

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	290.000	Custodial	1.750000	Salaries	\$2,419,873	94.09%
Weighted	368.192	Exempt	0.000000	Supplies, Equip., Services	\$152,089	05.91%
Regular	316	Support	6.371000			
		Teacher	<u>16.066200</u>			
Year Opened	1983	Total	24.187200	Total	\$2,571,962	100.00%

School Philosophy

At Kirkness School we seek to empower all students to develop skills for character, academic success, resiliency, and leadership. We enrich and empower our students to reach their full potential.

We believe the school should be a safe place where caring and compassionate adults and students work together to develop a sense of social responsibility and good citizenship while respecting individual differences and beliefs. We support the varying abilities of students. Maximum growth is attainable in a stimulating atmosphere where students are actively and meaningfully involved; a partnership of learning is valued between students, staff, parents and community; everyone is a teacher and a learner; individuals are empowered to become responsible, independent decision-makers; and everyone has a responsibility to promote public education.

Community Profile

Kirkness School is an elementary school serving the communities of Kirkness, Hairsine and Ebbers. The school community is rich with a diversity of cultures. Many of our families speak languages other than English in their homes. Numerous parents strengthen our programming by assisting at the school, on field trips and in helping to organize special events. Kirkness School recognizes the importance of the home/school partnership and actively fosters this relationship. The school also works with a wide range of community partners.

Programs and Organization

Kirkness is a regular program school and classes are structured each year based on student numbers and conversations with staff. Staff are trained in a wide range of intervention and support strategies to support the success of all students. This training may include, but is not limited to Guided Reading, Leveled Literacy Intervention, University of Florida Literacy Institute, Foundations of Numeracy, Foundations of Literacy, Communities of Practices within the Eastglen catchment, and Pro-Social Skills. We are an Equity Achievement Project (EAP) school, implementing the most up-to-date research in literacy and numeracy teaching and learning. We collaborate with and receive assistance from Specialized Learning Supports to support our Special Needs and at-risk students. Technology, daily physical education, land based learning, fine arts, and wellness are also integral components of programming at Kirkness.

School Community Relationships

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

Abbottsfield Youth Project, Bent Arrow Traditional Healing Society, Clareview Bible Church, Edmonton Immigrant Services 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, Kirkness students who have been in attendance for the full year will demonstrate one year's writing growth. Achievement of this goal will be supported by:

- Staff implementation of evidence-based instructional practices through the Equity Achievement Project and University of Florida Literacy Institute (an explicit and systematic phonics program) 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 support (i.e. 6+1 Traits of Writing, student self reflection, progression of writing, phonological awareness).
- Staff engagement in collaboration and focused professional development around best practices in writing through the continued involvement of the Equity Achievement Project. A Lead Literacy teacher will support staff through modelling of lessons, co-teaching and providing coaching and feedback.
- Staff participation in collaborative conversations around student progress.

Results Achieved:

During the 2023-2024 school year, Kirkness School achieved success in supporting students' writing growth. One key factor in this achievement was our staff's active participation in the Equity Achievement Project. Every teacher took part in monthly literacy learning sessions and implemented high-impact practices, such as "Moves Writer's Make." This consistent focus on evidence-based strategies helped build strong foundations in writing across all grade levels.

In Grades 1-3, teachers implemented targeted phonics instruction through the University of Florida Literacy Institute. This intentional and systematic approach resulted in notable gains, with staff observing increased stamina in students' writing, as well as a willingness to write and expand their vocabulary. In addition, Division One students showed clear growth in their understanding of letter sounds, digraphs, and vowel teams after a year of dedicated phonics instruction.

The results of our efforts were reflected in the 2023 HLAT (Highest Level of Achievement Test) Assessment, where 57.6% of students scored at or above grade level, marking a 7.6% increase from the previous year and an 8.3% improvement from 2021-2022. This growth demonstrates the positive impact of our focus on systematic writing instruction and support.

All K-6 students participated in both pre- and post-HLAT writing assessments, giving teachers valuable insight into student progress and areas for further development. Additionally, the Division Feedback Survey highlighted that 85.8% of students felt they were improving as writers, a 9.1% increase from the previous year. Students also reported feeling well-supported, with 85.8% stating they receive support in their learning even when it's challenging—an increase of 7.3% from the previous year.

Further, according to the Division Feedback Survey, 93.3% of students felt they had opportunities to succeed in their learning, reflecting a 5.8% increase, while 92.1% believed that staff held high expectations for their success, up 12.6% from 2022-2023. These results emphasize that our ongoing professional development and collaborative efforts are positively impacting both student performance and confidence in their writing abilities.

