

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	245.000	Custodial	1.515000	Salaries	\$1,947,520	96.28%
Weighted	269.620	Exempt	0.000000	Supplies, Equip., Services	\$75,211	03.72%
Regular	265	Support	6.657600			
		Teacher	<u>11.756000</u>			
Year Opened	1977	<b>Total</b>	<b>19.928600</b>	<b>Total</b>	<b>\$2,022,731</b>	<b>100.00%</b>

### School Philosophy

Our mission at Rideau Park School is to provide diverse and rich learning experiences, opportunities for leadership and a warm welcoming culture. We empower each child to become a responsible learner, confident leader and compassionate citizen. Since the opening of our school in 1977, twin traditions of excellence and celebration of culture have been established by the outstanding staff, students, and parents. We benefit greatly from a supportive and active parent community forming strong bonds between home and school. We know these strong relationships enable students to reach their true potential as leaders in our community. By setting high expectations for our entire school community we support each other through rigorous learning opportunities both for students and staff. Together, we strive to create ideal conditions for students to learn skills in literacy, numeracy and citizenship. We accomplish this goal by focusing on our vision *Rideau Park: a place where minds and hearts grow every day.*

### Community Profile

Rideau Park School is located in southwest Edmonton. Since 1977, it has served families from the Rideau Park neighborhood and students enrolled in the German Bilingual Program and Regular English Program. The school has a history of engaged parent and community involvement and an active School Council, with financial support from the Friends of Rideau Park Society, and additional financial support from the Association for English German Bilingual Education of Edmonton (AEGBEE). In our building, we partner with Discovery Out of School Care. A vital community partnership Rideau Park School has is with Die Kleine Kinderschule (DKK) a wonderful organization whose preschool feeds into our German Bilingual Program. Over the years, our school has become a far more diverse community and an inclusive learning environment. Twenty-five percent of our students are English Language Learners.

### Programs and Organization

Rideau Park offers programming from kindergarten to grade six. We serve 245 students, with approximately 60% of the student population enrolled in the German Bilingual Program. Beginning in grade 4, English program students learn French as a second language. Students with special needs are included with their peers in the English or German Bilingual classroom settings.

### School Community Relationships

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

AEGBEE, Alberta Health Services, Die Kleine Kinderschule, Edmonton Public Library (EPL)

### 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 Rideau Park students will experience outstanding learning opportunities and this will result in measurable growth of their literacy and numeracy skills and knowledge.** This growth will be measured by the results of the following standardized tests: HLAT's, PAT's, CAT4, and Fountas & Pinnell Benchmark Assessment System (BAS). Across all grades (4-6) we will strive to **meet or exceed the Division average** in each of the **CAT4** subtests. We will also strive to **meet or exceed the Division and Provincial averages on all PAT exams**. Through literacy strategies and intervention we will: continue to target improvement in our **HLAT's improving by 10%** and improve our overall **reading level (BAS) to exceed 73%**. We will actively monitor our students who self-identify as First Nations, Metis or Inuit to track academic progress, attendance and well-being and provide support. Further to this, we will see an improvement in the **overall Education Quality** reported in the AEA survey; **improving by 2%** from the current result from 2022-2023 (91%). We will also strive to receive positive anecdotal feedback from students, parents and staff about OWL groups initiative providing community building, student support and additional learning opportunities for students. We will see an **improvement in the overall satisfaction** with the **opportunity for students to receive a broad program of studies** including fine arts, career and technology, and health and physical education (90.4% currently).

#### Results Achieved:

Last year the overall results demonstrated that our students continue to show steady and measurable growth in literacy and numeracy. Although we still have room for improving student writing, our HLAT results improved by: 1.1% and remained above the Division scores (64.1%). Our BAS reading scores continue to be steady and increased by 1.2%. Our CAT4 results in grades 4-6 met or exceeded the Division in all categories except for grade 5 Mathematics where we saw a decrease of 10%.

