



| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|---------|------------------|------------------|----------------------------|--------------------|---------|
| Normalized | 288.500 | Custodial | 1.875000 | Salaries | \$2,451,406 | 95.01% |
| Weighted | 384.971 | Exempt | 0.000000 | Supplies, Equip., Services | \$128,799 | 04.99% |
| Regular | 308 | Support | 7.200000 | | | |
| | | Teacher | <u>15.999326</u> | | | |
| Year Opened | 1984 | Total | 25.074326 | Total | \$2,580,205 | 100.00% |
| | | | | Internal Revenue | \$22,803 | |

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 where words matter, but actions speak louder.

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 eighteen schools, thirteen 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 population. Minchau School students have a complex range of learning profiles including English as Another Language learners, special needs students within mainstream classes and our Connections program. We work in partnership with our families to support students in all aspects of their learning academic, physical, social and emotional to best serve our students. We are proud to offer an academic program, accommodating individual differences and promoting overall student success. Our academic programming is embedded with physical activity, and artistic pursuits which we believe are fundamental to optimal learning and nurturing resilience, empathy, community and citizenship.

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 classrooms. We provide enhanced learning and leadership opportunities in order to build regulation capacity through targeted strategies when conflict arises. We offer various cultural, artist residencies, and real-world experiences each year to enrich programming, strengthen student engagement and celebrate our diversity.

School Community Relationships

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

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 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).

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.

Results Achieved:

Literacy routines, practices and strategies were used within the classroom that built on phonemic awareness, decoding and comprehension skills, and guided-writing strategies based on the Literacy and Numeracy Project (LNAP). Reading routines and practices were enhanced within classrooms through daily guided reading, literacy centres, targeted small group reading interventions. As a whole school, we were part of the Literacy and Numeracy Project (LNAP) which focuses on research based best practices for writing. These practices include understanding ones identity as a writer, pre- and post- writes and understanding growth over time as a writer using a common assessment tool and collaborative marking. As well, staff engaged in HLAT practice and collaborative HLAT marking within the Catchment. Staff were provided ongoing, targeted professional learning with the LNAP project throughout the year.

Literacy data is based on evidence collected through the following data sets:

- 86% of parents and 100 % of teachers that responded on the Alberta Education Assurance survey supported that the literacy skills their child was learning were useful, and 59% of students surveyed were engaged and liked their learning in language arts
- Based on the Division Feedback Survey 86.1% of students surveyed think they are getting better at reading and 80.1% of students surveyed think they are getting better at writing
- CAT 4 results for grades 4-6 indicates that our students had a 2.3% growth in the area of reading from fall to spring
- EYE-TA data for Kindergarten students showed an 18.8% increase in appropriate level in the area of Communication and Language from fall to spring
- Reading Level Achievement data for students in grades 1-6 showed 1.2% increase for student reading At grade level
- HLAT writing results for grades 1-6 students saw 49.2% of students writing At or Above Grade level

Numeracy practices were enhanced through school-wide math assessment challenges and grade collaboration teams. These challenges were curriculum related and targeted to the grade level of achievement of the students focused on developing estimation, strategies to develop a better understanding of number sense and operation, as well as problem solving.

Numeracy data is based on evidence collected through the Division Dashboard Dossier in relation to the following data sets:

- 63% of parents and 100% of teachers that responded on the Alberta Education Assurance Survey support that the numeracy skills students are learning at school are useful
- 53% of students in grades 4-6 like learning math
- Based on the Division Feedback Survey 73% of students surveyed think they are getting better at math
- CAT4 results for students in grades 4-6 indicates that our students increased by 12.8% in the areas 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, 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.

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 working alongside our Catchment team. We recognize that our commitments as a school, Catchment and Division are critical to help us grow in our foundational knowledge and build capacity in deepening our understanding of effective and positive action and growth in the areas of equity, diversity, anti-racism and reconciliation.

At Minchau, we use the Alberta Education Assurance Survey and the Division Feedback Survey to further our understanding of growth and development of next steps to advance positive and effective change in the areas of anti-racism.

- Data taken from the Alberta Education Assurance Survey indicates:
 - 79.6% of students, parents and teachers agree that at Minchau School students are safe, are learning the importance of caring for others, are learning respect for others and are treated fairly in school
 - 70.9% of students, parents and teachers agree that students have access to the appropriate supports and services at school
- Data taken from the Division Feedback Survey indicates:
 - 78% of students and 87.5% of families agree that many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school
 - 87.5% of students are aware of the work their school is doing to support anti-racism and belonging in their school and 83.4% of families agree Minchau School keeps them informed of steps we are taking to support anti-racism and belonging
 - 77.2 % of students agree that Minchau takes action that support truth and reconciliation and 80.2% of families agree Minchau School keeps them informed of steps we are taking to support truth and reconciliation
 - 95.4 % of students agree that they have the opportunity to learn about contributions of Indigenous people and 88.5% agree that they have the opportunity to learn about Indigenous perspectives; 90.8% of students agree they have the opportunity to learn about treaties and agreements of First Nations and 87.3% of students agree they have the opportunity to learn about residential schools and their legacy
 - 83.4% of families surveyed agree their child feels like they belong at school
 - 79.2 % of families surveyed agree that they feel connected to Minchau School

What were the biggest challenges encountered in 2023-2024?

