



Enrolment		Staff FTE		Budget		
Normalized	298.000	Custodial	1.938000	Salaries	\$2,742,411	95.61%
Weighted	416.245	Exempt	0.000000	Supplies, Equip., Services	\$125,914	04.39%
Regular	317	Support	8.550000			
		Teacher	17.806000			
Year Opened	1980	Total		28.294000	Total \$2,868,325	100.00%

School Philosophy

At Ormsby, we provide a safe, caring and supportive environment where all children can learn, grow and experience success. Students are inspired to learn and encouraged to take risks. Through intentional, high quality learning experiences, we support Ormsby students to become confident, lifelong learners and leaders.

Community Profile

Ormsby School is located in West Edmonton, on Treaty 6 Territory and is the designated school for the Ormsby and Stillwater Communities. Our current school population of 320 students celebrates cultural diversity, as well as students with diverse learning needs. Ormsby School supports regular programming, as well as the Opportunity Program for students with mild cognitive disabilities, and the Strategies Program for students with learning disabilities. Sunnyside Daycare leases space in the school and provides childcare for many of our students and their siblings. Our Ormsby Parent Society actively engages our school community through fundraising and school events, as well as providing additional funding for various school initiatives.

Programs and Organization

Ormsby School provides instruction for elementary students in Kindergarten to grade six. Ormsby School supports regular programming, the Opportunity Program for students with mild cognitive disabilities, and the Strategies Program for students with learning disabilities. Our school has a strong emphasis on literacy and numeracy skills, a commitment to daily physical activity and a strong music program which contribute to a balanced learning environment. French as a Second Language is taught in grades four, five and six. Cross grade groupings are used during special events to cultivate positive relationships, a sense of empathy for others, and opportunities to grow as leaders. Our Naturescape serves as an outdoor classroom where students can authentically engage in hands-on learning, promoting mental well-being, and connection with the land. A breakfast program is provided for students daily.

Ormsby School is supported by the partnerships and sponsorships of Breakfast Clubs of Canada, Flexxaire, Food for Thought, Roots and WIngs, Sunnyside Daycare, the Sunrise Rotary Club of Canada, Kids on Track, and community churches in the area. We are grateful for the community support for our students and families.

School Community Relationships

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

Breakfast Clubs of Canada, Flexxaire, Food for Thought, Kids on Track, Rotary Clubs, Sunnyside Daycare and Out of School Care

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, our students who have been at our school for at least one year, and are writing below grade level, will all demonstrate measurable growth. Achievement of this goal will be supported by:

- Students working on graded curriculum will, on average, demonstrate one year's writing growth
- Students working within our Opportunity and Strategies Programs will, on average, demonstrate measurable growth as evidenced by movement along the writing continuum, HLAT performance and grade level of achievement
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet writing at grade level.
- Monitoring all students for growth and the provision of targeted literacy support (e.g. school wide plans where we all focus on one genre at a time, pre/post common school wide assessments, collaborative planning, small group instruction, and a school wide writing process)
- Additional release time to support Grades 1-6 teachers collaborating around the writing progress of their students
- Collaborative marking with other catchment schools to strengthen teacher practice

Results Achieved:

- At Ormsby 68.6% of students in regular programming were programmed for at their current grade level in Language Arts.
- Celebrations of HLAT results:
 - 69% of students in the regular program demonstrated at least one year's writing growth.
 - 60% of EAL students demonstrated at least one year's writing growth.
 - 40.5 % of students coded with SN demonstrated at least one year's writing growth.
- HLAT results: Context:
 - 20% of all students are writing at grade level.
 - 36% of students in the regular program are writing at grade level.
 - 13% of students who are EAL are writing at grade level.
 - 0% of SN students are at grade level.
- All staff were provided schoolwide PD, mentoring and support in quality literacy instruction guided by the PD in the Equity Achievement Project and supported by a dedicated literacy lead teacher in the school.
- Collaborative staff marking occurred in the fall with teaching staff from another elementary school.
- Implemented universal and targeted strategies to support building writing stamina and providing student feedback that included identified strengths, an area for growth and a strategy to improve.
- Provided targeted small group intervention for those students identified as being at risk or below average. An additional teacher was provided for intervention in Gr. 1-4 beginning in February and Grade 5-6 were offered push in support by another teacher.
- Writing Continuum was highly impactful. During instructional walkthroughs, there was an observable improvement in not only teacher feedback but student peer feedback. Strengths and goals were identified with strategies in place to move each student forward.
- EAP literacy consultant worked and modeled with the lead teacher to develop plans for improving instruction. She supported our work in intentional planning for writing using research and sequencing. Making sure students spent significant time sharing and thinking about ideas was a main focus.
- UFLI/ Secret stories strongly supported writing development.

