

# Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	201.000	Custodial	1.500000	Salaries	\$1,957,971	97.04%
Weighted	248.766	Exempt	0.000000	Supplies, Equip., Services	\$59,703	02.96%
Regular	220	Support	6.700000			
		Teacher	<u>12.524000</u>			
Year Opened	1972	<b>Total</b>	<b>20.724000</b>	<b>Total</b>	<b>\$2,017,674</b>	100.00%

## School Philosophy

At John Barnett School we believe our greatest gift is the diversity of our students and community. We celebrate our students by creating a safe and welcoming environment where every child can flourish and feel proud of themselves. We are committed to our Division Mission of high-quality public education that serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility. At John Barnett, we believe that all of our students can be successful and demonstrate growth. Our parent community is vital in the success of all our students. We strive to build strong relationships between staff, students and families.

## Community Profile

John Barnett School is located in Northeast Edmonton, serving the community of Kilkenny. The majority of our students live in the immediate area with students walking from single family homes, adjacent condominiums and apartment complexes, as well as from the local daycare facilities. Our school community is culturally diverse with students from 28 countries speaking 19 different languages. John Barnett School is in excellent physical condition and is available four days a week for community use. Our school council and parents's association support field trips, technology and in school presentations.

## Programs and Organization

John Barnett School offers programming for students in Kindergarten to Grade 6. We offer literacy and numeracy interventions and French as a Second Language. Students, of all abilities, are successfully integrated into our classes. We currently have 9 regular classes from Grade 1 to 6 and two-half day kindergarten classes. We have 5 educational assistants who will provide support to our students in Kindergarten to Grade 6 and a numeracy and literacy lead teacher. Our school is supported through the E4C breakfast and snack program. We believe our students benefit from strong adult relationships within our school and community.

## School Community Relationships

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

E4C Edmonton Immigrant Services Association M.E. Lazerte High School The Family Centre

**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).

Goal #1, Focusing on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

By June 2023, all students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

- Professional Learning focused on new curriculum, literacy, numeracy and assessment.
- Literacy and Numeracy Lead teachers will support staff with learner centered, high quality teaching practices.
- Use of data to tailor educational responses to individual student needs, school wide targeted intervention plans for students at risk/achieving below grade level.
- All students will participate in daily reading and writing activities.
- John Barnett staff will participate in catchment-wide writing focus in which all students grade 1 to grade 6 will write 3 common writing samples throughout the year.
- Engagement of the whole family through ongoing communication, home learning activities and feedback between school staff and families.

Student growth in reading, writing and mathematics will be measured by CAT4, LeNS/CC3, HLAT's, Fountas and Pinell, MIPI, grade six Provincial Achievement tests and teacher professional judgment (observation, conversation and product ) and student baseline data.

**Results Achieved:**

All John Barnett staff participated in professional learning with new curriculum and literacy, numeracy as a focus. In year 2 of the Equity Achievement Project all staff took part in professional learning with 7 literacy sessions (components of writing, oral language, mentor texts). Data from CAT4 and Learning loss assessments were used to help support high quality teaching practices. Catchment wide HLAT writing project saw collaboration around marking and feedback with staff.

- CAT4 results show growth (4 stanine or higher) in every grade level for reading, math, computation and total math. Overall school result 36% to 52% in total math and 36% to 52% in reading.
- HLAT results show 31% of students writing at or above grade level. Individually, 89 students showed a year's growth and 5 showed 2 years of growth.
- The past two years has shown an increase in student reading achievement (at or above grade level).

Goal #2, To advance the Division's Anti- Racism and Equity plan and enhance the educational experiences of First Nations, Metis and Inuit students in relationship with families and communities

By June 2023, John Barnett, alongside students, staff, families and communities will show commitment to working intentionally toward Anti-racism, Equity and Reconciliation through continuous action, learning and improvement.

- Have high expectations for students and teachers, providing positive and effective learning environments.
- All staff will attend professional learning with a focus on Anti-racism, Equity and Reconciliation.
- Catchment-wide professional learning, communities of practice and collaboration on Diversity, Anti-Racism and Equity.
- Engage and encourage students in leadership opportunities.
- Support all stakeholders on our anti-racism and reconciliation journeys with support of our John Barnett's Diversity and 7 Teachings committees.
- Kids to boast about; shared in daily announcements and on John Barnett boast board.

Measured by formal and informal conversations, feedback from families and students as well as input on the Division Feedback survey, Resilience survey and Alberta Education Assurance Measure.

**Results Achieved:**

Throughout the year, students, families and staff worked together to create positive and effective learning environments. We engaged our students in positive social interactions and relationship building skills with school initiatives, division consultants and direct teaching. We worked alongside community members; Indigenous drummers and dancers, Imams from the Al Rashid mosque and partnered with the Family Centre and Edmonton Immigrant Services Association. All staff participated in division, catchment and school based professional learning on Diversity, Anti-Racism and Equity. A decrease to 76% in Safe and Caring schools as indicated by Alberta Education Assurance Measure. 93% of parents felt their child was safe and cared for at school, while 70 -75% of students felt they were treated well and/or were safe at school (with a high percentage of don't know answers.)

Goal #3, Supporting students and staff in experiencing a greater sense of belonging and social, emotional and physical well-being.

By June 2023, John Barnett will support the well being of all staff, students; kindergarten to grade 6 in collaboration with our families and community partnerships.

## Results and Implications

- Continuation of our E4C breakfast/snack program and Go Auto lunch program.
- Catchment collaborations with M. E. Lazerte leadership students (Terry Fox, Read in Week, division wide events, leadership goals)
- Engaging all families as partners in student success; school council, as school volunteers, fieldtrips.
- In-person and online parent information evenings, (Meet the Teacher, parent conferences, literacy and numeracy nights) with weekly support from Edmonton Immigrant Services, Settlement Practitioner and Intercultural consultants.

