



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	417.500	Custodial	2.625000	Salaries	\$3,195,019	97.19%
Weighted	498.144	Exempt	0.000000	Supplies, Equip., Services	\$92,432	02.81%
Regular	446	Support	8.100000			
		Teacher	<u>22.156000</u>			
Year Opened	1980	<b>Total</b>	<b>32.881000</b>	<b>Total</b>	<b>\$3,287,451</b>	<b>100.00%</b>

**School Philosophy**

Baturyn School is a safe and inclusive community of diverse learners who are empowered to lead and achieve.

**Community Profile**

Baturyn School is located in north Castledowns. The community is made up of multi and single family dwellings. Students come from a variety of socioeconomic and cultural backgrounds. The school has an active School Council and Parent Association. The parent community supports school endeavours through fund raising and contributing volunteer hours. Kidco Out of School Care leases space in the school.

**Programs and Organization**

Baturyn School offers inclusive programming for Kindergarten to Grade 6 students. The school is designated as a Division special needs site for Division II students in the Strategies Programs. French as a Second Language is offered for all Division II students. The school focus is on success for all students in a positive and productive learning environment. Literacy and Numeracy skills include: reading, writing, communication, numeracy, digital literacy and problem solving. As a Leader in Me school, citizenship and leadership are emphasized.

Baturyn School works in professional partnership with the North Central Catchment Schools on focused staff professional development to enhance pathways for student success and successful transitions.

**School Community Relationships**

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

Boston Pizza Concordia University Edmonton Police Service Little Einsteins Daycare (Kidco Out of School Care University of Alberta

**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, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

**Results Achieved:****Math**

- NCCS: Math CAT-4 Fall to Spring Gains (All grades, Stanine 4+): Mathematics- Increase of 2.2%; Computation- Increase of 5.9%; Total Math - Increase of 4%
- NCCS: Gr 6 Math PAT results indicate 61.3% of students met the acceptable standard (a decrease from 2021/2022) and Gr 9 Math PAT results indicate 46.8% of students met the acceptable standard.
- NCCS: High School Math results indicate that 64.3% of Math 30-1 students met the acceptable standard while 34.1% of Math 30-2 students met the acceptable standard.
- **Baturyn**; Based on CAT 4 (stanine 4+ between Fall and Spring) indicate positive gains in Math (8.6%), Computation (7.5%), Total Math (8.6%).

**Reading:**

- NCCS: Reading CAT-4 Fall to Spring Gains (All grades, Stanine 4+): Increase of 1.8%
- NCCS: Reading Achievement Level: Measures in PS indicate that 52.5% of students are Reading at/above grade level (decrease of 1.5% at/above from 2021/22) and 47.5% of students are Reading below grade level.
- NCCS: Gr 6 L.A. Reading PAT results indicate 75.8% of students met the acceptable standard (a decrease from 2021/2022) and Gr 9 L.A. Reading PAT results indicate 60.9% of students met the acceptable standard (a decrease from 2021/2022).
- **Baturyn**; Based on CAT 4 (stanine 4+ between Fall and Spring) indicate positive gains in reading (10.8%) and the Reading Achievement Level indicates 60.6% of students are reading at or above grade level which is an increase of 1.2% compared to 2021-2022

**Writing:**

- NCCS: Spring HLAT Data indicates 44% of students are writing at/above grade level and 52% are writing below grade level. (decrease for those who were at/above grade level from 2021-22)
- NCCS: Gr 6 L.A. Writing PAT results indicate 76.9% of students met the acceptable standard or above (a decrease from 2021/2022) and Gr 9 L.A. Writing PAT results indicate 72.2% of students met the acceptable standard (a slight decrease from 2021/2022).
- NCCS: High School English results indicate that 43% of English 30-1 students met the Acceptable Standard (48.4% in reading, 35.5% in written response) and 67.7% of English 30-2 students met the Acceptable Standard (63% in reading, 73.2% in written response). Both indicate an increase from 2021/2022
- **Baturyn** HLAT results indicate 49.7% of students are at or above grade level which is a decrease of 1.2% compared to 2021-2022

**First Nations, Metis, Inuit Student Results (511 students):**

- NCCS: CAT-4 Reading in Fall showed 61.5% of students at stanine 4+ and in Spring showed 55.8%.
- NCCS: CAT-4 Math in Fall showed 60.9% and in Spring showed 63.6%.
- NCCS: In Reporting Reading, 53.8% of students are Reading at grade level and 46.2% of students are Reading below grade level. HLAT Data indicates 44% of students are writing at/above grade level and 52% are writing below grade level.
- **Baturyn First Nations, Metis, Inuit Student Results:**
- CAT 4 (19 students) stanine 4+ between Fall and Spring indicate positive gains in Reading (30.1%) and the Reading Achievement Level 38.5% of students are reading at or above grade level which is an increase of 3.2% compared to 2021-2022. CAT-4 total Math in Fall showed 68.4% and in Spring showed 68.7% stanine 4+. HLAT Data (39 students) indicates only 28.2% of students are writing at/above grade level.