Although the Province did not have Grade 6 PAT exams for ELA or MAT in May/June, our students scored higher than the Province for both SCI and SST exams in June 2024. Overall our 3 year average for our PAT results (not including 2024) are mostly very high. For acceptable standard and standard of excellence, very high for both categories in ELA and SST. For Standard of Excellence, very high for MAT and SCI but very low for both of these subjects in the acceptable standard category.

The overall quality of education measured from the Alberta Education Assurance remained very high as we saw nearly a 1% improvement. However, we report the same result this year of students, staff and parents who reported their overall satisfaction with the opportunity for students to receive a broad program of studies.

With our goal of building community, student support and additional learning opportunities for students, we integrated OWL groups in the 2023-2024 school year. Themed activities for cross grade and cross program groups of students was one of our greatest successes from last school year and will provide strong momentum for us as we begin the 2024-2025 school year.

- **Reading level BAS: 74.7%** (22-23 was 73.5%) and the **HLAT: 67.9%** (22-23 was 66.8%)
- **CAT4: reporting the percentage of students at Stanine 4 and Above (bolded percentages = meet or exceed Division norm)**
- **Grade 4 (Level 14)**
  - **Reading: 72.3%** (48.5% in 22-23) (EPSB 68.3%)
  - **Mathematics: 89.1%** (93.9% in 22-23) (EPSB 86.2%)
  - **Computation & Estimation: 82.6%** (78.8% in 22-23) (EPSB 80.7%)
- **Grade 5 (Level 15)**
  - **Reading: 84.4%** ( 96.3% in 22-23) (EPSB 79.1%)
  - **Mathematics: 75.0%** (85.2% in 22-23) (EPSB 79.0%)
  - **Computation & Estimation: 83.3%** (92.6% in 22-23) (EPSB 82.0%)
- **Grade 6 (Level 16)**
  - **Reading: 90%** (92.1% in 22-23) (EPSB 81.2%)
  - **Mathematics: 93.1%** (86.8% in 22-23) (EPSB 84.9%)
  - **Computation & Estimation: 96.7%** (84.2% in 22-23) (EPSB 83.7%)
- **PAT Results: reporting the percentage of students that achieved either the acceptable standard or standard of excellence (bolded percentages = exceeded the Division and Province)**

- **English Language Arts: N/A** May/June 2024 (94.9%)
- **Mathematics: N/A** May/June 2024 (71.8%)
- **Science: 77.4%** (81.6%) Prov: 68.8%
- **Social Studies: 90.3%** (87.2%) Prov: 68.7%
- **Alberta Education Assurance Survey:**
  - **Overall Education Quality: 91.9%** (improved by 1%, not our goal of 2%, last year was 91.0%)
  - **Opportunity for students to receive a broad program of studies** including fine arts, career and technology, and health and physical education: **90%** (Stayed the same 90.4% last year)
- **EPSB Survey (students):**
  - At school I have the opportunity to be successful in my learning: 87% (22-23 was 81%)
  - I think I am getting better at Math this year: 86% (22-23 was 78%)
  - I think I am getting better at Reading this year: 83% (22-23 was 89%)
  - I think I am getting better with Writing this year: 88% (22-23 was 83%)
- **Anecdotal feedback for OWL groups initiative providing community building, student support and additional learning opportunities for students:**
  - Parents reported that cross grade groupings helped reduce and increased connections with older students at recess.
  - Students were enthusiastic to meet new friends as they engaged in themed monthly assemblies and activities.

**By June 2024, we will see an increase in the number of students indicating they feel safe at school. Through ongoing professional development, at the school and catchment level, we will continue to see an increase in staff capacity to action anti-racism and reconciliation. This increased capacity in anti-racism, equity, inclusion, and reconciliation practices** as measured by the **safe & caring and citizenship** pillars in the Alberta Education Assurance (AEA) Survey and the EPSB Division survey. Our success will be measured by tracking these **AEA survey** indicators for improvement: we will see an increase in **overall satisfaction in staff professional development** (75.9%), **school** and schools in our jurisdiction have **improved or stayed the same** in the last three years (68.1%), and **learning environments** are welcoming, caring, respectful and safe (87.7%). In our **EPSB Division Survey**, we will see an increase in the percentage of students indicating **I feel safe in my school** community (80%), **I see my identity/culture** reflected in the materials used in class (53%), and my school is a place where all **students feel like they belong** (64%).

