



Enrolment		Staff FTE		Budget		
Normalized	279.000	Custodial	1.938000	Salaries	\$2,552,918	95.86%
Weighted	398.591	Exempt	0.000000	Supplies, Equip., Services	\$110,379	04.14%
Regular	296	Support	6.900000			
		Teacher	17.000000			
Year Opened	1980	Total 25.838000			Total \$2,663,297	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 is located on Treaty 6 land in West Edmonton with a student population of 302 students for the 2023-2024 school year. We are the designated school for the Ormsby and Stillwater communities. Our student population encompasses a variety of socio-economic and cultural backgrounds. Ormsby is a Strategies and Opportunity site school and successfully integrates special needs students from many west end communities. Volunteers are welcomed and work together with school staff to support quality learning experiences in a safe and secure environment. Sunnyside Daycare leases space in our building 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 services approximately 302 students and is structured into mainstream classrooms from Kindergarten to grade six and is home to 2 Division programs, in 5 classrooms, supporting students with special needs. Our elementary classroom programming is supported through high quality literacy and numeracy instruction. All grades are supported with a range of technology. We have two Strategies classes, as well as three classes of the Opportunity program. French as a Second Language is taught in grades four, five and six. Guided reading and home reading are important components of our Language Arts program. Our school is supported by partnerships and sponsorships with local grocery stores, the Food for Thought program, Flexxaire, community churches, Sunnyside Daycare, the Sunrise Rotary Club of Edmonton and Breakfast Clubs of Canada. There is a strong emphasis on student achievement, literacy, numeracy, differentiation, fine arts, technology and character education including the Seven Sacred Teachings. Our outdoor classroom, or Naturescape, offers an outside space where students can learn. We have a Roots and Wings Worker from The Family Centre available to support families with a variety of needs.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:
COBS Bread Callingwood Presbyterian Church 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 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).

Goal 1:

By June 2023, Ormsby staff will support student growth in literacy and numeracy using high quality instruction, as measured by triangulated evidence including CAT 4, LeNS, CC3, PATs, HLATS and reading levels.

We will achieve this goal by:

- providing school-wide participation in quality literacy and numeracy instruction guided by the Professional Development in the Equity Achievement Project and supported by a dedicated literacy and numeracy lead teacher in the school
- implementing universal and targeted strategies to support student literacy and numeracy achievement
- providing targeted, small group interventions for those students identified as being at risk or below average
- monitoring student growth using summative and formative assessment practices. Measures such as PATs, HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell, CAT 4 and teacher professional judgment (informed by conversation, observation and student products) will guide instruction
- students identified with special needs will have their individual progress monitored and tracked using IPPs with specific goals and strength-based strategies supporting their success

Results Achieved:

During the 2022-23 school year, Ormsby had 289 students with 72 students having Special Education coding (25%), 63 identified as English Language Learners (22%) and 50 (17%) self identified as First Nations, Métis or Inuit. 41.1% of our Grade 1 - 6 students in the Regular Program were reading at or above grade level. 33.1% of our Regular Program students were writing at or above grade level representing a slight 0.5% increase from the 2021-22 school year. Our grade 6 Language Arts PAT results indicated that 78.9% of our Regular program students scored in the Acceptable Standard range, 71.4 % of our ELL students scored in the Acceptable Standard range and 80% of our Special Education students who wrote the PAT scored in the Acceptable Standard Range. Our provincial numeracy screening assessments in June of 2023 showed that 67% of grade 1 students were no longer at risk demonstrating that our math interventions were working. Our Kindergarten students showed significant growth on the Early Years Evaluation moving from 36.6% demonstrating Appropriate Development in their cognitive abilities to 69.8% by the spring of 2023. Our Division Survey indicated that our students in grades 4-6 felt they were improving their numeracy and literacy skills. 79% said they felt they were improving in math, 85% said they were improving in reading, and 84% said they were improving in writing showing that our students view themselves as capable learners.

Goal 2:

By June 2023, Ormsby School staff will engage in targeted action to advance positive change toward reconciliation.

We will achieve this by:

- qualitative and quantitative data will be collected from both internal and external sources
- evidence of this work will include data that responds to the recommendations in The Organization for Economic Cooperation and Development (OECD) report of promising practices. These include; the implementation of high expectations that are frequently and well-communicated to our learning community regarding student achievement; increased and improved family engagement opportunities, a focus on equity in the classroom, and providing equitable access to supports and interventions for all students
- the Seven Sacred Teachings will be introduced to staff, students and parents

Results Achieved:

During the 2022-23 school year, Ormsby introduced the Seven Sacred Teachings to 100% of our student population. These teachings focused on human conduct towards one another and honoured the virtues needed to live a full and healthy life. We held a Back to School joint family event with the City of Edmonton and Red Road Journey where we invited the community in for Indigenous drumming and dancing. Teachers were intentional in weaving the First Nations perspective into lessons by connecting with the land, having purposeful conversations, using a variety of literature, and using talking circles in class. Our Division Survey results indicated that 84% of our students, 65% of our families and 95% of our staff believed that Ormsby had taken actions to support truth and reconciliation. OECD best practices were implemented school wide including high quality teaching, support for families from our Roots and Wings Worker, and close monitoring of student growth with deliberate goal setting in the areas of reading, writing and math for every student. Other schoolwide activities that supported our work toward Truth and Reconciliation included our One Heart Tile Project and the planting of a Heart Garden in the Naturescape.

