



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	416.000	Custodial	2.288000	Salaries	\$3,388,113	96.73%
Weighted	541.256	Exempt	0.000000	Supplies, Equip., Services	\$114,686	03.27%
Regular	445	Support	12.500000			
		Teacher	<u>21.133000</u>			
Year Opened	1986	Total	35.921000	Total	\$3,502,799	100.00%

School Philosophy

At Julia Kiniski School, we believe that learning is a life-long journey and aim to foster this in our students. We aim to create a positive climate where all students have a sense of belonging, feel safe, and are celebrated and respected for their uniqueness. We support students to develop the competencies, skills, understandings, and knowledge necessary to contribute meaningfully to society and flourish in their lives. Our motto is "Together We Learn, Together We Grow." All members of the learning community (parents, caregivers, community members, staff, and students) work together to support student learning and growth.

Community Profile

Julia Kiniski School serves a diverse population of students from southeast Edmonton, including the neighbourhoods of Burnewood, Burnewood Junction, Kiniski Gardens, Creek's Crossing, and Maple Crest. We benefit from the involvement of an active School Council. Our two fundraising societies, the JK Fundraising Association and the Julia Kiniski Education Society enhance student learning through increased resources.

Programs and Organization

Julia Kiniski School serves Kindergarten through Grade Six students. The Connections program helps students with strategies to experience success with social, emotional, behavioural, and academic skills. Julia Kiniski School also offers an excellent music program, promotes daily physical activity and healthy living, and enhances learning through technology. Our school is actively involved in the Division Resiliency project, and we are committed to nurturing a culture of well-being where each member of our community experiences well-being and achievement.

School Community Relationships

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

Burnewood Community League

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).

Through our cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy. By June 2023, students at Julia Kiniski will demonstrate a 5% increase in the number of students achieving the acceptable standard for their enrolment grade, achieving one year's growth, or achieving goals as set out in their Individualized Program Plan in the areas of reading, writing, and mathematics.

Evidence of this work will be reflected in:

- universal classroom strategies,
- evidence-based and data-informed responses to students learning needs,
- targeted interventions and small group guided learning within classrooms.

Qualitative and quantitative data will be collected from sources such as PATs, HLATs, BAS reading assessments, CAT4, Conversations, Observations, and Products.

Results Achieved:**Reading:**

75% at or above based on teacher or one year's growth - teacher reported marks

85% at or above on CAT4 - This is 98% for Grade six students.

81% of Indigenous students in Grades 4,5,6 at or above on CAT4

Writing

80% achieving one year's growth - a decrease from last year

Math

91% at or above on CAT4.

Computation

87% at or above on CAT4. This is 98% for Grade 6 students.

Part of the Julia Kiniski story is the built success over the years for our students. We have a large percentage of ELL students. The results in Division One for our students reflect higher percentages of students who are below Grade level according to various measures and benchmarks. In contrast, the results at the Grade Six level tell a different story. CAT4 and teacher-awarded marks reflect a high percentage of students at or above average levels in Reading, Math, and Computation. These results reflect a larger number than in previous years below grade level expectations in Reading and Writing in Grades 4 and 5.

Division Survey

95% of family respondents agree that they have a positive relationship with staff to support their child's learning.

86% of family respondents agree that their child's learning needs are supported at their school.

88% of students agree that they have the opportunity to be successful in their learning.

85% of students agree they know how to get help with their learning.

81% of students agree that the feedback they receive about their learning is helpful.

Provincial Assurance Survey

67% of parents ($N = 15$) are satisfied with the overall quality of education their child is receiving.

53% of parents ($N = 15$) agree that students have access to appropriate support for their learning.

83% of students say teachers are available to help them when needed.

Internal Survey - October 2023

100% of respondents ($N = 23$) agree the Literacy and Numeracy skills their child is learning at school are useful.

100% of respondents ($N = 23$) agree that their child understands what they are expected to learn.

96% of respondents ($N = 23$) are satisfied with the quality of education and teaching at their child's school.

87% of parents ($N = 23$) agree that students have access to appropriate support for their learning.

Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation. By June 2023, Julia Kiniski staff will continue to demonstrate evidence of actions that support the educational experiences and achievements of Indigenous students and English Language Learning students to improve student achievement by 5% in reading, writing, and mathematics.