#### Results Achieved:

We were able to achieve our goal of improving each of the following areas:

- Continued increased with the overall satisfaction of staff professional development (16% increase over the last 2 years)
- Schools and schools in our jurisdiction have improved or stayed the same in the last three years
- Learning environments are welcoming, caring, respectful and safe
- Students indicating they feel safe at school
- My school is a place where all students feel like they belong

Engaging with the other schools in the Harry Ainlay Catchment to participate in Schools That Listen professional learning gave our staff an opportunity to listen, reflect, discuss and learn together. This work inspired immediate ideas that were integrated into the classroom by lead teachers and then shared with all staff at various points in the year. We saw a 2% increase in students feeling safe at school and a 12% increase in students reporting a feeling of belonging in school. Surprisingly, we saw a decrease in students reporting they see their identity/culture reflected in the materials used in class.

- **Alberta Education Assurance Survey (AEA): Top 2 Box%**
  - Safe and caring and citizenship pillars: overall: **89.7%** (90% in 22-23) Parents: 95.7% (93% in 22-23) | Students: 77.8% (78.6% in 22-23) | Staff: 95.5% (98.2% in 22-23)
  - Increase on overall satisfaction in staff professional development: **85.2%** (75.9% in 22-23)
  - School and schools in our jurisdiction have improved or stayed the same in the last three years **77.5%** (68.1% in 22-23)
  - Learning environments are welcoming, caring, respectful and safe: **89.0%** (87.7% in 22-23)
- **EPSB Division Survey (students): Top 2 box%**
  - My school is a place where all students feel like they belong: 76% (64%) (agree/strongly agree) | 5% (20%) (disagree/strongly disagree) | 18% (17%) (don't know/unsure)
  - I feel like I can be myself at school: 74% (67%)
  - Many diverse cultures are represented in the books and materials at my school: 67% (75%)
  - I see my identity/culture reflected in the materials used in class: 51% (53%)
  - My school takes action that support truth and reconciliation: 75% (69%)

- I am aware of the work my school is doing to support anti-racism and belonging in schools: 80% (83.3%)
- I feel safe at school: 82% | 10% (disagree/strongly disagree) (80%)
- **EPSB Division Survey (staff):** Top 2 box%
  - Many diverse cultures are represented in the books and materials at my school 100% (89%)
  - Aware of the work EPSB is doing to support anti-racism and equity in schools 100% (89%)
  - Feel safe at their workplace 92.9% (100%)
  - Feel their workplace is respectful 100% (100%)
  - Feel a sense of belonging at their workplace 100% (100%)
- **EPSB Division Survey (families):** Top 2 box%
  - My child feels they belong at school: 92.3% (93%)
  - I feel welcome in my child's school community: 92.3% (100%)
  - Many diverse cultures are represented in the events, activities and environment of my child's school: 92.3% (93%)
  - I feel my child is safe at school: 96.2% (100%)
  - I feel the staff in my child's school care about my child: 96.2% (100%)

**What were the biggest challenges encountered in 2023-2024?**

- Implementation of new curriculum creates additional pressure on teaching staff with high expectations of themselves.
- Finding new resources to support the new curriculum.
- Implementation of OWL groups and Recess Rangers as new school wide initiatives replacing historic, to the school community, character education programs.

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

- Our HLAT results only improved by 1%, this continues to be an area of improvement. One opportunity we could actualize is collaboration within our catchment to calibrate our HLAT marking.
- Another opportunity is to collaborate within the *Responsive Schools Network* and build capacity of our students and staff to increase student belonging and safety.
- OWL groups this year will be grounded with R2 skills. Specific lesson plans each month for cross grade groupings could transform these community building activities into meaningful learning opportunities for individual growth.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7232 Rideau Park School

