

Profile



Enrolment		Staff FTE		Budget		
Normalized	609.500	Custodial	2.938000	Salaries	\$4,158,102	96.33%
Weighted	677.433	Exempt	0.800000	Supplies, Equip., Services	\$158,322	03.67%
Regular	657	Support	6.829000			
		Teacher	30.500000			
Year Opened	1968	Total 41.067000			Total \$4,316,424	100.00%

School Philosophy

Students, staff, parents and the community are committed to working in partnership to support all students in reaching their potential as engaged learners and responsible citizens. At École Richard Secord School, we believe in providing a welcoming, caring, respectful and safe learning environment for all. We celebrate diversity and believe in creating a sense of belonging and acceptance in our community. We work to foster academic success, emotional and social well-being and GRIT. Above all, we strive to help everyone become the very best version of themselves through everyday positive interactions.

Community Profile

École Richard Secord School is an elementary school located in the mature southwest neighbourhood of Royal Gardens. The school was built in 1967 to serve local community students. In 1970, a French Immersion Program was added to our Regular (Community) Program, and our Cogito Alternative Program joined us in 2006, creating three distinct learning programs. The school benefits from the strong support of its School Council. The school leases space to the Richard Secord Out of School Care Society to provide before and after-school care.

Programs and Organization

Our Regular, French Immersion and Cogito Alternative programs are offered from kindergarten to grade six. French as a Second Language instruction is provided for grades four to six in the Regular program and grades one to six in the Cogito program. Student learning groups are organized by the program to preserve alternative program pedagogy, beliefs, and practices. The school serves all children in a fully inclusive setting. All of our work is guided by our belief that academic achievement, GRIT, and emotional & social well-being are critical to our students' happiness and success through school and beyond. We are all Secord Learners & 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:

APPLE Schools Richard Secord Out of School Care

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, 100% of École Richard Secord School students will make a year's growth in reading, writing, and mathematics. We will continue to build teacher capacity to address the diversity of student needs supporting ALL students to their potential with interventions and extensions. Our success will be measured by Fountas & Pinnell, PowerSchool reading growth information, school-wide writing assessments, HLAT, CAT4 data, the Alberta Learning Loss assessments, Provincial Achievement Tests results, the Alberta Education Assurance Measure, and triangulated teacher assessments.

Results Achieved:

- Our students have demonstrated growth in their reading and writing achievement.
 - Teacher Awarded Assessments show an increase in the number of students reading at or above grade level - 73.6 to 79.4 %.
 - CAT4 Results show an increase in the number of students in grades 4 - 6 achieving the stanine 4, the grade level benchmark, on the reading test, from 81.2 to 84%.
 - Of the 67 students assessed with Fountas and Pinnell in the fall to be reading below grade level, 60% made at least one year's growth.
 - 19% of these students attained grade level.
 - Our HLAT results show an increase in students writing at or above grade level - 85.4 - 89.3%.
- Our students have demonstrated growth in their math achievement.
 - CAT4 results indicate improvement in our students' numeracy work. The number of students attaining the stanine 4 on the total math test increased by 10% from the fall to the spring.
- The achievement of our grade 6 students completing the English Provincial Achievement Tests continues to improve. Our students' achievement on all tests was significantly above Division and Provincial standards.
 - Language Arts - 87.5% achieved acceptable standard - 44.8% achieved the standard of excellence
 - Math - 89.5% achieved acceptable standard - 60.5% achieved the standard of excellence.
 - Science - 85.1% achieved acceptable standard - 58.1% achieved the standard of excellence.
 - Social Studies - 85.1% achieved acceptable standard - 58.6% achieved the standard of excellence.
- The achievement of our French Immersion grade 6 students completing the French Provincial Achievement Tests continues to meet Division and Provincial standards.
 - French Language Arts - 86.4% achieved acceptable standard - 4.5% achieved the standard of excellence.
 - French Math - 90.9% achieved acceptable standard - 9.1% achieved the standard of excellence.
 - French Science - 68.2% achieved acceptable standard - 18.2% achieved the standard of excellence.
 - French Social Studies - 72.7% achieved acceptable standard - 13.6% achieved the standard of excellence.
- The Division Survey indicates student and family satisfaction with the learning support they receive.
 - 92% of students feel that they have the opportunity to be successful.
 - 85% of students feel supported to try their best even when learning is hard.
 - 86% of students know how to get help with their learning in school.
 - 81% of families feel that their children's learning needs are supported at our school.