By June 2024, Ormsby School staff will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging. Achievement of this goal will be supported by:

- engaging in a comprehensive approach to focus on staff and student well-being
- providing multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the whole school community
- utilizing Student Learning Support resources/consultants
- Roots and Wings Worker to support families

Results Achieved:

- On the Division Survey:
 - 85% of students feel they have an adult to go to for help if needed.
 - 71% of students feel a sense of belonging.
 - 70% of students have developed skills to support their wellness.
 - 69% of students, and 86% of parents feel their child is safe.
 - 86% of parents feel that their child has built relationships to support their wellness.
 - 62% of students feel they are treated fairly by adults.
 - 64.2 % of students feel that Ormsby is a welcoming, caring, safe and respectful place.
 - 57% of students see their identity/ culture reflected in the materials used in class.
- Youth Resiliency Survey: 57.3% of students said they were connected to a staff member.
- Alberta Assurance Survey: 37% (Gr. 4-6) and 43% (Gr. 4) students feel students respect each other.
- Parent Society supported two Artists in Residence Programs:
 - Lance Cardinal: worked with students to create a mural based on the Grandfather Teachings.
 - Garth Prince: promoted peace, equality, and friendship using cross cultural connection, movement, community and harmony.
- Colours of Ormsby Mosaic: inspired by Colours of Canada by Medina Assifi to represent student uniqueness.
- Part time Roots and Wings worker supported families until December.
- Breakfast program, Cardio Club promoted health each morning.
- Anti-Bullying presentations to address school needs.

What were the biggest challenges encountered in 2023-2024?

- EA and Teacher Supply shortages, consistent staffing not available when vacancies occurred.
- Larger class sizes with more complex and diverse learners.
- Meeting the diverse learning needs of students with less resources and support than previous budgets.
- New curriculum implementation.
- Roots and Wings worker moved on at the end of December and their support was missed.
- Learning gaps continued to be primarily in language and social skill development.
- Students struggling with mental health, conflict resolution and self regulation required significant support.
- Structures for meaningful collaboration, planning for differentiation and school improvement need to be enhanced.

Improvement Opportunities:

- Increase books, resources, materials so students can see their own identity and culture represented and reflected at Ormsby
- Opportunities to celebrate positive behaviour, language, and attitudes to increase student perceptions of safety, belonging, and that Ormsby is a welcoming and caring school. Increase focus on social skills, empathy, respect, social thinking, emotional regulation, respectful language and behaviour. We need to focus and celebrate students doing the right thing.
- Seven Grandfather Teachings need to be woven throughout teaching and common language.
- Continued focus on anti-racism, reconciliation, acceptance of diversity, and anti-bullying.
- 38.1% of students not engaged in learning (Ab. Ed Assurance Survey), 51.4% of students not engaged (Resiliency Survey), but 100% of teachers felt students were engaged. There is a disconnect between students and teachers. We need to dive deeper into how to improve student engagement.
- Continue to build parent engagement through collecting meaningful feedback and invitations to come to the school.
- Looking at the discrepancy between CAT4 results, HLAT results, PAT results and Teacher Awarded Grades: looking for consistency in assessments, grade level programming, opportunities to dive deeper into assigning proper grade levels and assessment.
- We have critical work to do in literacy and numeracy. Many students are significantly working below grade level.
- Continue to build capacity in EAP support and work.
- Continue to explore through resources and professional learning how we best support diverse learning needs, including students whose first language may not be English.
- Building opportunities to increase student engagement through authentic, meaningful learning experiences.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7248 Ormsby School

Assurance Domain	Measure	Ormsby 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	79.0	78.4	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	75.9	81.1	81.7	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	31.0	26.0	26.0	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	5.2	2.0	2.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	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	90.0	96.3	95.0	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.2	83.8	86.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.9	85.1	87.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	85.6	88.0	88.4	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

Literacy is a foundational skill of successful learning and living. By June 2025, 75% of students in regular programming, who have attended Ormsby for a full school year will demonstrate one year's growth in reading. By June 2025, 75% of students with Individualized Program Plans, will have met their literacy goals as indicated by their IPP.

