of the school year, staff shared with their colleagues at Northmount about their catchment work and the impact it had on their relationships, professional development and work with students. After catchment conversations it was decided to have some of the Inquiry, Collaboration, Professional Learning led by Principal/Assistant Principals to help with facilitating conversations and resources. Northmount staff also used information gathered through Schools that Listen work and we used information gathered from the students' voices to make improvements to how the playground equipment and soccer fields are being used. Because of the increase in population we needed to make recess was safer and more fun.

What were the biggest challenges encountered in 2023-2024?

New Curriculum
Adjusting to extreme behaviours of some students.
Increasing student population put a strain on all available resources.

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

Northmount became part of Literacy Numeracy Achievement Project. We will use the opportunity to focus on numeracy in a greater way and continue the work in literacy.
Conversations around the need for more time outside for the students: this was discovered in weekly assemblies and in gathering student input.
Inclusion of lunchroom supervisors into the "staff" team in meaningful way in front the students and families.
Continued encouragement of staff to use technology to document student progress.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7191 Northmount School

Assurance Domain	Measure	Northmount 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	69.4	85.3	81.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	65.2	75.9	78.0	79.4	80.3	80.9	Very Low	Declined	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	58.8	68.6	68.6	68.5	66.2	66.2	Very Low	Declined	Concern
	PAT6: Excellence	21.6	15.7	15.7	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	83.9	88.4	90.4	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	68.1	78.9	80.1	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	64.8	73.5	73.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	67.2	73.0	73.1	79.5	79.1	78.9	Very Low	Maintained	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

By June 2025, all Northmount students who are within the North Central Catchment will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. Northmount staff in all three programs (Cogito, Interactions and Regular) will use ongoing formative and summative assessments. These assessments will help teaching staff to develop tailored and responsive learning activities. Formative assessments including photographs, videos of group work, presentations and conversations will be collected using school owned technology and on myBlueprint.

What data will you use to track continuous improvement?

Using the resources found in the Literacy and Numeracy Project work (LNAP) that Northmount Staff joined in 2024-2025. Teaching staff will familiarize themselves with myBlueprint and possible uses. Formative assessments - observations, conversations and products created by the students. Standardized Assessments - Canadian Achievement Tests, Provincial Achievement Tests. Summative Assessments

Division Priority 2

By June 2025, Northmount staff, students, families and community will continue to work towards understanding and living within the division's Anti-racism and Equity Action Plan. Northmount staff will continue to develop skills in observation and listening, so that they will be better able to understand the knowledge and perspectives of the local community and apply this understanding to their teaching practise. (Education is Our Buffalo, 2016, 58) Northmount will continue to work with the Bennet, Argyll and Metro staff on our developing community and school culture work focused on being responsive, inclusive, and connected. Resources will be evaluated and replaced when necessary; understanding the importance of language and being deliberate about word choice when speaking, reading and writing. A continued search for an authentic connection to Indigenous Perspectives and Knowledge so that their stories are included in our daily learnings.

What data will you use to track continuous improvement?

Staff, students and parent surveys. Increase in attendance to parent information nights. Noticeable awareness of language choices by staff and students. Parents feeling comfortable to have conversations, ask questions and contribute in their first language. Increase in need for the Intercultural Consultants at the school.

Division Priority 3

By June 2025 all Northmount staff, along with staff from the North Central Catchment, will foster connection and belonging through collaboration and professional learning to positively impact staff and students' well-being as measured by Alberta Education and local measures. The professional development in Catchment Collaboration groups, using Inquiry Professional Growth Plans and facilitated learning groups will connect staff throughout the catchment to each other. The leadership team from Northmount will be part of a facilitated group so that we can be part of conversations, share resources and connect staff to others who have expertise to share. Northmount school staff will continue the work of Schools that Listen and incorporate ideas gathered from the students and families. Daily whole school walk/runs of approximately 1km before inside school learning begins. Different recess times throughout the day so that fewer students are outside and are able to use the playground equipment more often and have room on the soccer fields. Using a walking school bus to ensure that students get home safely and learn about each other.

What data will you use to track continuous improvement?

Formative assessments will be used to determine if there is a noticeable improvement in the interactions between staff, and staff/student, and staff/parents. Observations of staff and their interactions with each other and the students. Implementation of projects that are designed for the health and wellness of the staff and students.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,454,971		3,693,229
Internal Revenue		0		0
REVENUE TOTAL		3,454,971		3,693,229
Classroom	17.457000	1,886,631	18.385000	1,986,921
Leadership	2.000000	268,725	2.000000	271,049
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	36,135	.000000	55,422
TOTAL TEACHER	19.457001	2,191,491	20.385000	2,313,392
(% of Budget)		63.43%		62.64%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	48,050	.000000	42,000
Support	16.000000	983,521	16.200000	995,659
Support (Supply/OT)	.000000	11,000	.000000	63,383
Custodial	1.938000	130,064	1.938000	130,064
Custodial (Supply/OT)	.000000	7,000	.000000	14,200
TOTAL NON-TEACHER	17.938000	1,179,635	18.138000	1,245,306
(% of Budget)		34.14%		33.72%
TOTAL STAFF	37.395000	3,371,126	38.523001	3,558,698
(% of Budget)		97.57%		96.36%
SUPPLIES, EQUIPMENT AND SERVICES		29,000		65,091
INTERNAL SERVICES		53,845		68,440
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		83,845		134,531
(% of Budget)		2.43%		3.64%
TOTAL AMOUNT BUDGETED		3,454,971		3,693,229