By June 2023, École Richard Secord School staff will indicate increased competency in advancing anti-racism, equity, inclusion, and reconciliation practices as measured by the Safe & Caring and Citizenship pillars in the Alberta Education Assurance Measure and our Harry Ainlay Catchment Year End Survey. This will be achieved through professional learning opportunities.

Results Achieved:

- **Division Survey Staff Results:**

- 93% of staff expressed satisfaction with the professional support provided at the school level to enhance their confidence in supporting the success of First Nations, Metis and Inuit students.
- 97% of staff expressed satisfaction with the professional support provided at the school level to enhance their confidence in supporting the Division's actions toward

antiracism and equity.

- **Division Survey Student and Family Results:**

- 77% of students agree that our school is a place where all students feel like they belong. (This is 10% above Catchment and Division results.)
- 87% of students are aware of the work we are doing to support antiracism and belonging in schools.
- 88% of students understand that our school takes actions that support truth and reconciliation.
- 79% of students would feel safe going to an adult at our school for help if they felt something racist or discriminatory happened. (This is above Catchment and Division results.)
- 93% of parents feel welcome at our school.
- 93% of parents feel that their children are safe at school.

By June 2023, École Richard Secord School staff and community partners will provide ongoing, regular support for positive mental health and awareness for students, families and staff. Our success will be measured by the Division Feedback Survey, the Alberta Education Assurance Measure, activity reports made by our Student Wellness Coach and referrals for Mental Health made to Student Learning Supports.

Results Achieved:

The student responses on the Alberta Education Assurance Measures demonstrate significant growth in the areas of *Citizenship* and *Safe and Caring Schools*.

- The number of students satisfied that their peers at Richard Secord model the characteristics of good citizenship increased from 65% to 84%.
- The number of students who feel that most of their peers follow the rules increased from 55% to 75%.
- The number of students who feel their peers help each other increased from 66% to 83%.
- The number of students who feel that most of their peers respect each other increased from 48% to 79%.
- The number of students who feel that most of their peers care about each other - 55% to 77%.
- The number of students who feel their teachers care about them increased from 83% - 92%.

Our School-Based Wellness Coach provided support to students and families:

- One hundred students across our programs worked one-on-one with our coach during the 2022-23 school year.
- Our coach made 96 calls or visits to our families. This includes delivering food and hampers or making home visits with families.
- Our coach made 65 referrals for families to community agencies and resources.
- Forty-two students participated in group activities with our wellness coach.

What were the biggest challenges encountered in 2022-2023?

- We have seen continued growth and excellence in the academic achievement of our students. Our students have indicated that they feel safe and supported at school. However, the Provincial Assurance Measures show that the number of families satisfied with our school's overall quality of education has decreased for the past three years - 2021 - 92.4 % to 2023 - 71.2%.
- Family satisfaction with students' access to programs and services at school to get help with school work declined significantly from 2021 - 100% to 2023 - 42%.
- The percentage of families indicating that our school has improved or stayed the same in the past three years has declined from 94.1% to 56%.

