



Enrolment		Staff FTE		Budget		
Normalized	160.500	Custodial	1.000000	Salaries	\$1,511,031	95.60%
Weighted	168.432	Exempt	0.000000	Supplies, Equip., Services	\$69,472	04.40%
Regular	170	Support	2.600000			
		Teacher	10.665760			
Year Opened	1947	Total		14.265760	Total	\$1,580,503
					Internal Revenue	\$234,723
						100.00%

School Philosophy

The Traditional Program at James Gibbons School emphasizes strong academic success and high standards of conduct. We provide a structured program with clear standards for academic achievement and character development in order to build a firm foundation for elementary school children. Traditional values of home and society guide our program.

Community Profile

James Gibbons School shares a west-end city block with Jasper Park Community League. The school meets a wide range of student needs through the structure of Traditional programming. The majority of our students speak a language other than English at home. The school's character education program is strongly supported by the parent community. James Gibbons partners with an external group, the YMCA Out of School Care, that leases space within the school.

Programs and Organization

The goals of the Traditional Program are strong academic success and high standards of conduct. These are achieved through shared traditional values and goals of education and citizenship, direct instruction of basic skills, and continuity of instruction and resources across the grade levels, from Kindergarten to Grade 6. The program focuses on the acquisition of basic literacy and numeracy skills.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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, our school will increase the number of students showing growth in literacy and numeracy using high quality instruction and intervention. Achievement of this goal will be supported by increased collaboration focused on learning and structured push in intervention support.

Results Achieved:

Rich learning opportunities often begin with students and families feeling safe and connected to school.

At school, 88% of students indicated they have the opportunity to be successful in learning with 96% of respondents from all groups satisfied with the quality of education. Our team works to ensure all students have access to timely support through our Booster group intervention. All grade levels have at least 3 hours of push-in support throughout the week. This is reflected in 92% of students indicating they feel supported to try their best even when learning is hard, with 91% of students also agreeing the feedback received about learning is helpful. Additionally, we believe creating deliberate opportunities for all students to form numerous healthy relationships is advantageous to layering support. Our intervention plan involves all team members supporting students across a range of grade levels in various subjects and contexts. This corresponds with 90% of students who agree they have at least one adult in the school they could connect with for help and 92% of parents indicating their child has a positive relationship with one or more adults in school. We often share messaging around our collaborative efforts and tiered intervention plan, this may contribute to 100% of our families feeling like they have a positive relationship with staff to support my child's learning in school.

Our collaborative efforts to build our collective efficacy is reflected in 100% of our staff indicating they have the knowledge and skills to support students in both literacy and numeracy learning. Focused professional learning led to 86% of our team expressing an increased confidence in supporting students to achieve learning outcomes by leveraging catchment initiatives. This figure is mirrored in finding value in our school level collaboration to support learning and reinforces the importance of continued improvement to support all our students. Similarly, 92% of our families agreed with the statement that the information received about my child's learning helps me to support my child in their learning. This may be partly attributed to consistent communication about our learning plan at school events and with our parent groups. For example, in conjunction with our parent council, we held a school wide science night to engage our community in understanding the multiple ways learning can look when it is hands-on. Additionally, collaborative conversation around learning led to our very first Pi Day, a day full of numeracy challenges that demonstrated that learning is multifaceted. Supporting families to see the connection between classroom and school initiatives to student learning led to 92% of parents indicating that what their child learns in school will help prepare them for their future. Additionally, both families (92%) and students (89%) agree that school helps to develop skills that support wellness.

The percentage of students reading at or above grade level has dipped from 77% to 69%, even though the aggregate number of students reading at grade level increased, from 104 students in 2023 to 109 in 2024. Diverse and complex learning needs of students reinforces the critical need to capitalize on effective practices and opportunities to shore up foundational skills. A similar trend can be seen in our HLAAT writing data, with 68% of students meeting or exceeding the acceptable benchmark compared to 79% in the previous year. As a whole, the number of students meeting the benchmark actually increased, from 105 students in 2023 to 108 in 2024. Closer analysis indicates almost 50% of students not meeting the benchmark are concentrated in two grades. Careful consideration to the learning needs of these two cohorts should be part of our learning this year. Our CAT 4 results indicated positive progress at the stanine four benchmark from the Fall to the Spring with our grade four and grade six cohorts increasing from 19/30 to 27/30 and 13/19 to 19/22 in math respectively. Our grade five cohort generally maintained their progress with 21 students meeting the benchmark for reading from Fall to Spring, from 23 students to 22 students for math, and from 21 students to 24 students for math computation. Tracking this cohort from grade four in 2022/2023 to grade five 2023/2024 revealed some positive trends. 14 students from this cohort met the benchmark in reading compared to 21 students and 18 students met the benchmark in math computation to 24 students the following year. Similarly, our grade five cohort from 2022/2023 was able to increase the number of students meeting the benchmark in Math from 14 students to 19 and from 13 to 18 in math computation in 2023/2024.