**Division Feedback Survey Results:**

- NCCS DF Survey results for STUDENTS indicate that: 71% of students feel they are getting better at math, 78% feel they are getting better at writing, and 83% feel they are getting better at reading.
- NCCS DF Survey results for STAFF indicate that: 86% of staff feel they have access to resources to help them meet the diverse learning needs of all students, 90% of staff feel capable of supporting literacy, and 85% of staff feel capable of supporting numeracy.
- **Baturyn** DF Survey: STUDENTS indicate that 86% of students feel they are getting better at math, 78% feel they are getting better at writing, and 86% feel they are getting better at reading.
- **Baturyn** DF Survey: STAFF indicate that 89% of staff feel they have access to resources to help them meet the diverse learning needs of all students, 94% of staff feel capable of supporting literacy and 95% of staff feel capable of supporting numeracy.

By June 2023, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

#### Results Achieved:

NCCS DF Survey for STUDENT results indicate that: 75 % of students agree they have opportunities to be involved in activities that support their sense of belonging, and 72% of students feel that many diverse cultures are represented. NCCS DF Survey for STAFF results indicate that: 91% of staff feel their school takes steps to support a sense of belonging and inclusion and 86% of staff feel many diverse cultures are represented in books and materials at their school.

NCCS PL Day (February): Staff could choose from over 40 sessions throughout the day of learning, 15 of which focused on anti-racism, equity, well-being and positive support for staff and students. Principals engaged in robust monthly learning on Anti-Racism and Staff Wellness. Diversity and Mental Health consultants led learning sessions, and collaboration groups worked through Deep Diversity by Shakhil Choudhury. Every catchment school engaged all staff in conversations around Anti-Racism and Reconciliation, including Diversity consultant conversations and using the Diversity Toolkit resources.

**At Baturyn** based on the Division Feedback Survey STUDENT results indicate that: 90% of students agree they have opportunities to be involved in activities that support their sense of belonging, and 89% of students feel that many diverse cultures are represented. STAFF results indicate that: 100% of staff feel their school takes steps to support a sense of belonging and inclusion and 100% of staff feel many diverse cultures are represented in books and materials at their school.

At Baturyn, based on the multi-faith calendar we recognized our diverse community through daily announcements, classroom activities and monthly displays (National Day for Truth and Reconciliation, Diwali, Remembrance Day Hallway of Heroes with a First Nations Metis and Inuit contribution, Christmas, Hanukkah, Lunar New Year, Black History month, Holi, Ramadan, Easter, Eid-al-Fitr, United Nation's Peacekeepers Day/World Day for Cultural Diversity, National Indigenous Peoples Day and Pride). We had numerous student led clubs throughout the year such as: GSA, art, Ramadan games for students who were fasting, photography, library leaders, announcement leaders, patrols, choir, gardening, environmental and spirit. Schoolwide celebrations and events included: Winter concert, Remembrance Day, Orange Shirt Day, Pink Shirt Day, Random Acts of Kindness, Pride month and monthly assemblies. There were 28 different languages spoken at home at Baturyn school last year which is a strong indicator of our diverse population.

By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures.

#### Results Achieved:

NCCS DF Survey for STUDENT results indicate that: 65% of students feel safe at school and 65% of students feel they belong at school. NCCS DF Survey for STAFF results indicate that: 85% of staff feel a sense of belonging at their workplace, 85% of staff feel their workplace is respectful, 92% of staff feel confident in helping students in their wellness. Principals engaged in monthly learning on Anti-Racism and Staff Wellness. Diversity and Mental Health consultants led learning sessions, and collaboration groups worked through resources, including the Seligman's Positive Psychology PERMA model, some of Adam Grant's Think Again, Educational Leadership's "Nurturing Wellbeing in Schools" and Margaret Wheatley's "Willing to Be Disturbed".

**At Baturyn**, DF Survey STUDENT results indicate that: 78% of students feel safe at school and 78% of students feel they belong at school. STAFF results indicate that: 95% of staff feel a sense of belonging at their workplace, 100% of staff feel their workplace is respectful, 100% of staff feel confident in helping students in their wellness. On the Provincial Assurance survey in the area of Safe and Caring and Citizenship, we maintained a very high rating. The percentage of teachers, parents and students who are satisfied that students model characteristics of active citizenship had an overall rating of 88.5%. The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe had an overall rating of 89.9%. The Mental Health Wellness Coaches attached to NCCS offered presentations to Baturyn classes around topics focused on Understanding the Brain, Mental Health Literacy, Emotional Literacy and Regulation. Last year we had 2 staff members trained as Safe Space contacts and it was our first year where we had a GSA club. As a school we will continue such endeavors as: Zones of Regulation, Leader in Me, community partnerships, global citizenship endeavors that focus on local and national awareness, all in order to continue creating a welcoming and inclusive school environment to support all students.

