

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	171.500	Custodial	1.500000	Salaries	\$1,849,507	95.83%
Weighted	262.145	Exempt	0.000000	Supplies, Equip., Services	\$80,500	04.17%
Regular	189	Support	7.850000			
		Teacher	<u>10.224000</u>			
Year Opened	1977	<b>Total 19.574000</b>			<b>Total \$1,930,007</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 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, 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

#### **Results Achieved:**

- Continued our collaboration within our school and the J. Percy Page catchment to provide professional development for staff
- The Literacy Action Team developed a school-wide plan to support implementing targeted, tiered interventions and supports through guided, small group instruction with regular monitoring of data
- Innovative planning, scheduling and use of staff resources to provide tier one universal strategies in classroom reading intervention, and English as an additional language support for students
- 61% of students are reading at or above grade level - 2% increase
- 68% of students showed a year or more than a year's growth in their reading - 5% increase
- 63% of students scored at or above grade level on the HLAT - 7% increase
- Grades 4 - 6 CAT4 reading data showed an increase of 11%

#### **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

#### **Results Achieved:**

- Satoo staff engaged in Restorative Practices professional learning with cohort Schools (Menisa, Ekota, Sakaw)
- Students had the opportunity to build their sense of belonging through school activities and events such as Terry Fox Run, neighbourhood walks, community clean up, Orange Shirt Day, Assemblies, Winter Concert, charitable work, Pink Shirt Day, Artist in Residence weeks, Hats on for Mental Health, Track and Field, Spirit Days and various leadership opportunities
- Cross grade grouping activities related to themes
- Announcements included 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)
  - 82% feel like they can be themselves at school
  - 82% At my school, I have opportunities to be involved in activities that support my sense of belonging
  - 87% I am aware of the work my school is doing to support anti-racism and belonging in schools
  - 89% My school takes actions that support truth and reconciliation
- Division Feedback Survey Results - (9 family responses)
  - 100% feel welcome in my child's school community
  - 89% My child's school is a place where all students feel like they belong

- Assurance Survey
  - 80% students and 89% of parents agree that their learning environments are welcoming, caring, respectful and safe

- What were the biggest challenges encountered in 2023-2024?
  - Increase in complex student needs, mental health and emotional dysregulation
  - Supporting resilience and mental wellness of students, staff and families
  - New curriculum implementation of grades 4–6 English Language Arts and Literature and Mathematics; and K–3 Science
  - Educational Assistant staff shortages made for many challenges around student support and consistency

- What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?
  - 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
  - Continue Principal and staff connection and collaboration within our school, cohort, and catchment
  - Resources and professional learning provided to support phonemic awareness and numeracy

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	81.3	82.0	85.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.6	76.5	83.8	79.4	80.3	80.9	High	Maintained	Good
	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	61.8	69.6	69.6	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	8.8	4.3	4.3	19.8	18.0	18.0	Low	Maintained	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	83.8	91.6	93.7	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	84.9	88.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.4	82.5	82.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	71.1	84.6	85.1	79.5	79.1	78.9	Low	Maintained	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 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, Satoo students will demonstrate one year's growth in reading. Achievement of this goal will be supported by:**

- Staff engaging in professional learning on Phonemic Awareness using Heggerty resources
- Identifying and implementing universal strategies as well as targeted, tiered interventions and supports through guided, small group instruction with regular monitoring of data
- Staff commitment to specific OECD Promising Practices and Competency Five indicators of the TQS and LQS in supporting success for First Nations, Métis and Inuit students
- 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?**

Reading Level Achievement (grades 1-6), Fountas and Pinnell reading levels, CAT-4 Reading (grades 4-6) and Reading PATs (grade 6)

**Division Priority 3**

**By June 2025, 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 a sense of belonging. Achievement of this goal will be supported by:**

- School and Catchment-wide professional learning
- The development of a school-wide Citizenship Action Team plan that will lead our community in activities and events that promote a sense of belonging and wellness in a welcoming, safe, caring, inclusive environment
- Enriching our safe and caring environment by integrating leadership, character development and emotional regulation strategies through our Satoo STARS acronym: Strength, Trust, Attitude, Respect, Success

**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

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,790,738		1,930,007
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,790,738</b>		<b>1,930,007</b>
Classroom	8.000000	864,584	8.524000	921,215
Leadership	1.700000	229,322	1.700000	229,322
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	55,585	.000000	50,138
<b>TOTAL TEACHER</b>	<b>9.700000</b>	<b>1,149,491</b>	<b>10.224000</b>	<b>1,200,675</b>
<b>(% of Budget)</b>		<b>64.19%</b>		<b>62.21%</b>
Exempt (Hourly/OT)	.000000	21,841	.000000	21,841
Support	7.000000	431,145	7.850000	482,732
Support (Supply/OT)	.000000	15,000	.000000	22,000
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	9,000	.000000	15,250
<b>TOTAL NON-TEACHER</b>	<b>8.500000</b>	<b>583,995</b>	<b>9.350000</b>	<b>648,832</b>
<b>(% of Budget)</b>		<b>32.61%</b>		<b>33.62%</b>
<b>TOTAL STAFF</b>	<b>18.200000</b>	<b>1,733,486</b>	<b>19.574000</b>	<b>1,849,507</b>
<b>(% of Budget)</b>		<b>96.8%</b>		<b>95.83%</b>
SUPPLIES, EQUIPMENT AND SERVICES		31,752		49,450
INTERNAL SERVICES		25,200		31,050
OTHER INTEREST AND CHARGES		300		0
<b>TOTAL SES</b>		<b>57,252</b>		<b>80,500</b>
<b>(% of Budget)</b>		<b>3.2%</b>		<b>4.17%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,790,738</b>		<b>1,930,007</b>