Goal 3

By June 2023, 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.

We will achieve this 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
- qualitative and quantitative data will be collected from both internal and external sources
- monitoring indicators of success and measurement of progress will be collected from staff and student
- results from internal school surveys, the Assurance Survey and the Division Feedback Survey will all be used to achieve this goal

Results Achieved:

Ormsby School introduced the Seven Sacred Teachings during the 2022-23 school year. Students were awarded certificates at monthly assemblies for demonstrating the virtues. Our Division 2 students participated in Leadership groups and all classes had "buddy classes" to build connections. 94% of our parents indicated on the Division Feedback Survey that they felt their children belong at Ormsby, 89% of parents felt their children are connected to adults and 89% said that adults care about their children. 92% of our students said that they feel supported by staff even though learning is hard and 96% of students report that they had at least one adult in the school that they would turn to for help. 100% of our staff indicated that they felt Ormsby takes steps to support a sense of belonging and inclusion for everyone and 95% of teachers were satisfied with their professional development opportunities. On the Alberta Assurance Measure, 81.9% of our students and 93.2% of our teachers agreed that students were safe at school, were learning the importance of caring for each other, were learning respect for others and were treated fairly in school.

What were the biggest challenges encountered in 2022-2023?

- Over half of our students are working below grade level in Language Arts and Mathematics as indicated on the CAT4 and our Division measures. We have urgent work to do to close the gaps
- We had a higher than usual number of teacher changes making it hard to maintain consistent teaching practices in our Equity Achievement Project work. 7/14 classes had at least one teacher change during the 2022-23 school year
- Our Citizenship results are dropping in the Alberta Assurance Survey with 59% of our students indicating that they believe students follow the rules and 69% of students believing that our students respect one another. Ormsby staff continues to work hard to support student safety, well being and success
- Only 63% of our teachers reported on the Division Survey that they felt they had the knowledge and skills needed to program for our many English Language Learners. Targeted professional development has been offered for universal, targeted and individual support that will benefit all learners

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

- We are targeting writing growth and computation in our Equity Achievement Project to support student growth in Language Arts and Math this year
- Moving into the 2023-24 school year, we have responded to the challenge of changes in staff by creating school wide plans for literacy and numeracy that will be followed by all teachers
- Our Opportunities and Strategies programs successfully planned for targeted literacy and numeracy groups based on grade level of programming and abilities. This model has been expanded into our Division 2 classrooms
- Our Seven Sacred Teachings have moved into year 2 and we are strengthening our character education to better need the emotional needs of our students
- We have a 0.5 FTE Roots and Wings Worker from The Family Centre to help support families and increase parent voice in the school. Only 17 parents filled in The Division Survey and 2 parents filled in the Alberta Assurance Measure leaving us with minimal parent feedback to help guide our work. Every effort will be made to improve these numbers by gathering feedback at school events throughout the year
- Attendance continues to be a struggle for some of our most vulnerable students resulting in us not seeing as much measurable progress in the areas of literacy and numeracy that we would have hoped for. Providing a breakfast program and Cardio Kid Club program first thing each morning is helping students arrive at school on time and head to class ready to learn

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	78.4	86.8	86.8	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	81.1	82.4	86.8	80.3	81.4	82.3	High	Declined	Acceptable
	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	26.0	46.0 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.0	2.0 *	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	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.3	93.6	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.8	88.2	88.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.1	89.9	89.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	88.0	88.9	85.5	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, 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

What data will you use to track continuous improvement?

HLAT, common school wide assessments, Provincial screeners the Castles and Coltheart 3 (CC3) and The English Letter Name-Sound (LeNS), Grade 6 ELA PAT Part A , At, Above or Below grade level data in PowerSchool, Teacher observations and teacher awarded marks, Supporting Writing Growth document/writing continuum

Division Priority 1

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

What data will you use to track continuous improvement?

-results from internal school surveys, the Assurance Survey and the Division Feedback Survey will be used to achieve this goal, qualitative and quantitative data will be collected from both internal and external sources, monitoring indicators of success and measurement of progress will be collected from staff, families and students

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,501,589		2,663,297
Internal Revenue		0		0
REVENUE TOTAL		2,501,589		2,663,297
Classroom	14.084000	1,516,467	15.500000	1,668,932
Leadership	1.500000	208,991	1.500000	209,886
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	108,969	.000000	85,208
TOTAL TEACHER	15.584000	1,834,427	17.000000	1,964,026
(% of Budget)		73.33%		73.74%
Exempt (Hourly/OT)	.000000	23,378	.000000	23,378
Support	6.500000	394,862	6.900000	418,697
Support (Supply/OT)	.000000	20,444	.000000	15,000
Custodial	1.938000	128,382	1.938000	128,382
Custodial (Supply/OT)	.000000	5,435	.000000	3,435
TOTAL NON-TEACHER	8.438000	572,501	8.838000	588,892
(% of Budget)		22.89%		22.11%
TOTAL STAFF	24.021999	2,406,928	25.838000	2,552,918
(% of Budget)		96.22%		95.86%
SUPPLIES, EQUIPMENT AND SERVICES		52,851		65,466
INTERNAL SERVICES		39,810		42,913
OTHER INTEREST AND CHARGES		2,000		2,000
TOTAL SES		94,661		110,379
(% of Budget)		3.78%		4.14%
TOTAL AMOUNT BUDGETED		2,501,589		2,663,297
Carry Forward Included		0		0
Carry Forward to Future		0		0