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

- Adequately supporting students who are not achieving at grade level. Teachers are working with an ever increasing diverse range of learning needs in classrooms. The Grade Level of Programming in our "regular" inclusive classrooms typically spans 3 or more grade levels and teachers are challenged to differentiate instruction for students with a wide range of special needs and English as an Additional Language learners
- Language barriers continue to be a challenge for many of our families
- Providing collaboration time and balancing this with time out of the classroom
- A shortage of supply staff due to illness
- The mental health of our families and students continue to be complex
- Completed specialist assessments and access to resources to support students in a timely manner, as well as access to space in Division sites

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

Baturyn staff will be participating in the Literacy and Numeracy Achievement Project (LNAP) with a focus on writing best practices as our HLAT results indicate that this is a needed area of improvement. We will begin year 2 of using Jump math school wide as a resource to support the new math curriculum. Reading improvement will continue to be a school focus for the upcoming year, with specific consideration for supporting our First Nations, Metis and Inuit students and English as an Additional Language students. Inquiry-Based Professional Growth Plans, which are aligned with NCCS collaborative groups, will continue to provide staff with both support and autonomy around their professional learning. We continue to align our work from principals, to school leaders, to lead teachers, to collaboration groups, for continuity of PL and extending collective efficacy.

- Continue to use data to direct programming
- Government of Alberta Learning Disruption data will help direct interventions
- Common data collection among NCCS Schools
- Continuing to find ways to build a sense of community with our students, families and partnerships
- Taking care of staff
- Ensuring that students feel safe at school
- Continue to build our knowledge and awareness around anti-racism and reconciliation
- Continue with Inquiry Based Professional Growth Plans and professional learning time dedicated to collaboration around driving questions
- Continue to find ways to engage parents

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7247 Baturyn School

Assurance Domain	Measure	Baturyn 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	85.4	81.0	81.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.5	91.5	92.7	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	65.6	70.8 *	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	21.3	22.2 *	n/a	16.0	17.7	n/a	High	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	92.8	97.2	94.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.9	91.8	91.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.3	83.2	83.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	98.9	90.4	84.1	79.1	78.8	80.3	Very High	Improved	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, all Baturyn students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. In recognition of our population of students with First Nations, Metis and Inuit heritage, as well as our English as an Additional Language Learners and Special Needs population we look to the OECD Promising Practices report as a guiding document to frame our work with all of our students.

- Staff engagement in evidence based literacy professional learning through the Division's Literacy and Numeracy Project (LNAP) with a focus on writing
- Release time for Lead teacher (0.5 FTE) to attend PL and to lead and model for staff high leverage literacy practices in writing
- Educational Assistants working with small groups of EAL students new to Canada
- Leveled Literacy intervention practices will continue to be used for students
- Continue with year 2 of using Jump Math as a resource
- Continuation of catchment collaboration groups

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

Data will be collected through assessments such as: BAS (Fountas and Pinnell Benchmark Assessment System), provincial screening assessments, CAT 4, PATs, HLATS, Writer Identity Self Reflections, Baturyn tracking sheet.

**Division Priority 1**

By June 2024, Baturyn School, in collaboration with all NCCS staff and through professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

- 3 Catchment PD ½ days - focused on a [series of 3 conversations](#) around diversity, anti-racism, reconciliation and well-being (Language Matters: A Literacy Framework Supporting Anti-Discrimination and Positive Mental Health in Schools, Relationships Matter: Strength-Based and Anti-Discriminatory Communication Approaches for Healthier Schools, Action Matters: Strategies and Sustainable Action Planning for Addressing Anti-Discrimination and Mental Health)
- Time allocated for monthly PL, collaboration and sharing
- Continue using the Division's multi faith calendar to recognize our diverse community through daily announcements, classroom and school activities, monthly displays
- Continue with school wide celebrations and events
- Continue with student led clubs and activities

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

Qualitative and quantitative data will be collected from the Division Feedback Survey, Youth Resiliency Survey, Alberta Education Assurance Survey and an NCCS staff survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,206,493		3,287,451
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,206,493</b>		<b>3,287,451</b>
Classroom	19.072000	2,053,539	20.656000	2,224,092
Leadership	1.500000	212,573	1.500000	213,096
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	86,110	.000000	44,165
<b>TOTAL TEACHER</b>	<b>20.572001</b>	<b>2,352,222</b>	<b>22.156000</b>	<b>2,481,353</b>
<b>(% of Budget)</b>		<b>73.36%</b>		<b>75.48%</b>
Exempt (Hourly/OT)	.000000	35,000	.000000	38,000
Support	7.900000	470,025	8.100000	480,955
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	2.625000	183,711	2.625000	183,711
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
<b>TOTAL NON-TEACHER</b>	<b>10.525000</b>	<b>699,736</b>	<b>10.725000</b>	<b>713,666</b>
<b>(% of Budget)</b>		<b>21.82%</b>		<b>21.71%</b>
<b>TOTAL STAFF</b>	<b>31.097000</b>	<b>3,051,958</b>	<b>32.881001</b>	<b>3,195,019</b>
<b>(% of Budget)</b>		<b>95.18%</b>		<b>97.19%</b>
SUPPLIES, EQUIPMENT AND SERVICES		88,785		50,746
INTERNAL SERVICES		65,750		41,686
<b>TOTAL SES</b>		<b>154,535</b>		<b>92,432</b>
<b>(% of Budget)</b>		<b>4.82%</b>		<b>2.81%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,206,493</b>		<b>3,287,451</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0