Measured by an increase in overall engagement, resilience and wellbeing as per Dr. Unger's Resilience work. As well as increase of 5% in Parent Engagement, as indicated by Alberta Education Assurance Measure and formal and informal conversations with students, parents and staff.

### Results Achieved:

Family literacy and numeracy nights occurred throughout the year with over 100 students & their families in attendance. Parent conferences were available to families in a style/format that best suited them (online, phone call or in person) 85% of our families attended school conferences with 2 classes having 100% attendance. Our School Council saw an increase in membership from 2 consistent members to a committed grouping of 4-5 parents in regular attendance. Parental Engagement (Alberta Education Assurance Measure) saw a decline in percentage from 83 to 71.3. Although 80% of parents were satisfied or very satisfied with the opportunity to be involved in decisions about their child's education and 90% were satisfied or very satisfied that their input was considered. Partnerships with E4C provided students with breakfast each morning and snacks throughout the day. Students also benefited from a weekly Go Auto Lunch delivery.

### What were the biggest challenges encountered in 2022-2023?

- Ongoing challenge in meeting the diversity of needs in our classrooms. All classrooms have a large number of English Language Learners, refugee students and several with students requiring daily supports with routines and transitions.
- Students and families experiencing anxiety and mental health concerns; impacting attendance and focus at school.
- Socially vulnerable community with high transiency rate, new students each month.
- Inability to fill absences of educational assistants and teaching staff, impacting student support.
- Ongoing conversations to support understanding among the diverse family community of John Barnett to ensure a welcoming, caring, safe school environment for all students and staff.

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

- Completing year 2 and moving into year 3 (2023-2024) involvement in the Equity Achievement project has started to show consistent growth in student literacy and numeracy achievement. Students are building confidence and are seeing themselves as readers and writers.
- Building student connections and strengthening community engagement through participation in Schools That Listen and creation of student leadership teams.
- Dedicated time and catchment collaboration for professional learning and sharing of resources to successfully implement the new curriculum.
- Professional learning for staff on anti-racism, equity and reconciliation.
- Developing and maintaining open communication with families in the area of resiliency and positive mental health.
- Tailored educational practices and interventions to meet the needs of all students.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7214 John Barnett School

Assurance Domain	Measure	John Barnett 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	85.2	87.9	87.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	66.5	77.9	74.8	80.3	81.4	82.3	Low	Declined	Issue
	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	53.7	69.7*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.3	9.1*	n/a	16.0	17.7	n/a	Very Low	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	87.6	93.9	94.4	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.0	85.9	85.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	76.6	80.4	80.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	71.3	83.0	85.7	79.1	78.8	80.3	Low	Declined	Issue

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, Students, grades 2-6, who have been at John Barnett for at least one full year will demonstrate growth in reading.

Achievement of this goal will be supported by:

- Year 3 involvement in the Equity Achievement Project, staff engagement in evidence-based literacy professional learning to build knowledge and student confidence as readers and writers.
- Monitoring all students for growth and the provision of targeted literacy support. An increase in the percentage of students achieving at or above grade level on the spring CAT4.
- Increased time for all teachers to collaborate around the reading progress of our students.

**What data will you use to track continuous improvement?**

Student growth in reading will be measured by CAT4, LeNS/CC3, Fountas and Pinnell, teacher observation, product, conversation and student baseline data.

**Division Priority 1**

By June 2024, students and staff at our school will demonstrate growth in their sense of belonging and connection to school.

Achievement of this goal will be supported by:

- Participation in Schools that Listen, supporting meaningful relationship building between staff, students, families and our community to support increased sense of belonging for all students.
- Formation of student leadership team designed to promote service learning for all grades.
- Intentional staff collaboration time with focus on student engagement; teacher observations and data will be foundational to support these conversations. (7 teachings, family nights and parent conferences).

**What data will you use to track continuous improvement?**

Student connectedness measured through student voice, parent conferences, involvement in extracurricular activities and teacher/student conversations. As well as 2024 Division Feedback Survey results, Alberta Education Assurance Survey and Youth Resilience Survey.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,041,074		2,017,674
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,041,074</b>		<b>2,017,674</b>
Classroom	11.000000	1,184,404	11.524000	1,240,825
Leadership	1.000000	137,804	1.000000	137,804
Teacher Supply	.000000	35,000	.000000	35,000
<b>TOTAL TEACHER</b>	<b>12.000000</b>	<b>1,357,208</b>	<b>12.524000</b>	<b>1,413,629</b>
<b>(% of Budget)</b>		<b>66.49%</b>		<b>70.06%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	22,000	.000000	19,000
Support	7.000000	429,596	6.700000	411,720
Support (Supply/OT)	.000000	17,000	.000000	6,000
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	5,000	.000000	2,000
<b>TOTAL NON-TEACHER</b>	<b>8.500000</b>	<b>579,218</b>	<b>8.200000</b>	<b>544,342</b>
<b>(% of Budget)</b>		<b>28.38%</b>		<b>26.98%</b>
<b>TOTAL STAFF</b>	<b>20.500000</b>	<b>1,936,426</b>	<b>20.724000</b>	<b>1,957,971</b>
<b>(% of Budget)</b>		<b>94.87%</b>		<b>97.04%</b>
SUPPLIES, EQUIPMENT AND SERVICES		49,655		25,415
INTERNAL SERVICES		54,493		33,988
OTHER INTEREST AND CHARGES		500		300
<b>TOTAL SES</b>		<b>104,648</b>		<b>59,703</b>
<b>(% of Budget)</b>		<b>5.13%</b>		<b>2.96%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,041,074</b>		<b>2,017,674</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0