

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	152.000	Custodial	1.500000	Salaries	\$1,860,057	95.17%
Weighted	239.730	Exempt	0.000000	Supplies, Equip., Services	\$94,499	04.83%
Regular	164	Support	7.850000			
		Teacher	<u>10.620000</u>			
Year Opened	1977	<b>Total</b>		<b>19.970000</b>	<b>Total \$1,954,556</b>	100.00%

### School Philosophy

At Satoo School, we believe:

- in fostering an environment where we build relationships and provide a welcoming, supportive school environment
- in promoting the development of strong citizens using our STARS Acronym (Strength, Trust, Attitude, Respect, Success)
- in the importance of a shared commitment between students, parents, and staff in fostering the growth and success of every student

Satoo Vision:

Developing leaders to academically, socially and emotionally reach their full potential.

Satoo Motto:

Satoo STARS welcome, learn and grow together.

### Community Profile

Satoo is one of three neighbourhoods in the Mill Woods community of Knottwood. The Satoo neighbourhood consists almost exclusively of single family dwellings. Parents and guardians value the family atmosphere, quality education, and collaboration related to teaching and learning. We have a dedicated School Council and Satoo Parent Involvement Group (SPIG) that contribute yearly to enhance learning and school experiences.

### Programs and Organization

Satoo School offers inclusive programming for students in Kindergarten through Grade 6 and we also provide a Connections program for both Division One and Two. Students are organized into a variety of learning groups with both combined and straight grade classes. French as a Second Language is offered in grades 4, 5, and 6. Our safe and caring environment is enriched by integrating leadership, character development and emotional regulation strategies through our Satoo STARS Acronym (Strength, Trust, Attitude, Respect, Success).

### School Community Relationships

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

Knottwood Community League

### 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).

Satoo School staff are committed to building on outstanding learning opportunities for all students with a strong focus on literacy and numeracy. By June 2023, Satoo students will demonstrate measurable growth and achievement in the areas of literacy and numeracy. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. Student growth will be measured by Division HLAT Writing (grades 1-6), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-6), Fountas and Pinnell reading levels, CAT-5 (grades 4-6) and PATs (grade 6), our Numeracy Common Assessment Tool (NCAT- grades 1-6) and teacher triangulated professional judgment.

#### Results Achieved:

- Continued our collaboration within our school and the J. Percy Page catchment to provide professional development for staff such HLAT Assessment, Power of 10, and Box Cars and One Eyed Jacks
- Staff collaborated on Action Teams and implemented best practices for literacy and numeracy such as math word walls, math games, authentic writing projects, guided reading and use of technology
- Innovative planning, scheduling and use of staff resources occurred to provide tier one universal strategies in classroom reading intervention, and English as an additional language support for students
- 59% of students showed a year or more than a year's growth in their reading
- 59% of students are reading at or above grade level
- 53% of students scored at or above grade level on the HLAT
- Grades 4 - 6 CAT4 reading data showed an increase of 3%
- Grades 4 - 6 CAT4 data showed improvement in estimation and computation
- NCAT data indicated an increase of 33% in Number Sense and a 40% increase in Number Operations achieved by students
- Language Arts Grade 6 PATs - 87% achieved an acceptable standard
- Mathematics Grade 6 PATs - 91% achieved an acceptable standard

Satoo school staff are committed to providing an inclusive environment that honours diversity and celebrates all students. By June 2023 students and staff will engage in meaningful learning that supports our Division's priority to advance action towards anti-racism and reconciliation. Our goal is to increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.

#### Results Achieved:

- J.Percy Page Catchment Principals and staff engaged in professional learning on Anti Racism
- Satoo staff engaged in Restorative Practices professional learning
- Restorative circles practiced in classrooms and at staff meetings
- First Nations, Métis, and Inuit Lead Teacher shared information about upcoming professional learning sessions, resources and opportunities to build foundational knowledge monthly
- Weekly memo included links to First Nation, Métis, and Inuit resources and learning opportunities
- Division Feedback Survey Results - Students
  - 92% agree that their school takes action to support truth and reconciliation
  - 87% are aware of the work their school is doing to support anti-racism and a sense of belonging
  - 91% agree school is a place where all students feel like they belong
  - 87% feel they can be themselves at school
  - 85% agree that many diverse cultures are represented in the books and materials at my school
  - 94% agree that they have opportunities to be involved in activities that support their sense of belonging
- Division Feedback Survey Results - Families (9 responses)
  - 67% of families are aware and feel informed of the work their child's school is doing to support anti-racism, belonging and steps that support truth and reconciliation
  - 89% feel their child feels they belong at school

- **100% feel welcome in their child's school community**
- **67% felt many diverse cultures are represented in the events, activities and environment of their child's school**
- **Assurance Survey**
- **89% of students and families feel students are safe at school and learning about the importance of caring for others, are learning respect for others and are treated fairly in school**

Satoo School staff are committed to working with students, staff and families to promote student and staff wellbeing and mental health. By June 2023, Satoo students and staff will continue to build relationships and engage in school events that contribute to a greater sense of belonging and social, emotional and physical well being. We will maintain and/or increase our positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments and Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

