



Enrolment		Staff FTE		Budget		
Normalized	338.000	Custodial	1.938000	Salaries	\$3,038,959	95.84%
Weighted	449.012	Exempt	0.000000	Supplies, Equip., Services	\$132,003	04.16%
Regular	363	Support	14.500000			
		Teacher	17.472000			
Year Opened	1977	Total		33.910000	Total	\$3,170,962 100.00%

School Philosophy

At Steinhauer School, we believe that all students can thrive and be successful in an environment that is kind, respectful and safe. Our goal is to ensure all students feel a sense of belonging while developing empathy and compassion for others. Together, we nurture safe and trusting relationships that support risk-taking, honour diversity, and develop leadership.

At Steinhauer School, all students follow the RRSPs: Respect, Responsibility, Safety and Pride.

Community Profile

We are a Kindergarten to Grade 6 school serving the Steinhauer, Ermineskin, Paisley, Graydon Hill and Hays Ridge neighbourhoods in south Edmonton. We offer the following programs: Regular, Literacy and Division I & II Connections. Each year, attendance can vary from grade to grade. We rely on families to make their school choice during the pre-enrolment selection process. All families living within the attendance area who have met the pre enrolment deadline or who are new to the area will be accommodated at Steinhauer School. Families living outside the attendance area are encouraged to contact the office for more information.

Programs and Organization

We are a Kindergarten to Grade 6 school serving the Steinhauer, Ermineskin, Paisley, Graydon Hill and Hays Ridge neighbourhoods in south Edmonton. We offer the following programs: Regular, Literacy and Division I & II Connections.

Steinhauer School is a designated division site for the Connections Program for Grades 1 to 6 students who meet eligibility requirements.

Steinhauer School is a designated Literacy Program site for students in grades 4 to 6 who meet eligibility requirements.

We provide a supportive learning environment that fosters growth for all learners as they prepare to meet present and future challenges. We foster a positive learning environment where students are encouraged to take risks. We have a strong focus on literacy, numeracy and student leadership.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters St. Joe's Auxiliary Hospital

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).

By June 2023, 80% of students in grades one through six will show one year's growth in reading, writing and mathematics. Our progression towards this goal will be triangulated through teacher and school assessments, large-scale division/provincial examinations, and the Alberta Education Assurance survey.

Results Achieved: In response to Division Priority one: Build on outstanding learning opportunities for all students, we set a goal of having 80% of our students making one year's growth in reading, writing and mathematics. 67% of students made one year's growth in their reading levels, based on guided reading level progression. Our goal of making one year's growth in reading was not achieved and this has given us an area for improvement. In the area of writing, we achieved our goal with 82% of students demonstrating one or more year's growth in their writing as measured by the Division HLAT results. 78% of students demonstrated one year's growth in mathematics based on grades 2-5 students writing the Math Intervention Programming Instrument. In analyzing the Canadian Abilities Test (CAT 4), in the fall for Total Math, there were 73% of students at a Stanine 4 and above. In the spring, for this same outcome, there were 81% of our students at a Stanine 4 and above which shows a growth of 8%.

Steinhauer School is committed to advancing actions towards anti-racism and reconciliation. The staff will work on developing our collective and individual skills in the areas of anti-racism, as well as enhancing our foundational knowledge in the area of Indigenous history, cultures and protocols.

By June 2023, 100% of our staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and our HAC Year End Survey. The work we are doing in this area will be in conjunction with all staff from the Harry Ainlay Catchment.

Results Achieved: Division Priority 2: Advance actions towards anti-racism and reconciliation was a goal for Steinhauer School. The Assurance Survey from Alberta Education rated our Citizenship as very high achievement with an overall score of excellent. This rating has been maintained for the past three years with an average of 93.2% whereas the provincial three year average is 82.3%. In the area of Welcoming, Caring, Respectful and Safe Learning Environments, there was a score of 94.4% and the provincial measurement was 84.7%. The Division Feedback Survey provided feedback regarding our effectiveness in advancing towards anti-racism and reconciliation. 75% of our students feel like school is a place where they belong and 72% feel like they can be themselves at school. 87% view diverse cultures being represented in the books and materials at my school; whereas only 72% of students see their identity/culture reflected in the materials used in class. 86% of students feel that their school takes actions to support truth and reconciliation. 89% of students are aware of the work their school is doing to support anti-racism and belonging in their school. 87% of students believe they can be involved in activities that support their sense of belonging. 97% of students agree that they learn about the contributions of Indigenous peoples. 93% of students are learning about the Indigenous perspectives. 95% of students learn about treaties and agreements with First Nations and 93% of students state that they learn about residential schools and their legacy. When asked the question: To what extent have the following professional supports enhanced your confidence in supporting the Division's action toward anti-racism and equity, staff responded as follows with a large or moderate extent: 91% in Division-provided professional learning, 73% with Central unit supports or resources, 82% with Catchment level professional learning or initiatives, and 95% with School-level collaboration or resources.