Evidence of this work will respond to the recommendations in The Organization for Economic Cooperation and Development (OECD) report of promising practices.

- the implementation of high expectations that are frequently and well-communicated to our learning community regarding student achievement,
- increased and improved family engagement opportunities,
- a focus on equity in the classroom, and providing equitable access to supports and interventions for all students.

Qualitative and quantitative data will be collected from sources such as PATs, HLATs, BAS reading assessments, CAT4, Reading Interventions, conversations, observations, and products along with Division surveys, Resiliency surveys, and Provincial Assurance survey results.

Results Achieved:

All staff continued to engage in professional learning and reflective practice around anti-racism. We examined personal bias and scenarios to understand how racism can impact the school environment. Catchment professional learning deepened our understanding of Indigenous foundational knowledge and how to create school environments that create a sense of belonging and foster success for Indigenous students. We are beginning to develop partnerships of learning with community members willing to help forward the learning of Indigenous foundational knowledge. Two families shared traditional Indigenous teaching at a School Council planned event for National Indigenous Peoples' Day. This event also hosted a performance by Chubby Cree.

School-based professional learning included conversations around student and staff resilience, intervention support in Reading and Math, and differentiation.

Division Survey

85% of students agree that the school takes actions that support truth and reconciliation.

72% of students agree that school is a place where all students belong.

73% of students agree that many diverse cultures are represented in books and materials but, 53% feel their identity/culture is reflected in the materials used in class.

100% of family respondents agree that their child feels like they belong at school.

86% of family respondents feel welcome in the school.

100% of family respondents and staff agree that many diverse cultures are represented in the school.

100% of staff agree that catchment-level professional learning supports their confidence in supporting Indigenous students.

Provincial Assurance Survey

89% of staff agree that available professional learning opportunities effectively address their professional growth needs and significantly contribute to their ongoing professional growth.

Achievement Results (CAT4)

71% of self-identified Indigenous students met the acceptable standard in Reading, 86% in Math, and 79% in Math Computation.

Attendance rates are high for 75% of the students at Julia Kiniski who self-identify as Indigenous. For students with lower attendance, communication between school and home is strong.

Through our cornerstone values, the McNally Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being. By June 2023, Julia Kiniski staff will intentionally nurture a school culture of well-being which includes support for social, emotional, and physical well-being and opportunities to build a sense of belonging for each member of the school community.

Evidence of this work will reflect opportunities to:

- build a school community that supports strong relationships within the school and strong school identity,
- nurture student and staff competency that leads to achievement and a sense of efficacy and resilience,
- include student and staff choice and voice in school decisions, plans, and activities.

Qualitative and quantitative indicators of success and measurement of progress may be collected such as staff and student opportunities to participate in well-being activities at school, ongoing communication and feedback between staff and families, community partnerships and initiatives, one on one conversations, results from internal school surveys, Resiliency survey, the Assurance Survey, and the Division Feedback Survey.

Results Achieved:

Division Survey Results

Family Respondents (N = 14)

95% agree that the school helped their child develop skills that support their wellness.

92% agree that their child feels safe at school.

79% feel connected to the school.

100% agree that their child has positive relationships with adults at the school and the staff cares about their child.

Staff Respondents (N = 10)

100% feel confident helping students build skills to support their wellness.

80% feel a sense of belonging and 90% feel safe at their workplace.

Student Respondents (N = 146)

77% agree that school helps them develop skills that support wellness.

71% feel safe at school and 74% feel like they belong.

Assurance Survey: these measures showed a decline in most areas for parent respondents based on 15 responses from Grade Four parents. An internal anonymous survey asking the same questions was given to families in October 2023. By the date of this report, 23 families responded. 91% of family respondents on the internal survey agree that the school is a welcoming and safe place for their child.

What were the biggest challenges encountered in 2022-2023?

The Assurance Survey Results are based on 14 parent responses. We saw a drop in all categories based on parent responses. A challenge is getting input and feedback from a larger more representative population of parents. A school-based survey sent to families in October 2023, paints a very different picture of family opinions. For example, 94% of respondents to this survey are satisfied with the quality of education their child is receiving at school and the quality of teaching at the school. We will continue to survey families to ask for feedback throughout the year using school-based surveys and paper feedback forms.