Achievement of this goal will be supported by:

- Teachers will collaborate around student reading data to identify and support the implementation of high impact strategies to support student growth in literacy including regular monitoring of student reading levels through a common school assessment tracker.
- Staff engagement in evidence based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Staff will participate in collaboration within the school and catchment cohort, through EAP work on best practices, effective intervention strategies, and supporting EAL learners.
- Staff will develop a document of Essential Tier 1 Reading Instruction as a supportive tool for the delivery of quality, research based reading instruction.
- We will continue to engage families in our literacy journey through our home reading and morning read program as well as through opportunities for parents and community partnerships to read to children throughout the year.

What data will you use to track continuous improvement?

Teacher observations (guided reading), teacher awarded grades, Fountas and Pinnell Benchmarks, EAL Benchmarking, provincial screening assessments, Canadian Achievement Test (CAT4), PAT Part A (Reading), Alberta Education Assurance Survey, Division Feedback Survey (Engagement, Feelings toward LA, staff and student perceptions toward literacy capacity).

Division Priority 3

To build a comprehensive approach to student and staff well-being through connection, culture, and community. The focus will be on creating a positive school culture and sense of belonging for all students. Emphasis will be placed on social, emotional, and physical well-being where diversity is acknowledged and celebrated. By June 2025, all students at Ormsby will demonstrate growth in their sense of belonging and connection to the school.

The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey

- 10% increase in students feeling a sense of belonging.
- 10% increase in students seeing their identity reflected in materials used in class.

Youth Resiliency Survey:

- 10% Improvement in engagement results and connection to adults.
- Qualitative survey results and /or observational data signaling improvement in student -staff relationships.

Alberta Education Assurance Survey

- The Welcoming, Caring, Respectful and Safe Learning Environment results in Assurance Measures will increase by 10%.

Achievement of this goal will be supported by:

- Taking intentional steps to improve the school community and support for students.
- Dr. Unger's Resilience work.
- Staff, students and parents will take part in Indigenous learning and experiences to deepen foundational knowledge as well as continued focus on embedding the Seven Grandfather teachings into daily practice.
- Collaboration with Parent Society and School Council for school community events and Artists in Residence.
- Engagement and fun activities that celebrate school spirit and pride.
- Ormsby staff will continue to access the Mental Health Capacity Building (MHCB) Wellness Coach for classroom student presentations.
- Heart Kids: creating connections and a sense of belonging for students at risk.
- Clear behaviour expectations and explicit teaching of self regulation, conflict resolution skills.
- Celebrating students who are kind, show respect and contribute to a sense of belonging.
- Continued focus on anti-racism and diversity.

- Creating student leadership teams as well as opportunities for extracurricular activities.
- Increased collections of books in the library and classroom libraries to reflect diversity.

What data will you use to track continuous improvement?

We will track improvement by meaningful feedback and anecdotal conversations with staff, students, and families, measuring positive responses in the Division Feedback Survey, Resiliency Survey, Alberta Education Assurance Survey.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,626,768		2,868,325
Internal Revenue		0		0
REVENUE TOTAL		2,626,768		2,868,325
Classroom	15.438000	1,668,431	16.156000	1,746,027
Leadership	1.650000	226,852	1.650000	227,700
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,619	.000000	59,985
TOTAL TEACHER	17.087999	1,930,902	17.806000	2,033,712
(% of Budget)		73.51%		70.9%
Exempt (Hourly/OT)	.000000	23,378	.000000	31,000
Support	7.000000	432,164	8.550000	526,235
Support (Supply/OT)	.000000	5,000	.000000	11,000
Custodial	1.938000	130,064	1.938000	130,064
Custodial (Supply/OT)	.000000	6,435	.000000	10,400
TOTAL NON-TEACHER	8.938000	597,041	10.488000	708,699
(% of Budget)		22.73%		24.71%
TOTAL STAFF	26.025999	2,527,943	28.294000	2,742,411
(% of Budget)		96.24%		95.61%
SUPPLIES, EQUIPMENT AND SERVICES		53,675		77,505
INTERNAL SERVICES		45,150		47,009
OTHER INTEREST AND CHARGES		0		1,400
TOTAL SES		98,825		125,914
(% of Budget)		3.76%		4.39%
TOTAL AMOUNT BUDGETED		2,626,768		2,868,325