

Profile



Enrolment		Staff FTE		Budget		
Normalized	293.000	Custodial	1.875000	Salaries	\$2,535,169	96.75%
Weighted	385.222	Exempt	0.000000	Supplies, Equip., Services	\$85,046	03.25%
Regular	308	Support	7.000000			
		Teacher	17.000000			
Year Opened	1984	Total		25.875000	Total	\$2,620,215 100.00%

School Philosophy

At Minchau School, we believe every community member has the opportunity to contribute, to be successful, and to learn and grow together. At Minchau School we create a welcoming, inclusive, safe and healthy community by fostering partnerships, collaboration and citizenship. We are committed to creating and strengthening a restorative culture at Minchau School.

Community Profile

Minchau School is located in Mill Woods, and serves elementary students from the Ridgewood and Silver Berry East neighborhoods. Minchau School is part of the W.P. Wagner Catchment, which consists of ten schools, seven of which serve elementary students. Our Catchment collaboration work fosters capacity building and culture while recognizing and capitalizing on the strengths of all staff.

We support an open, safe and inclusive community which serves the need for ongoing learning to support our diverse populations. Minchau School students have a complex range of learning profiles including English as Another Language learners and special needs students within mainstream classes and our Connections program. We collaborate with our families to support students in all aspects of their learning, academic, physical, social and emotional to best serve our diverse population. We are proud to offer a rigorous academic program, both accommodating individual differences and promoting overall student success. Our academic programming is embedded with physical activity, artistic pursuits which we believe are fundamental to optimal learning and well-being. Students are provided with leadership opportunities and developing student agency through our student advisory team to nurture growth, confidence, and resilience.

Programs and Organization

Minchau School serves children from Kindergarten to Grade 6 and offers French as a Second Language for Grades 4 to 6 students. We offer both inclusive community programming to support our students with identified special needs and designated Connections (Behaviour Learning Assistance program) classrooms. We provide enhanced learning and leadership opportunities in order to build citizenship in all students through our work with our Student Advisory Team, self-regulation knowledge and understanding how to manage conflict with targeted strategies. We offer various cultural, artist and author residencies each year to enrich programming and strengthen student engagement.

School Community Relationships

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

Bent Arrow Traditional Healing Society Lunches for Learning

**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).

Minchau School creates high level learning opportunities for all students by prioritizing growth, utilizing the strengths of its staff members, and seeking to understand the backgrounds of individual students to differentiate programming, thereby implementing best practices. 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. Growth will be facilitated through targeted literacy and numeracy interventions, school-based literacy, numeracy and new curriculum leadership teams, Catchment collaboration supporting research-based best practices and high-quality instruction. Leadership teams will co-create Inquiry-Based Professional Growth Plans to tailor school professional learning and target evidence-informed practices with consideration given to our continued commitment to embedding culturally responsive resources and learning experiences. By June 2023, Minchau students will demonstrate measurable growth in the areas of literacy and numeracy achievement as measured by multiple evidence sources including the Alberta Education Assurance Survey, EYE-TA (K), PATs, HLTs, Reading Level Achievement (grades 1-6), CAT4 (grades 4-6), and teacher professional judgment.

**Results Achieved:**

Throughout the school year Minchau focused on and continued to develop best practices in literacy and numeracy. Literacy practices and strategies were used within the classroom that built on phonemic awareness, decoding and comprehension skills and understanding, as well as guided writing strategies. Reading comprehension and understanding was enhanced through daily guided reading, literacy centers, targeted reading interventions (push-in and pull-out supports), and targeted small group reading intervention through LLI. The Literacy Lead team developed school-wide writing prompts to develop writing skills as well as provide common criteria for assessing writing, HLT practice and collaborative HLT marking, staff collaborative planning, marking and targeted professional learning throughout the year.

This is based on evidence through our reading and writing data collected through the Division Dashboard in relation to the following data sets:

- 93% of parents and 100% of teachers that responded in the Alberta Education Assurance Survey supported that the literacy skills their child was learning was useful, 83% of our students surveyed are engaged in their learning at school
- EYE-TA data showed a 19% increase in the Appropriate Level for Kindergarten from Fall to Spring in the area of Language and Communication development
- Reading Level Achievement data of students in grades 1-6 showed an increase of 1.5% of students reading Above Grade Level, 0.5% increase of students reading At Grade level, and a 1% decrease of students reading Below Grade Level.
- Language Arts PAT results for grade 6 students shows that out of the 32 students who wrote the PAT, 70% scored in the acceptable standard for both reading and writing parts of this assessment which is an increase from the previous year.
- CAT4 results for students in grades 4-6 indicates that our students had a 4% growth in the area of reading from fall to spring
- Grades 1-6 HLT results showed a 4.3% increase in writing At or Above grade level and a decrease of 1.7% of students writing Below grade level, these results summarize a trend of increased growth in writing.