- students social and emotional regulation skills and conflict resolution strategies
- students understanding their role and responsibility in conflict and how to peacefully resolve differences
- regular attendance, support getting students to school
- low literacy rates and providing just in time interventions for students
- implementation of targeted interventions from the office to support learners in our school

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

- Restorative Practices: continue embedding within our school culture using intentional language, modeling routines and restorative practices with students, staff and families
- Regulation Strategies: provide opportunities with targeted professional learning from our Division Specialized Learning Supports Team to better understand neurodiversity, brain behaviour and to develop, as a whole school, a common understanding of strategies to support regulation
- Anti-Racism and Reconciliation: creating a deeper sense of understanding of Indigenous ways of knowing through the Seven Sacred teachings and continued professional development work related to Anti-Racism and Reconciliation within our Catchment
- Continue to use data collected from formal and informal sources, Division and Provincial assessments to guide our work in literacy and numeracy
- Continuing to focus on enhancing Literacy practices, routines and writing through the Literacy and Numeracy Project (LNAP)
- Support from our Parent Council to provide ongoing and accessible healthy snacks for our students

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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 | 74.0 | 87.3 | 84.1 | 83.7 | 84.4 | 84.8 | n/a | Declined | n/a |
| | Citizenship | 66.7 | 79.8 | 80.1 | 79.4 | 80.3 | 80.9 | Low | Declined Significantly | Concern |
| | 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 | 54.9 | 62.5 | 62.5 | 68.5 | 66.2 | 66.2 | Very Low | Maintained | Concern |
| | PAT6: Excellence | 11.8 | 12.5 | 12.5 | 19.8 | 18.0 | 18.0 | Low | Maintained | Issue |
| | 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 | 84.2 | 91.8 | 93.9 | 87.6 | 88.1 | 88.6 | Low | Declined Significantly | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 74.9 | 83.6 | 84.9 | 84.0 | 84.7 | 85.4 | n/a | Declined | n/a |
| | Access to Supports and Services | 70.9 | 78.4 | 79.8 | 79.9 | 80.6 | 81.1 | n/a | Declined | n/a |
| Governance | Parental Involvement | 76.3 | 79.5 | 85.9 | 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

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, working collaboratively to implement best practices. Growth will be facilitated through targeted literacy and numeracy interventions, school-based writing practices through our involvement in the Division Literacy and Numeracy Project (LNAP) and new curriculum/grade level collaboration teams, Catchment collaboration supporting research-based best practices and high-quality instruction. Individual and School-based 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 2025, Minchau students will demonstrate increased 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, Division and Provincial sources to measure our progression: Reading Level of Achievement, K - 3 Provincial Literacy and Numeracy Screening Assessments, CAT4, HLATs, PATs, formal and informal classroom assessments and benchmarking, Alberta Education Assurance Survey and Division Feedback Survey.

Division Priority 2

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. We will continue to draw on cultural and community expertise through Knowledge Keepers, Elders and Indigenous consultants to integrate foundational understanding of First Nations, Metis and Inuit students within our school community. Growth will be facilitated through our school-based Anti-racism and Reconciliation team, our Student Leadership Team will use student voice and promote student agency to develop learning and action, targeted learning and action through Catchment collaborative professional learning and lessons for students and staff, continuing our commitment to the Division's Anti-Racism and Equity Plan, and Division professional learning for all staff. Minchau School commits to advancing our collective understanding and action toward anti-racism and reconciliation through restorative practices, culturally responsive celebrations, classroom learning opportunities, guest presenters, resources within classrooms to reflect diversity, as well as through authentic professional learning. By June 2025, 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 use the following data sets accessed through our school and Division sources: Alberta Assurance Survey, Catchment Division Feedback Survey and Division Feedback Survey results. Catchment work providing school-wide monthly lessons enhancing diversity and inclusion understanding and engagement, monthly lessons and assemblies focused on Seven Sacred Teachings.

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 2,480,287 | | 2,557,402 |
| Internal Revenue | | 0 | | 22,803 |
| REVENUE TOTAL | | 2,480,287 | | 2,580,205 |
| Classroom | 14.200000 | 1,534,637 | 13.999326 | 1,512,949 |
| Leadership | 1.800000 | 242,736 | 2.000000 | 264,509 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 45,000 | .000000 | 51,000 |
| TOTAL TEACHER | 16.000000 | 1,822,373 | 15.999326 | 1,828,458 |
| (% of Budget) | | 73.47% | | 70.86% |
| Exempt (Hourly/OT) | .000000 | 31,000 | .000000 | 31,000 |
| Support | 6.000000 | 370,454 | 7.200000 | 443,283 |
| Support (Supply/OT) | .000000 | 10,000 | .000000 | 12,917 |
| Custodial | 1.875000 | 126,748 | 1.875000 | 126,748 |
| Custodial (Supply/OT) | .000000 | 8,000 | .000000 | 9,000 |
| TOTAL NON-TEACHER | 7.875000 | 546,202 | 9.075000 | 622,948 |
| (% of Budget) | | 22.02% | | 24.14% |
| TOTAL STAFF | 23.875000 | 2,368,575 | 25.074326 | 2,451,406 |
| (% of Budget) | | 95.5% | | 95.01% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 71,812 | | 77,211 |
| INTERNAL SERVICES | | 39,900 | | 50,950 |
| OTHER INTEREST AND CHARGES | | 0 | | 638 |
| TOTAL SES | | 111,712 | | 128,799 |
| (% of Budget) | | 4.5% | | 4.99% |
| TOTAL AMOUNT BUDGETED | | 2,480,287 | | 2,580,205 |