Assurance Domain	Measure	Rideau Park 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	86.5	82.1	81.6	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	84.0	83.9	83.1	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	90.3	85.0	85.0	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	41.9	37.5	37.5	19.8	18.0	18.0	Very High	Maintained	Excellent
	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	91.9	91.0	91.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.0	87.7	85.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	70.7	71.9	74.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.3	83.8	83.0	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 Rideau Park students will experience outstanding learning opportunities and this will result in measurable growth of their literacy skills.** This growth will be measured by the results of the following standardized assessments: HLAT's, PAT's, CAT4, and Fountas & Pinnell Benchmark assessment System (BAS). In the 2022-2023 school year we saw our HLAT scores decrease by 12%. In 2023-2024 there was a 1% improvement. This year we aim to **improve** the percentage of students who are **at or above** grade level by **5%**. Additionally, we will strive to **meet or exceed** the Division average for each of the **CAT 4** subtests across grades 4-6. We will also strive to **meet or exceed** the **Division and Provincial averages** on both Part A and Part B of the English Language Arts **PAT**. Further to this, we will see an **improvement** in the overall **Education Quality** reported in the AEA survey; **improving by 2%** from the current result from 2023-2024 (91.9%). We will see an **improvement** in the overall satisfaction with the opportunity for students to receive a **broad program of studies** including fine arts, career and technology, and health and physical education (90.0% currently).

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

This growth will be measured by the results of the following standardized tests: HLAT's, PAT's, CAT4, Fountas & Pinnell Benchmark Assessment System (BAS). We will also use the results of the Alberta Education Assurance Survey and EPSB Division survey addressing priority 1.

#### Division Priority 2

**By June 2025, we will see an increase in the number of students indicating they feel safe at school. Through ongoing professional development, at the school and catchment level, we will continue to see an increase in staff capacity to action anti-racism and reconciliation.** This increased capacity in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Alberta Education Assurance (AEA) Survey and the EPSB Division survey. Our success will be measured by tracking these AEA survey indicators for improvement: we will see an increase in **overall satisfaction** in **staff professional development** (85.2%), **school and schools in our jurisdiction** have improved or stayed the same in the last three years (77.5%), and learning environments are **welcoming, caring, respectful and safe** (89.0%). In our EPSB Division Survey, we will see an increase in the percentage of students indicating **I feel safe in my school** community (82%), I see my **identity/culture** reflected in the **materials** used in class (51%), and my school is a place where **all students feel like they belong** (76%).

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

This will be measured by the safe & caring and citizenship pillars in the Alberta Education Assurance (AEA) Survey and the student, staff and family responses for the EPSB Division Survey addressing priority 2.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,928,397		2,022,731
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,928,397</b>		<b>2,022,731</b>
Classroom	10.643000	1,150,221	10.756000	1,162,434
Leadership	1.000000	138,472	1.000000	138,472
Teacher Supply	.000000	50,000	.000000	60,600
<b>TOTAL TEACHER</b>	<b>11.643000</b>	<b>1,338,693</b>	<b>11.756000</b>	<b>1,361,506</b>
<b>(% of Budget)</b>		<b>69.42%</b>		<b>67.31%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	35,100	.000000	35,100
Support	5.986000	368,128	6.657600	407,643
Support (Supply/OT)	.000000	11,000	.000000	23,000
Custodial	1.625000	113,589	1.515000	108,271
Custodial (Supply/OT)	.000000	5,000	.000000	12,000
<b>TOTAL NON-TEACHER</b>	<b>7.611000</b>	<b>532,817</b>	<b>8.172600</b>	<b>586,014</b>
<b>(% of Budget)</b>		<b>27.63%</b>		<b>28.97%</b>
<b>TOTAL STAFF</b>	<b>19.254000</b>	<b>1,871,510</b>	<b>19.928599</b>	<b>1,947,520</b>
<b>(% of Budget)</b>		<b>97.05%</b>		<b>96.28%</b>
SUPPLIES, EQUIPMENT AND SERVICES		26,017		39,401
INTERNAL SERVICES		30,170		35,110
OTHER INTEREST AND CHARGES		700		700
<b>TOTAL SES</b>		<b>56,887</b>		<b>75,211</b>
<b>(% of Budget)</b>		<b>2.95%</b>		<b>3.72%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,928,397</b>		<b>2,022,731</b>