By June 2024, students at our school will build skills, strategies and relationships that contribute to positive well-being and a sense of belonging through increased engagement opportunities. Achievement of this goal will be supported by intentional collaboration around engagement and success. Deliberate focus on meaningful opportunities for students to actively engage and create structured experiences to increase connectedness.

Results Achieved:

Deliberate action to confront bias, deepen anti-racism practices, and meaningful progression towards truth and reconciliation continues to be at the heart of learning. Ensuring all stakeholders feel safe, welcome and connected at school is essential in creating learning environments that support all students. With this in mind, 100% of our families feel their child is safe and 100% expressed a strong positive relationship with our school according to our DFS data. This trend is also reflected in our Assurance survey data, with 91.8% supporting the WCRSLE survey measure and 88% of our staff and 83% of our students responding they are doing well or very well. Shifts in how we approach

opportunities, such as Meet the Team and community events, to intentionally focus on engagement and relationship building supported deeper connections. Strong relationships allow for honest communication and trust as 85% of students indicated they would feel safe going to an adult at my school for help if they felt something racist or discriminatory happened. Similarly, there is a strong perception that diversity should be celebrated and anti-racism practices upheld from our staff, as 88% expressed they would feel safe getting help from the Division if they were to experience racism or discrimination at my workplace.

Our team continues to explore and learn about personal land acknowledgements. Some grades co-create a classroom land acknowledgement. The process is shared with our families at school-wide events and students read acknowledgements at assemblies and on our announcements. Additionally, we have been fortunate to welcome community elders to support learning and engage with our students throughout the year. Accordingly, 100% of families agreed that school keeps me informed of steps they are taking to support truth and reconciliation and 93% of students agree that our school takes actions that support truth and reconciliation. Ongoing exploration to bring awareness to both organizational and personal biases is reflected in 100% of our staff agreeing that my school takes steps to support a sense of belonging and inclusion for everyone. From a macro perspective, 100% of our staff also agree that the Division is taking actions that support truth and reconciliation. Curiously, only 76% of parents agreed that my child's school keeps me informed of steps they are taking to support anti-racism and belonging with 15% responding unsure. A collective review of how we can ensure our communication around both initiatives are visible to both our students and community members might produce greater insight.

Small, but deliberate changes to our practices include having students select age appropriate reading materials that reflect their culture, identity, and interests for our library and classroom resources. Our students' direct input in materials have led to increased interest in cultural events, such as Ramadan and Lunar New Years, FNMI stories, and diversity books with representation. All students are excited each time we share a new resource to learn about culture or the culture of others. Additionally, 100% of parent responses indicated that they feel connected to our school while 88% of students supported that my school is a place where all students feel like they belong. This aligns with our families perspective, with 100% of parents supporting that many diverse cultures are represented in the events, activities and environment of my child's school.

According to our DFS, 75% of our team expressed increased confidence in using division-provided professional learning supports to enhance the success of our FNMI students. A similar figure, 76%, is seen in using anti-racism and equity resources. Finding deliberate learning opportunities to explore and incorporate these resources into collaboration and COPs would be beneficial. Another area of note is that a significant percentage of our team responded unsure of seeing diverse representation across all staffing groups in the Division with only 63% agreeing with the statement. While exact figures regarding demographics across the division are not collected, finding opportunities to celebrate diversity across the division using resources such as connect, social media, and the staff directory could raise awareness. Additionally, catchment initiatives such as COPs, learning leaders, and our AP/CC network could also present organic hinge points to recognize diversity. Lastly, a constant need for a range of diverse support has led to a decline, from 89% to 82.6%, in the perceived ability to access relevant services according to the Assurance survey. What were the biggest challenges encountered in 2023-2024?