The Numeracy Lead team enhanced Numeracy practices were enhanced through school-wide math assessment challenges at the Division 1 and 2 levels. These math challenges were based on grade specific curriculum and age appropriateness while being focused on developing estimation, strategies to develop a better understanding of number sense and operations, as well as problem solving.

This is based on evidence through or numeracy data collected through the Division Dashboard in relation to the following data sets:

- Mathematics PAT results for grade 6 students shows that out of the 35 students who wrote the PAT, 66% scored in the acceptable standard for both knowledge and skills parts of this assessment which is an increase from the previous year.
- CAT4 results for students in grades 4-6 indicates that our students had a 14.9% growth in the area of mathematics and computation from fall to spring.

Minchau staff are committed to advancing action towards anti-racist and reconciliatory education by prioritizing school and catchment-wide professional learning and developing an understanding of common language by providing opportunities for students and staff to engage in collective and collaborative learning and action. Growth will be facilitated through our school-based anti-racism and reconciliation leadership team, continued commitment to the Division's Anti-Racism and Equity Plan, Division professional learning for all staff, and targeted Catchment collaborative professional learning and experiences for students and staff. Catchment principals are sharing this priority to center our co-created I-BPGPs that will guide our leadership. Minchau School commits to advancing our collective understanding and action toward anti-racism and reconciliation through restorative practices, culturally responsive celebrations, learning opportunities, resources and through authentic professional learning. By June 2023,

Minchau School will engage in targeted action to advance positive change toward anti-racism and reconciliation using the Assurance Survey (demonstrated growth in the areas of Welcoming, Caring, Respectful and Safe Learning Environment, Citizenship, and Student Learning Engagement) and the Division Survey (Student Safety and Well-Being) as measures.

### Results Achieved:

As a school, Minchau is committed to advancing actions towards anti-racism and reconciliation through the ongoing work of our Anti-Racism and Reconciliation Lead teacher team. We recognize that our Division, Catchment and school commitments to this area of work is crucial to help us to grow in our capacity and further our awareness, understanding and knowledge in equity, diversity, anti-racism, and reconciliation.

The following data sets are indicators in how we are looking to contribute and grow in our action to advance positive change in anti-racism and reconciliation:

- Alberta Education Assurance Survey
  - 83.6% of teachers, parents and students who agree that Minchau School was a welcoming, caring, respectful and safe learning environment
  - 79.8% teachers, parents and students see students modeling citizenship within our school community
  - 87.3% of teachers, parents and students surveyed felt that students were engaged in their learning at school
- Division Survey
  - 83% of students feel like they belong to their school
  - 83% of students felt safe at school
  - 89% of students feel they had opportunities to be involved in activities that support their sense of belonging

Minchau staff are committed to promoting a comprehensive approach to staff and student well being by modeling adult physical activity and mental wellness, providing high quality resources for staff to access and fostering a strong sense of community and belonging. By June 2023, students and staff at Minchau School will have opportunities to build relationships, and engage in experiences that contribute to resilience and enhance their wellness through targeted initiatives designed to enhance both understanding of mental health as well as engage in activities to support comprehensive health and promote a positive school culture. This work will be supported through our Rhythm2Recovery program, staff participation in our Catchment Understanding the Brain series, and by our school-based Student and Staff Wellness Leadership Team. Strategies include enriched opportunities for students and staff to experience the arts and physical health. We will maintain and/or increase our positive responses in the Alberta Education Assurance Measures (Welcoming, Caring, Respectful and Safe Learning Environments) and the Division Survey (General Check-In, Safety and Well Being).

### Results Achieved:

Staff continued to engage in targeted professional conversations and learning to build their capacity to promote opportunities to learn and grow in developing positive mental-health and well-being for our school community. At Minchau, this work was supported through our Rhythm2Recovery program, staff participation in our Catchment Understanding the Brain series, and by our school-based Student and Staff Wellness Leadership Team. Strategies include enriched opportunities for students and staff to experience the arts and physical health.

The following data sets are indicators in how we are looking to contribute and grow in our action to advance positive mental health and well-being:

- Alberta Assurance Survey
  - 83.6% of teachers, parents and students who agree that Minchau School was a welcoming, caring, respectful and safe learning environment
  - 79.8% teachers, parents and students see students modeling citizenship within our school community
- Division Feedback Survey
  - 83% of students have at least one person at school who they would go to for help
  - 77% of students feel school helps develop skills that support their wellness
  - 83% of students feel like their school helps them when things are hard
  - 82% of students feel cared about at school
  - 83% of students feel safe at school

### What were the biggest challenges encountered in 2022-2023?

- learning loss from pandemic continues, however, the gap is narrowing for many of our students
- students lacking social emotional skills and conflict resolution strategies

- financial hardships in many families, basic needs of many students not being met
- dysregulation and lacking ability to self-regulate resulting in increased behaviours
- students lacking skills and exposure relative to conflict resolution and problem solving
- overall mental health of students and staff was quite low
- implementation of targeted interventions to support many learners throughout the school