#### **Results Achieved:**

- **Satoo staff engaged in Restorative Practices professional learning**
- **Restorative circles practiced in classrooms and at staff meetings**
- **Students had the opportunity to build their sense of belonging through school activities and events such as Terry Fox Run, Orange Shirt Day, Assemblies, Winter Concert, charitable work, Pink Shirt Day, Artist in Residence weeks, Hats on for Mental Health Day, Track and Field Day, Spirit Days and leadership opportunities**
- **lines painted on tarmac for game play outside**
- **announcements include Division's Multi-faith Calendar days, student acknowledgements and Satoo STARS school culture building**
- **flex room, exercise bikes and standing desks available to support regulation and fitness**
- **School Council community events (Halloween Dance, movie night, Strawberry Tea, fresh fruit Fridays)**
- **Division Feedback Survey Results - Students**
  - **92% agree the school helps them develop skills that support wellness**
  - **80% indicated they are doing well this year**
  - **95% indicated that staff know them as a person**
  - **81% feel safe at school**
  - **76% feel like they belong at school**
  - **92% feel they have at least one adult they can go to for help if they needed it**
  - **91% feel the adults at their school care about them**
- **Division Feedback Survey Results - Families (9 responses)**
  - **66% agree the school helps them develop skills that support wellness**
  - **89% feel their child is safe at school**
  - **78% feel connected to their child's school**
  - **76% feel their child has a positive relationship with one or more adults in their school**
  - **89% feel the staff at school care about their child**
- **Assurance Survey**
  - **89% of students feel students are safe at school and learning about the importance of caring for others, are learning respect for others and are treated fairly in school**
  - **89% of families feel students are safe at school and learning about the importance of caring for others, are learning respect for others and are treated fairly in school**

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

- **Transitioning from COVID restrictions and protocols to a more "back to regular routines" approach**
- **Supporting resilience and mental wellness of students, staff and families**
- **Increase in complex student needs, mental health and emotional dysregulation**
- **Change in curriculum**
- **Learning disruption continued to impact academics and emotional regulation**

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

- **Providing intentional and targeted interventions and support to students based on data**
- **Continue to engage in meaningful learning that is related to anti-racism, reconciliation, and mental health**
- **Participating in Schools that Listen**

- Continue Principal and staff connection and collaboration within our school, cohort, catchment and Division
- Resources purchased to support phonic development and numeracy

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7235 Satoo School

Assurance Domain	Measure	Satoo 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	82.0	89.5	89.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	76.5	91.1	85.1	80.3	81.4	82.3	Intermediate	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	69.6	69.4*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	4.3	19.4*	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	91.6	95.9	94.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	92.5	92.5	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.5	82.1	82.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	84.6	85.6	92.1	79.1	78.8	80.3	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 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, Satoo students will on average demonstrate one year's growth in reading.**

Achievement of this goal will be supported by:

- identifying and implementing tiered supports, strategies, and best practices with regular monitoring of data
- staff commitment to a specific promising practices in supporting success for Indigenous Students from the OECD report
- Division One Staff engaging in collaborative learning on Phonemic Awareness using the Heggerty or the Science of Reading Guided Phonics by Tara West resource
- innovative planning, scheduling and use of staff resources
- engaging in catchment and school collaborative work and professional learning

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

Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-6), Fountas and Pinnell reading levels, CAT-5 Reading (grades 4-6) and Reading PATs (grade 6)

**Division Priority 1**

**By June 2024, Satoo students and staff will engage in meaningful learning activities that support our division's priority to advance actions and understandings related to anti-racism, reconciliation, and mental health to increase sense of belonging.**

Achievement of this goal will be supported by:

- School and catchment-wide professional learning on Equity, Diversity and Inclusion
- Participating in Schools That Listen with other catchment schools to provide opportunities for student voice and the development of positive school culture
- Wellness Action Team will work to lead our community in activities and events that promote a sense of belonging and wellness in a welcoming, safe, caring, inclusive environment

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

Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, Division Feedback Survey measures specific to Actions that support Truth and Reconciliation, General Check-In, Safety and Well Being and Wellness Action Team's notes and reflections

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,904,354		1,954,556
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,904,354</b>		<b>1,954,556</b>
Classroom	9.150000	985,208	9.026000	971,857
Leadership	2.000000	260,543	1.594000	216,827
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	40,000	.000000	50,585
<b>TOTAL TEACHER</b>	<b>11.150000</b>	<b>1,285,751</b>	<b>10.620000</b>	<b>1,239,269</b>
<b>(% of Budget)</b>		<b>67.52%</b>		<b>63.4%</b>
Exempt (Hourly/OT)	.000000	21,841	.000000	21,841
Support	7.000000	423,675	7.850000	474,325
Support (Supply/OT)	.000000	10,500	.000000	10,000
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	4,900	.000000	9,000
<b>TOTAL NON-TEACHER</b>	<b>8.500000</b>	<b>566,538</b>	<b>9.350000</b>	<b>620,788</b>
<b>(% of Budget)</b>		<b>29.75%</b>		<b>31.76%</b>
<b>TOTAL STAFF</b>	<b>19.650000</b>	<b>1,852,289</b>	<b>19.970000</b>	<b>1,860,057</b>
<b>(% of Budget)</b>		<b>97.27%</b>		<b>95.17%</b>
SUPPLIES, EQUIPMENT AND SERVICES		28,525		54,889
INTERNAL SERVICES		23,241		39,310
OTHER INTEREST AND CHARGES		300		300
<b>TOTAL SES</b>		<b>52,066</b>		<b>94,499</b>
<b>(% of Budget)</b>		<b>2.73%</b>		<b>4.83%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,904,355</b>		<b>1,954,556</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0