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

There is an opportunity to explore a disconnect in how we perceive our progress around various priorities and practices. For example, while 100% of staff indicated that our school is a place where all students feel like they belong and many diverse cultures are represented in learning materials, only 71% of students agreed that they see their identity/culture reflected in the materials used in class. This raises some curious questions that can help to inform our practice. Are all students aware of the range of materials? Are the number and diversity of resources adequate from a student perspective? A deeper dive into this discrepancy may yield insightful reflections.

Deliberately seeking meaningful chances for our students to engage in actions that shape our school and community led to 90.6% citizenship support. While there is high satisfaction with this measure, we must consistently be cognizant of purposeful experiences. Our student leadership propose, plan, and support the majority of our school spirit days and initiatives. Last year our community engaged in the Vision Zero initiative for a crosswalk design and safety signs. Our students created the communication mediums, including posters, announcements, and presentations to classrooms, and selected the finalist using a team created criteria. While this was a great experience, we must balance between repeating yearly initiatives and being open to new possibilities.

The lower than anticipated agreement (77%) with the measure, I feel like I can be myself at my school, caught our team's attention. While the question may be trying to gauge comfort around identity and culture in schools, initial conversations with our students around how they interpret the question raised some important considerations. A sampling of respondents revealed their lens on themselves at school as being able to engage in activities such as physical education and recess when they wanted, or being able to converse with friends at all times. This presents an opportunity to explore how do we balance between allowing our identity and self-expression while ensuring safety and a positive learning environment with expected norms and routines?

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7207 James Gibbons School

Assurance Domain	Measure	James Gibbons 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	87.7	88.8	87.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.6	90.3	89.9	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	69.6	90.5	90.5	68.5	66.2	66.2	Intermediate	Declined	Issue
	PAT6: Excellence	17.4	42.9	42.9	19.8	18.0	18.0	Intermediate	Declined	Issue
	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	96.2	95.3	94.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.8	91.2	91.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.6	89.4	89.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	90.8	97.7	92.8	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

By June 2025, all students will demonstrate grade level programming writing proficiency. Achievement of this goal will be supported by:

- Collaboration around using picture prompts to integrate writing strategies throughout the year
- Deliberate modeling of brainstorming strategies
- Monitoring of writing progress on school-wide writing prompts
- Leveraging visual journal to support new EAL learners

What data will you use to track continuous improvement?

Two school-wide writing prompts will be tracked using HLAT writing criteria throughout the year. HLAT results will also be used to inform writing progress. Division Feedback survey including; student responses that agree/strongly agree on their writing growth perception and staff responses that agree/strongly agree on they have the knowledge and skills to support students in their literacy skills.

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased confidence and an enhanced sense of belonging. The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures—AEAMs

- 8% improvement in the WCRSLE measure based on student responses.
- 5% improvement in the Citizenship measure based on student responses.

Division Feedback Survey—DFS

- 8% improvement in staff perception of their ability to program/support EAL students.
- 5% improvement in students seeing diverse cultures represented in materials in school.
- 6% improvement in students seeing their identity/culture reflected in learning materials.
- 5% improvement in students feeling that school is a place where all students can feel they belong.

What data will you use to track continuous improvement?

Achievement of this goal will be supported by: Ongoing development of classroom and personal land acknowledgements Continued professional learning and evaluation of bias and impact Gathering student input on diverse learning materials for school and classroom use Student leadership input on initiatives that celebrate anti-racism and reconciliation Development of infographic to inform

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,336,969		1,345,780
Internal Revenue		0		234,723
REVENUE TOTAL		1,336,969		1,580,503
Classroom	7.559000	821,117	7.709760	833,217
Leadership	1.000000	138,472	2.956000	368,131
Teacher Supply	.000000	25,000	.000000	27,000
TOTAL TEACHER	8.559000	984,589	10.665760	1,228,348
(% of Budget)		73.64%		77.72%
Exempt (Hourly/OT)	.000000	21,841	.000000	21,841
Support	2.600000	166,151	2.600000	166,151
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	1.000000	80,691	1.000000	80,691
Custodial (Supply/OT)	.000000	9,000	.000000	9,000
TOTAL NON-TEACHER	3.600000	282,683	3.600000	282,683
(% of Budget)		21.14%		17.89%
TOTAL STAFF	12.159000	1,267,272	14.265760	1,511,031
(% of Budget)		94.79%		95.6%
SUPPLIES, EQUIPMENT AND SERVICES		42,411		45,535
INTERNAL SERVICES		26,286		22,937
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		69,697		69,472
(% of Budget)		5.21%		4.4%
TOTAL AMOUNT BUDGETED		1,336,969		1,580,503