

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	396.000	Custodial	2.000000	Salaries	\$3,117,126	95.80%
Weighted	496.556	Exempt	0.000000	Supplies, Equip., Services	\$136,643	04.20%
Regular	420	Support	7.000000			
		Teacher	<u>21.510000</u>			
Year Opened	1980	Total	30.510000	Total	\$3,253,769	100.00%

School Philosophy

School Vision: *Nurturing diverse learners into life long collaborative leaders.*

We believe that:

- Meyonohk School provides an inviting, and safe environment in which to learn and work
- Meyonohk School is a place where all efforts and accomplishments are valued
- Broadening knowledge and improving skills results from a team effort of students, parents and staff
- Everyone can demonstrate respect for self and others, and grow in self-reliance, and in the ability to cooperate
- The greater the cooperation and commitment of all, the greater the opportunity for success.

Community Profile

Meyonohk School is located in the Lakewood district of southwest Mill Woods and serves approximately 430 students from Kindergarten to Grade 6. The school serves students of the Meyonohk neighborhood and also has a designated Chinese Bilingual division site. Two new Interactions Division Centre classrooms were added for the 2023-24 school year. The Chinese Bilingual program is the largest of the three programs, comprising nearly 70% of our student population. We have a dedicated school council and fundraising society that contribute to school activities and enhancing cultural experiences. Morning Star Montessori Centre is located in our school building and many of our Kindergarten students attend the Centre before or after their Kindergarten program.

Programs and Organization

Meyonohk School delivers the mandated Alberta Program of Studies for Kindergarten to Grade 6 in regular English programming and Chinese (Mandarin) Bilingual programming. Adapted programming is provided for students in our Interactions Division Centre Site. Music instruction is provided to all grade 1 to 6 students (Regular & Chinese Bilingual) by a specialist teacher and all students are provided daily physical activity. French as a Second Language is provided for Division II students in our Regular Program. Classes are self-contained with staff working collaboratively on priorities, program planning, field-study trips and numerous special events. We endeavor to engage our school community by conducting activities with our community members, through active parental participation and with up-to-date school information on our website and school communication. Through school assemblies, classroom activities, school-wide events and community service projects students address the vision for student learning in Alberta: To gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world (Ministerial Order #028/2020).

School Community Relationships

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

Confucius Institute in Edmonton, Edmonton Chinese Bilingual Education Association

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, all students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates.

Results Achieved:

Reading:
Through the use of the identified strategies, 79.3% of students achieved at or above grade level in Teacher Reported Reading Levels. Meyonohk student's reading levels decreased 0.8% as compared to the previous year. The current year demonstrates an increase of 2.4% as compared to the previous 3-year average. Using Spring 2024 Reading Achievement Level (percentage of students reading at grade or above grade level):

- 83% of Grade 1 students
- 79% of Grade 2 students
- 79.6% of Grade 3 students
- 78.1% of Grade 4 students
- 79.5% of Grade 5 students
- 76.4% of Grade 6 students

Writing:
• 73.3% of students who wrote, achieved either the grade level Acceptable Standard or Standard of Excellence in writing as measured by HLAT. This is 4.3% higher than the J. Percy Page Catchment average.

Numeracy:
• CAT4 Math -- 93.5% (Spring 2024) of students achieved "at or above", an increase of 4.8% from Fall 2023.
• CAT4 Computation -- 92.0% (Spring 2024) of students achieved "at or above", an increase of 6.7% from Fall 2023.

PATs:
• No data is available - PATs were canceled for Writing, Reading and Mathematics for 2024.

By June 2024 students, staff and families will continue to engage in meaningful learning activities focused on integrative anti-racism, reconciliation and building a positive school culture to further create a safe and caring school community.

Results Achieved:

Alberta Education Assurance Survey - At 90.6% overall positive response and considered "maintained" by AB ED, for the overall Welcoming, Caring, Respectful and Safe measure. It decreased by 3.4% as compared to the previous year.

Students: At 84.9% overall positive response, a decrease of 2.1% from the previous year. 91% of students responded that they feel welcome, which is the same as the previous year. 81% 86% of students feel they belong when at school, an increase of 5% from the previous year. Finally, 93% of students feel safe at school, an increase of 2% from the previous year.

Parents: a slight increase to 95.0% was noted for the overall average. 100% of parents responded that their child's school is a welcoming place to be. 100% of parents responded that their child feels safe at school. 87% of parents responded that students care about each other, a slight decrease of 3% from the previous year.