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

- We are aligning communication plans across grades and programs:
 - Weekly classroom communication will provide families with information about current student learning and resources for families to support student learning - RS Quick Links.
 - Our RS School Community Update will be emailed to families weekly with information about student learning, supports available for student learning at school, and resources to support children's education at home and in the community.
- Program-specific surveys were sent to families in September. A follow-up survey will be sent in the spring.
 - These surveys allow families to provide input into how we can improve the quality of education at Richard Secord, including the availability of support for student learning.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7201 Richard Secord School

Assurance Domain	Measure	Richard Secord 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	85.1	82.5	82.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.4	80.7	85.6	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	82.3	86.2*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	46.9	48.9*	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	88.3	89.8	93.8	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.5	86.9	86.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.0	80.1	80.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	79.8	87.6	86.3	79.1	78.8	80.3	High	Maintained	Good

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, 100% of École Richard Secord School students will demonstrate growth in mathematics.

- All students in grades 1 - 3 who achieve below-average or at-risk on the Alberta Learning Numeracy Screeners in the fall will attain average or above-average scores in the spring.
- All students in grades 4- 6, completing the CAT4 assessment, who achieve below the Canadian norm (stanine 4) in the fall will demonstrate growth toward or above the average of stanine 4 in spring.

Achievement of this goal will be supported by:

- School participation in the Numeracy Achievement Project to build teacher capacity for instruction and student learning support in the areas of number sense and reasoning in mathematics.
- Teacher collaboration to improve our school-wide "Interleaving Math Practice," which reinforces student skills and understandings.
- Teacher collaboration to improve our school-wide implementation of number sense strategies assessed using the Division-created Mathematics Assessment Criteria Resource and teacher-developed performance tasks.
- Alignment of class and school communication plans to inform families about student learning successes and support for student learning.

What data will you use to track continuous improvement?
Our success will be measured by student performance on the Mathematics Assessment Criteria Resource, CAT4 data, the Alberta Learning Numeracy Screeners, Provincial Achievement Tests results, our school-based program-specific surveys, and triangulated teacher assessments.

Division Priority 1

Through our continued work to build understandings of anti-racism and reconciliation, by June 2024, 100% of students at École Richard Secord will express a sense of belonging in our school community.

Achievement of this goal will be supported by:

- Continued professional learning and our work creating "Schools that Listen" with the Harry Ainlay Catchment.
- Staff collaboration to improve our work celebrating the "Turtle Moons" to connect students with Land and Reconciliation.
- Family/School collaboration to celebrate the diversity in our school through resources, activities and events that unite us as a cohesive community.
- Teacher collaboration to improve the implementation of weekly class meetings.
- School-wide work with "Think Fast Improvisation," an artist in residence, to support students in developing their voice and their capacity to tell their own stories.

What data will you use to track continuous improvement?
Our success will be measured by the Division Feedback Survey, the Alberta Education Assurance Measures, and the student connectedness measure from the Youth Resiliency Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,417,710		4,316,424
Internal Revenue		0		0
REVENUE TOTAL		4,417,710		4,316,424
Classroom	26.500000	2,853,337	27.500000	2,961,010
Leadership	3.000000	400,838	3.000000	399,511
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	94,238	.000000	72,296
TOTAL TEACHER	29.500000	3,348,413	30.500000	3,432,817
(% of Budget)		75.8%		79.53%
Exempt	.800000	61,582	.800000	61,582
Exempt (Hourly/OT)	.000000	65,521	.000000	23,880
Support	8.800000	529,801	6.829000	417,848
Support (Supply/OT)	.000000	10,500	.000000	15,500
Custodial	2.938000	199,975	2.938000	199,975
Custodial (Supply/OT)	.000000	6,500	.000000	6,500
TOTAL NON-TEACHER	12.538000	873,879	10.567000	725,285
(% of Budget)		19.78%		16.8%
TOTAL STAFF	42.038000	4,222,292	41.067000	4,158,102
(% of Budget)		95.58%		96.33%
SUPPLIES, EQUIPMENT AND SERVICES		130,420		83,941
INTERNAL SERVICES		62,500		72,881
OTHER INTEREST AND CHARGES		2,500		1,500
TOTAL SES		195,420		158,322
(% of Budget)		4.42%		3.67%
TOTAL AMOUNT BUDGETED		4,417,712		4,316,424
Carry Forward Included		0		0
Carry Forward to Future		0		0