What were the biggest challenges encountered in 2022-2023? Our students continue to show gaps in their learning due to the pandemic. Interventions have to be done by the classroom teacher as there are not additional resources to provide pull out intervention. Students struggling with age-appropriate social skills and limited problem-solving strategies have increased. We have seen an increase in the number of students with mental health issues and finding them appropriate support has been a challenge due to limited resources. There are more students needing a daily lunch provided through our parent council as families are dealing with food insecurities. There were several families who had chronic absenteeism despite efforts to engage the families. There were several staff on leaves of absence which provided some disruption to classroom learning and climate due to various supply teachers coming in.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024? We did not meet our goal of having 80% of our students show one year's growth in reading; therefore, this will be a major focus for the 2023-2024 school year. We will engage in professional learning of best literacy practices to close the

gap on our reading results. Another opportunity that we see is to develop resiliency and well-being in our students. We are working with Dr. Ungar to create a school-wide plan to develop a sense of belonging and expected behaviours in our students. Additionally, we will work on developing our students' communication skills which will hopefully improve their social skills.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7241 Steinhauer School

Assurance Domain	Measure	Steinhauer 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	87.4	91.3	91.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.6	92.4	93.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	53.7 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	10.9	16.7 *	n/a	16.0	17.7	n/a	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	93.9	96.3	97.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.4	94.5	94.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.1	77.8	77.8	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	88.5	77.9	84.3	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, 75% of students who have been at our school for at least one year, will demonstrate one year's reading growth. Achievement of this goal will be supported by:

- Teachers engaging in professional learning with a Division literacy consultant. The focus will be on strategies for intervention.
- Monitoring all students for growth and the provision of targeted literacy support by doing guided reading daily.
- A school-wide focus on explicit vocabulary instruction around reading conventions, as well as types of text.

What data will you use to track continuous improvement?

We will use our students' guided reading levels as assessed by their teachers, BAS (at, above or below grade level), provincial screening assessments, and Canadian Achievement Test (CAT 4) scores to identify conventions, text, and overall reading scores as our data to measure continuous improvement.

Division Priority 1

By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to school and our community. Achievement of this goal will be supported by:

- A lead team working with Dr. Ungar's Resiliency Project to create a school-wide plan to support building rugged qualities in students, as well as creating the conditions to promote resiliency at Steinhauer School.
- Maintaining school partnerships within our community i.e. St. Joseph's Auxiliary hospital, Shepherd's Care (Southside Manor), and Big Brothers and Big Sisters.
- School-wide participation in wellness Wednesdays which promotes physical wellness and emotional support through teaching strategies to enhance mental wellness.
- Taking community walks to create a sense of belonging including snow angel shovelling project and Christmas card delivery within the neighbourhood.

What data will you use to track continuous improvement?

We will use the results from the Youth Resiliency Survey (focus on student connectedness), 2024 Division Feedback Survey, and Alberta Education Assurance Survey to track our continuous improvement.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,930,032		3,170,962
Internal Revenue		0		0
REVENUE TOTAL		2,930,032		3,170,962
Classroom	16.014000	1,724,276	15.972000	1,719,754
Leadership	1.500000	211,530	1.500000	211,512
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	40,000	.000000	83,603
TOTAL TEACHER	17.514000	1,975,806	17.472000	2,014,869
(% of Budget)		67.43%		63.54%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	39,313	.000000	23,000
Support	11.400000	674,987	14.500000	859,708
Support (Supply/OT)	.000000	7,000	.000000	7,000
Custodial	1.938000	128,382	1.938000	128,382
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	13.337999	855,682	16.438000	1,024,090
(% of Budget)		29.2%		32.3%
TOTAL STAFF	30.851999	2,831,488	33.910000	3,038,959
(% of Budget)		96.64%		95.84%
SUPPLIES, EQUIPMENT AND SERVICES		47,250		82,149
INTERNAL SERVICES		51,294		49,854
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		98,544		132,003
(% of Budget)		3.36%		4.16%
TOTAL AMOUNT BUDGETED		2,930,032		3,170,962
Carry Forward Included		0		0
Carry Forward to Future		0		0