By June 2024, Kirkness students will demonstrate growth in their sense of belonging and connection, as well as, develop strategies that support welcoming and inclusive learning environments. Achievement of this goal will be supported by:

- Implementation of a school wide plan such as Dr. Ungar's R2 program to support peer connections, communication and an increased sense of belonging for students.
- Staff will meet with groups of students to better understand actions the school could take to help students feel more connected to the school community.
- Intentional professional development for staff to implement inclusive instructional strategies, culturally responsive practices, recommendations from the OECD Promising Practices, trauma-informed and restorative practices.
- Continued collaboration with our partners to be responsive to students' needs in the area of connection to one another and the school community.

Results Achieved:

During the 2023-2024 school year, Kirkness School made significant strides in fostering a sense of belonging and connection among our students. Through the implementation of Dr. Ungar's R2 program, we focused on developing supportive peer group connections, improving communication, and enhancing students' overall sense of belonging. Whole school lessons were delivered weekly, and our staff actively engaged in the Community of Practice with Dr. Michael Ungar and other division schools, allowing us to build a more inclusive and connected school community.

According to the Division Feedback Survey, there was a 20.7% increase in the number of students who feel like they belong at school, with 84% of students in 2023 indicating they feel a strong sense of belonging at Kirkness. Additionally, 88.4% of students reported having opportunities to engage in activities that support their sense of belonging, a notable improvement from the previous year, where 77.6% of students felt the same. These increases reflect our commitment to providing a welcoming environment where all students feel connected and valued.

Our staff also took part in Schools that Listen, a program facilitated by Bennett Argyll Metro (BAM), which allowed us to have meaningful conversations about student safety and how we can ensure that families feel safe and welcomed into our school community. This focus on collaboration and inclusivity extended to our partnerships as well, such as the new connection with Bent Arrow, which provides mentorship to our Grades 4-6 students through the Coyote Pride program, fostering greater support and guidance for our students.

One of the most remarkable achievements of the year is reflected in the Assurance Survey, which shows that 83.1% of students feel their peers model the characteristics of active citizenship—an incredible 27.2% increase from the previous year. This growth is a testament to the positive culture we are building at Kirkness, where students are not only learning academically but also developing as active and responsible members of our school community.

These successes have laid a strong foundation for continued growth in creating a welcoming and inclusive environment for all students at Kirkness School.

What were the biggest challenges encountered in 2023-2024?

During the 2023-2024 school year, one of the key challenges faced was ensuring that students felt fully comfortable in their learning environment. While 66% of students expressed that they feel they can be themselves at school, there is still room for growth. We are committed to creating a more inclusive and welcoming space for every student, ensuring that each child feels valued and supported.

Another area of focus that our staff have been intentional in continuing to grow in, is around supporting students with complex needs. To support the growing learner diversity in the student population and the need for enhanced resources and strategies to meet these needs, our staff are dedicated to expanding our interventions and resources to better support this growing segment of our student body.

Numeracy has emerged as another significant challenge during the 2023-2024 school year. While students have shown progress in various areas, there is still a need for improvement in building strong foundational math skills. Addressing this gap is a priority, and we are committed to implementing targeted interventions and strategies to support numeracy development. By focusing on engaging teaching practices, differentiated learning, and additional resources, we aim to foster a deeper understanding of numeracy concepts among our students and help them build confidence in their math abilities.

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

To address the challenges Kirkness School faced during the 2023-2024 school year, several improvement opportunities can be explored to enhance student well-being, support complex learner needs, and strengthen numeracy skills:

To help students feel more comfortable in their learning environment, we will focus on using a consistent approach based on Dr. Ungar's work on supporting students to bounce back from challenges and become stronger through their experiences. By including these principles in our everyday interactions and school culture, we aim to make our school a more supportive place where every student feels important and empowered. This will also help students feel like they belong and build stronger connections with their peers.

We are also excited to continue our work with Bennett Argyll Metro through the Schools That Listen project. This initiative provides an incredible opportunity to collaborate with our teaching staff, students, and families, ensuring that everyone's voice is heard in shaping the future of our school. By gathering ideas from all members of our community, we aim to create a learning environment that is not only inclusive and supportive but also responsive to the unique needs and aspirations of our students. We look forward to building on this partnership and fostering a school culture where every individual feels valued and empowered to contribute to creating the best possible school experience.

To support our growing learner population, our staff will continue working with the Anti-Racism and Diversity team to lead conversations on equity, inclusivity, and cultural responsiveness. These discussions will inform our approach to supporting students from different backgrounds, ensuring that every student feels valued and respected in our school. By deepening our commitment to addressing complex needs and promoting equity, we can better support the development of our students and create a stronger, more inclusive school community.

In addition, to support our goal of ensuring that Kirkness remains a Welcoming, Safe, and Caring place, we are excited to partner with the Family Center to bring a Roots and Wings worker into our school. This dedicated individual will work with our families, providing resources and support, further reinforcing the connection between home and school.