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

- recess play and leadership initiatives will continue (LEADS/Playocracy Teams)
- participants in Division Literacy Project work to enhance writing by modelling this project in a learning classroom and setting small goals throughout school to enhance writing skills
- continue to use data collected with our formal and informal school, Division and Provincial assessments to guide our work in literacy and numeracy
- increase student voice and agency through Student Advisory team which will look at successes and challenges and create action initiatives to enhance community in a positive way
- focus on staff professional learning in the area of behaviours, regulation and Anti-racism and Reconciliation
- enhance student libraries to reflect diversity of school community
- Restorative Practices: continue embedding in our language and routines, model restorative practices with students, staff and families
- Regulation strategies: provide opportunities for school-wide learning to understand neurodiverse students, common understanding of vocabulary and strategies to support regulation through ongoing professional learning and modeling

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7274 Minchau School

Assurance Domain	Measure	Minchau 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	87.3	80.8	80.8	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	79.8	80.3	77.8	80.3	81.4	82.3	High	Maintained	Good
	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	62.5	56.8 *	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	12.5	10.8 *	n/a	16.0	17.7	n/a	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	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	96.1	93.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/CRSLE)	83.6	86.2	86.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.4	81.3	81.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	79.5	92.3	82.5	79.1	78.8	80.3	High	Maintained	Good

## 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

Minchau School creates high level learning opportunities for all students by prioritizing growth, utilizing the strengths of its staff members, and seeking to understand the backgrounds of individual students to differentiate programming, thereby implementing best practices. We will continue to draw on the OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. Growth will be facilitated through targeted literacy and numeracy interventions, school-based writing practices through our involvement in the Division Literacy Project, numeracy and new curriculum leadership teams, Catchment collaboration supporting research-based best practices and high-quality instruction. School-based Leadership teams will co-create Inquiry-Based Professional Growth Plans to guide professional learning and enhance evidence-informed practices while integrating culturally responsive resources and learning experiences. By June 2024, Minchau students will demonstrate growth in the areas of literacy and numeracy achievement as measured by multiple data sources.

What data will you use to track continuous improvement?

We will use the following data sets accessed through school and Division sources: Grade 1-3 Literacy and Numeracy Screeners, HLATs, PATs, Reading Level of Achievement, formal and informal classroom assessments and benchmarking , Alberta Education Assurance Survey, and Division Feedback Survey.

Division Priority 1

Minchau staff are committed to advancing action towards anti-racist and reconciliatory education by prioritizing school and catchment-wide professional learning and developing an understanding of common language by providing opportunities for students and staff to engage in collective and collaborative learning and action. Growth will be facilitated through our school-based anti-racism and reconciliation leadership team, our Student Advisory Team that will use student voice and student agency to develop learning and action, targeted action through Catchment collaborative professional learning and lessons for students and staff, continued commitment to the Division's Anti-Racism and Equity Plan, and Division professional learning for all staff. Catchment principals are sharing this priority to center our co-created I-BPGPs that will guide our leadership. Minchau School commits to advancing our collective understanding and action toward anti-racism and reconciliation through restorative practices, culturally responsive celebrations, learning opportunities, resources within classrooms to reflect diversity, and through authentic professional learning. By June 2024, Minchau School will engage in targeted action to advance positive change toward anti-racism and reconciliation.

What data will you use to track continuous improvement?

We will track our data by creating greater student voice and student agency through our Student Advisory Team to create initiatives that connect to diversity and inclusion, Catchment work that provides school-wide monthly lessons to enhance understanding and engagement, classroom resources to support diversity, reflecting growth in Alberta Education Assurance Survey and Division Feedback Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,395,655		2,620,215
Internal Revenue		0		0
REVENUE TOTAL		2,395,655		2,620,215
Classroom	13.400000	1,442,818	15.200000	1,636,630
Leadership	1.600000	219,563	1.800000	241,756
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	49,000
TOTAL TEACHER	15.000000	1,722,381	17.000000	1,927,386
(% of Budget)		71.9%		73.56%
Exempt (Hourly/OT)	.000000	31,000	.000000	31,000
Support	7.000000	423,675	7.000000	423,675
Support (Supply/OT)	.000000	10,000	.000000	20,000
Custodial	1.875000	125,109	1.875000	125,109
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
TOTAL NON-TEACHER	8.875000	597,784	8.875000	607,784
(% of Budget)		24.95%		23.2%
TOTAL STAFF	23.875000	2,320,165	25.875000	2,535,170
(% of Budget)		96.85%		96.75%
SUPPLIES, EQUIPMENT AND SERVICES		46,200		55,393
INTERNAL SERVICES		29,290		29,653
TOTAL SES		75,490		85,046
(% of Budget)		3.15%		3.25%
TOTAL AMOUNT BUDGETED		2,395,655		2,620,216
Carry Forward Included		0		0
Carry Forward to Future		0		0