Teachers: A 100% was maintained for the overall average. 100% of teachers responded that students are safe at school, which was maintained. 86% of teachers responded that students respect each other, a decrease of 16%.

In the **Division Feedback Survey**, 91.5% of **students** responded that the school takes actions that support Truth and Reconciliation (5.5% increase). 90.8% are aware of the work their school is doing to support anti-racism and belonging in schools (1.9% increase). 100% of **staff** have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit (7% increase). 100% responded that our school takes steps to support a sense of belonging and inclusion for everyone (maintained). 100% of **parents** responded that their child's school keeps them informed of steps they are taking to support truth and reconciliation (29% increase).

What were the biggest challenges encountered in 2023-2024?

- Slight decline in writing. Students that we expected to be at grade level were not, especially when student used technology as opposed to writing in both writing assignments and assessments.
- That "parental involvement" continues to be a relative concern, even though we know we have strong parental involvement.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- Continued use of Workshop Approach for writing instruction. Including the use of writing notebooks, one-on-one confering, and less focus on the use of technology to produce written products. Co-creating of common grade-level writing rubrics for three genres in both Mandarin and English writing programs. Increased focus on collaborative scoring of student writing.
- Increase opportunities for parental involvement through meet and greets and invitations into the school. Use of an infographic activity to affirm existing parental involvement and highlight additional opportunities to be involved in their child's education.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7249 Meyonhk School

Assurance Domain	Measure	Meyonhk 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	85.2	87.8	86.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.1	91.7	88.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	87.3	86.2	86.2	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	40.0	25.9	25.9	19.8	18.0	18.0	Very High	Improved	Excellent
	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	92.3	90.9	90.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	94.0	90.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.9	77.8	75.6	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	76.4	80.1	79.1	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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, Meyonohk School will improve student writing skills by increasing the percentage of students achieving at or above the acceptable standard in writing on the Division's Highest Level of Achievement Test (HLAT) and the Grade 6 Provincial Achievement Tests (PATs) by 5 percentage points compared to the most recent results. Measures include HLAT for Grades 1 - 6 and Grade 6 PATs. Continuous improvement will be targeted by increasing staff capacity in writing instruction (Workshop Approach), developing a common assessment tool (rubric) to score student work throughout the school-year, and increasing collaborative scoring opportunities.

What data will you use to track continuous improvement?

This will be measured by increasing the percentage of students achieving at or above the acceptable standard in writing on the Division's Highest Level of Achievement Test (HLAT) for Grades 1 - 6. In addition, Grade 6 Provincial Achievement Tests (PATs) results for writing will increase by 5 percentage points compared to the most recent PAT results.

Division Priority 2

By June 2025 we will increase engagement of students, staff and families as we focus on integrative anti-racism, reconciliation and building a positive school culture to further create a safe and caring school community.

What data will you use to track continuous improvement?

We will maintain and/or increase the Alberta Ed. Assurance Measures and Division Survey Measures in the areas of welcoming, caring, respectful and safe learning environments. We will educate families on what parent involvement looks like, provide more opportunities for involvement, and collect specific data through events attended, and surveys completed from rightsholders.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,140,638		3,253,769
Internal Revenue		0		0
REVENUE TOTAL		3,140,638		3,253,769
Classroom	19.000000	2,053,387	19.510000	2,108,504
Leadership	2.000000	268,149	2.000000	268,139
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	80,000
TOTAL TEACHER	21.000000	2,401,536	21.510000	2,456,643
(% of Budget)		76.47%		75.5%
Exempt (Hourly/OT)	.000000	56,785	.000000	61,154
Support	7.000000	427,029	7.000000	427,029
Support (Supply/OT)	.000000	7,000	.000000	7,000
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	2,750	.000000	12,250
TOTAL NON-TEACHER	9.000000	646,614	9.000000	660,483
(% of Budget)		20.59%		20.3%
TOTAL STAFF	30.000000	3,048,150	30.510000	3,117,126
(% of Budget)		97.06%		95.8%
SUPPLIES, EQUIPMENT AND SERVICES		43,640		78,696
INTERNAL SERVICES		48,848		57,947
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		92,488		136,643
(% of Budget)		2.94%		4.2%
TOTAL AMOUNT BUDGETED		3,140,638		3,253,769