Results and Implications

Numeracy is an area of challenge that we are addressing through a comprehensive approach involving collaboration, coaching, and modeling. Through the Equity Achievement Project, our lead numeracy teacher will work closely with staff to implement high-impact strategies aimed at improving foundational math skills. This support will include in-class coaching, co-teaching, and modeling of effective numeracy instruction, ensuring that teachers are equipped with the tools they need to meet diverse student needs. Our focus will be on applying high-impact strategies aligned with the OECD framework, which emphasizes equity, inclusivity, and innovative teaching practices. By fostering collaboration among staff, guided by a shared vision of best practices in numeracy, we are confident that we can enhance student outcomes and build greater confidence in math across all grade levels.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7262 Kirkness School

Assurance Domain	Measure	Kirkness 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	84.1	73.9	79.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.8	75.5	76.2	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	58.9	68.2	68.2	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	5.4	6.8	6.8	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	90.3	91.2	91.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	81.0	82.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.6	72.8	75.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	77.5	84.2	87.4	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, all Kirkness students will demonstrate growth in numeracy with a focus on foundational skills. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey - DFS

- 5% increase in the percentage of students agreeing that they are improving in their math learning.

Alberta Education Assurance Measures survey - AEAM

- 8% increase in the percentage of students agreeing that the math they are learning is useful and interesting.

Provincial Achievement Test - PAT

- There will be a 5% increase in the percentage of students achieving at an acceptable standard on the Grade 6 Math Provincial Achievement Test (PAT).

Achievement of this goal will be supported by:

- Staff engagement in evidence-based professional learning to build knowledge and confidence when working with students. This will be supported by Kirkness School's continued involvement in the Equity Achievement Project and support of Numeracy Lead teacher.
 - Teachers will collaborate around student numeracy data to track growth.
 - Using provincial screeners and the CAT-4, teachers will identify students with lagging skills in the area of Numeracy and work collaboratively to implement targeted supports for these students.
- Staff will use the Reference & Planning Materials such as EPSB Division Scope and Sequence, Jump Math and Mathematics Assessment Criteria Resource (MACR) to help guide our work.
- Targeted professional learning with our Numeracy Lead teacher and consultants to triangulate evidence and plan next instructional steps to develop teacher capacity in the teaching of math by implementing high impact approaches (e.g. problem-strings, manipulatives, guided math and math games, instructional routines, etc.).

What data will you use to track continuous improvement?

Provincial numeracy screening assessments; teacher observations and student work as indicators of progress; engagement in math learning as measured by the DFS and AEAM survey, CAT4 and Provincial Achievement Tests will be analyzed as an indicator of success towards our goal.

Division Priority 3

By June 2025, students at Kirkness School will feel more connected and a greater sense of belonging among their peers. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey - DFS

- 5% increase in students feeling safe at school
- Youth Resilience Survey - YRS
- 8% increase in students feeling like they trust their peers and that students are kind to one another

Alberta Education Assurance Measures - AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2%.

Achievement of this goal will be supported by:

- Implementation of a school wide plan; Dr. Ungar's R2 program.
- A team of staff will participate in the Creating Schools that Listen professional learning. Through facilitating student focus groups, we will actively listen to students' voices and insights firsthand.

Plans

- Intentional professional development for staff to implement inclusive instructional strategies, culturally responsive practices, recommendations from the OECD Promising Practices, which includes; prioritizing Indigenous-led teaching methods, and creating safe, supportive learning environments that reflect the identities of Indigenous students.
- Continued collaboration with our school and community partners to be responsive to students' needs in the area of connection to one another and the school community.

What data will you use to track continuous improvement?

Survey questions in the DFS, YRS, AEAMs related to belonging, engagement and connectedness; Qualitative data signaling improvement in student-school staff relationships. The WCRSLE measure results; A collection of student engagement samples that demonstrate progress over time.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,339,590		2,571,962
Internal Revenue		0		0
REVENUE TOTAL		2,339,590		2,571,962
Classroom	13.151000	1,421,268	14.416200	1,558,002
Leadership	1.650000	224,962	1.650000	226,137
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	40,000	.000000	75,229
TOTAL TEACHER	14.801000	1,686,230	16.066200	1,859,368
(% of Budget)		72.07%		72.29%
Exempt (Hourly/OT)	.000000	30,577	.000000	30,577
Support	6.450000	386,201	6.371000	380,785
Support (Supply/OT)	.000000	10,000	.000000	20,500
Custodial	1.750000	120,168	1.750000	120,168
Custodial (Supply/OT)	.000000	6,500	.000000	8,475
TOTAL NON-TEACHER	8.200000	553,446	8.121000	560,505
(% of Budget)		23.66%		21.79%
TOTAL STAFF	23.000999	2,239,676	24.187201	2,419,873
(% of Budget)		95.73%		94.09%
SUPPLIES, EQUIPMENT AND SERVICES		68,573		120,748
INTERNAL SERVICES		31,341		31,341
TOTAL SES		99,914		152,089
(% of Budget)		4.27%		5.91%
TOTAL AMOUNT BUDGETED		2,339,590		2,571,962