



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	208.000	Custodial	2.375000	Salaries	\$2,533,971	98%
Weighted	340.634	Exempt	0.000000	Supplies, Equip., Services	\$58,842	02%
Regular	208	Support	13.000000			
		Teacher	<u>14.500000</u>			
Year Opened	1982	Total	29.875000	Total	\$2,592,813	100%

School Philosophy

Tipaskan School is a safe, caring, and inclusive community. At Tipaskan, students and staff embody our motto to **Live** with joy and integrity, **Learn** with wonder and engagement and **Lead** with creativity, compassion and community spirit. This is achieved by:

- providing a high quality learning environment and meaningfully engaging learning experiences
- incorporating best practices in literacy and numeracy instruction
- celebrating diversity
- promoting citizenship and a healthy, active lifestyle for all stakeholders
- integrating technology practices across the curriculum

Community Profile

Tipaskan School is located in northwest Mill Woods. Students who attend the school come from diverse cultural and economic backgrounds and 30% of our students are English Language Learners and 20% of our students are Indigenous. Multiple family walk-ups and subsidized housing are a significant part of the community. The school continues to rank high, in the district, based on the socio-economic needs, high mobility rate, and on the social vulnerability indicator for Edmonton Public Schools. Partnerships with the Southside Rotary Club, E4C, University of Alberta, the EPSB Foundation and businesses in the area have supported our efforts to meet the needs of our students and families.

Programs and Organization

Tipaskan School provides Kindergarten to grade six programming and French as a second language for grades four to six. The school has an Interactions program supporting students on the autism spectrum and a full day Kindergarten class. Best practices in literacy and numeracy instruction are emphasized. Citizenship is fostered through leadership development opportunities while health and wellness is supported through the school's participation in the APPLE project.

School Community Relationships

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

APPLE Schools| E4C

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

To increase student achievement in the areas of literacy and numeracy

Evidenced by:

By June 2021, there will be an increased number of students achieving acceptable standard on Provincial Achievement Tests.

By June 2021, there will an increased number of students demonstrating growth in literacy and numeracy as measured by teacher generated assessments.

By June 2021, there will be an increased number of students achieving at or above grade level in reading and writing as measured by the district HLAT and school based assessments.

Results Achieved:

Provincial achievement tests were administered to grade 6 students at the end of the 2021-2022 school year. No results available from the previous year for comparison.

Reading Levels indicated growth throughout the year with teachers indicating that 48% of students were reading at or above grade level by June of 2022.

Highest Level of Achievement Test was administered with the result of 45% of Grade 1 to 6 students achieving at or above grade in writing.

Reading interventions such as Leveled Literacy Intervention and Middle Years Leveled Intervention were in place throughout various periods of the school year.

Literacy and Numeracy will continue to be an area of priority.

Full day Kindergarten was in place and provided an enriched learning environment for early learning.

Staff will be engaged in targeted job-embedded collaboration and professional learning opportunities.

Evidenced by:

By June 2021, staff will engage in professional learning activities focused on collaborative work related to literacy, numeracy, and will share their learning throughout the year.

Staff will participate in professional development in these areas through the Catchment professional development activities and collaboration work at the school level.

Participation in the Division Equity Achievement Project will focus on Literacy and Numeracy strategies to improve student achievement.

Staff professional development, student leadership and wellness activities will be continued.

Results Achieved:

Professional learning opportunities for staff involved Catchment, Division and school collaborative work related to literacy and numeracy.

Tipaskan participated in the Division Equity Achievement Project throughout the year.

Feedback from staff during meetings and anecdotally was largely positive in the area of professional learning opportunities.

Community partnerships that benefit our students and foster the growth and success of our students will continue and be enhanced.

Evidenced by:

Continuing with community partnerships that enhance our students academically, socially, emotionally and physically.
Success of partnerships and school based activities will be measured through anecdotal feedback and surveys completed with students, staff and partners.

Results Achieved:

Students and parents responded positively to the community partnerships in place.
Nutrition Program for students was held throughout the year with the partnership of E4C. The focus was to provide healthy nutrition education through breakfast/snack program.

What were the biggest challenges encountered in 2021/22?

Last year continued to be an unusual year due to COVID-19.
Student attendance and a mobility rate of 25%. We will continue to work at building positive relationships with our transient families
The school has a high ELL population of approximately 20%. Work on literacy and numeracy will continue to be an area of focus
Parent participation will continue to be a focus through on-going training in the use of School Zone as a communication tool.

What are the implications from 2021/22 that will impact your current year plan?

Providing support for our students transitioning back to attending school in-person.
Practice HLAT and assessing Literacy and Numeracy levels early in the school year will help to inform best practices.
Maintaining community partnerships with the school community to foster the growth and success of our students.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7270 Tipaskan School

Assurance Domain	Measure	Tipaskan 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	86.2	84.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	78.7	84.7	73.6	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	57.6	n/a	63.4	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	17.4	n/a	9.8	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.9	89.7	92.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.6	88.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.2	78.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	67.0	63.1	80.2	78.8	79.5	81.5	Very Low	Declined	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

By June 2023, 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. Growth will be measured by, Division Highest Level of Achievement Test in Writing HLAT (Grades 1 to 6), Provincial Literacy and Numeracy Assessments (Grades 1 to 3), Reading Level Achievement (Grades 1 to 6), and Canadian Achievement Test CAT (Grades 4 to 6)

Division Priority 1

By June 2023, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures in the areas of Welcoming, Caring, Respectful and Safe Learning Environments.

Division Priority 2

By June 2023, students and staff will continue to build relationships and positive school culture experiences. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments.

Division Priority 3



	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,516,944		2,592,813
Internal Revenue		0		0
REVENUE TOTAL		2,516,944		2,592,813
Classroom	11.400000	1,172,285	13.000000	1,336,816
Leadership	1.600000	208,552	1.500000	199,424
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	30,313
TOTAL TEACHER	13.000000	1,410,837	14.500000	1,566,553
(% of Budget)		56.05%		60.42%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	31,171	.000000	31,171
Support	13.300000	774,663	13.000000	759,040
Support (Supply/OT)	.000000	20,000	.000000	15,000
Custodial	2.375000	161,208	2.375000	161,208
Custodial (Supply/OT)	.000000	5,000	.000000	1,000
TOTAL NON-TEACHER	15.675000	992,042	15.375000	967,419
(% of Budget)		39.41%		37.31%
TOTAL STAFF	28.675000	2,402,879	29.875000	2,533,972
(% of Budget)		95.47%		97.73%
SUPPLIES, EQUIPMENT AND SERVICES		56,950		29,702
INTERNAL SERVICES		56,616		29,140
OTHER INTEREST AND CHARGES		500		0
TOTAL SES		114,066		58,842
(% of Budget)		4.53%		2.27%
TOTAL AMOUNT BUDGETED		2,516,945		2,592,814
Carry Forward Included		0		-171,333
Carry Forward to Future		0		0