Student Achievement Decreases: At Julia Kiniski, reading scores usually trend lower in Division I and begin to recover in Division II. One reason for this is the high number of students in Division I for whom English is an additional language (EAL). For those who stay at Julia Kiniski, students with English language learning and subsequently, reading and writing skills, begin to approach grade-level expectations (GLE) by Division II. The results from multiple measures are now reflecting a lower percentage of students in Grade Four and Five meeting GLEs. This decrease represents all learners, including EAL students. A challenge is determining the root underlying cause for this decrease. For students in Grades 3 -5, a significant part of their early years learning was impacted by COVID disruptions. Our task moving forward is to identify strategies to rebuild literacy foundations to support student achievement to reduce the deficit in achievement.

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

- Continued, targeted work in the areas of reading and writing to build foundational skills.
- Continued focus on creating a culture of well-being for staff, students, and families.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7275 Julia Kiniski School

Assurance Domain	Measure	Julia Kiniski 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	79.0	87.6	87.6	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	80.1	90.7	85.8	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	68.7	61.7 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	19.4	8.5 *	n/a	16.0	17.7	n/a	High	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	86.9	99.3	95.8	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	welcoming, Caring, Respectful and Safe Learning Environments (W/CRS/SE)	81.9	92.0	92.0	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	73.5	93.0	93.0	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	73.1	85.5	83.5	79.1	78.8	80.3	Low	Maintained	Issue

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 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.
- 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).
- 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.
- 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.
- 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.
- 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.

*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

Staff at Julia Kiniski School will continue to focus on building student competency and capacity in literacy and numeracy. Specifically, by June 2024, students at Julia Kiniski will demonstrate a 5% increase in the number of students achieving the acceptable standard for their enrolment grade, achieving one year's growth, or achieving goals as set out in their Individualized Program Plan in the areas of reading and writing.

Evidence of this work will be reflected in:

- universal classroom strategies,
- evidence-based and data-informed responses to students learning needs,
- targeted small group guided learning within classrooms.
- monthly conversations and collaboration to support student achievement.

What data will you use to track continuous improvement?

Qualitative and quantitative data will be collected from both internal and external sources and assessments such as PATs, HLAT Writing, BAS reading assessments, CAT4, the data in the Assurance Survey, and teacher professional judgment (informed by observation, conversation, and student products) in the determination of school-awarded marks.

Division Priority 1

By June 2024, Julia Kiniski staff and students will experience a school culture of well-being which includes support for social, emotional, and physical well-being and opportunities to build a sense of belonging.

Evidence of this work will be reflected in opportunities to:

- build a school community that supports strong relationships within the school and a strong school identity,
- nurture student and staff competency that leads to achievement and a sense of efficacy and resilience,
- include student and staff choice and voice in school decisions, plans, and activities.
- participate in "Creating Schools that Listen" and "R2: Resiliency Project" initiatives.

What data will you use to track continuous improvement?

Opportunities to participate in well-being activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, one on one conversations, results from Resilience, Assurance, Division Feedback and internal school surveys will provide quantitative and qualitative data evidence.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,249,266		3,502,799
Internal Revenue		0		0
REVENUE TOTAL		3,249,266		3,502,799
Classroom	18.080000	1,946,727	19.133000	2,060,108
Leadership	2.000000	267,257	2.000000	268,323
Teacher Supply	.000000	140,530	.000000	88,186
TOTAL TEACHER	20.080000	2,354,514	21.132999	2,416,617
(% of Budget)		72.46%		68.99%
Exempt (Hourly/OT)	.000000	17,000	.000000	18,000
Support	9.667000	592,113	12.500000	765,015
Support (Supply/OT)	.000000	27,500	.000000	22,000
Custodial	1.938000	146,794	2.288000	164,981
Custodial (Supply/OT)	.000000	2,818	.000000	1,500
TOTAL NON-TEACHER	11.605000	786,225	14.788000	971,496
(% of Budget)		24.2%		27.73%
TOTAL STAFF	31.684999	3,140,739	35.921000	3,388,113
(% of Budget)		96.66%		96.73%
SUPPLIES, EQUIPMENT AND SERVICES		59,528		56,234
INTERNAL SERVICES		48,000		57,952
OTHER INTEREST AND CHARGES		1,000		500
TOTAL SES		108,528		114,686
(% of Budget)		3.34%		3.27%
TOTAL AMOUNT BUDGETED		3,249,267		3,502,799
Carry Forward Included		0		0
Carry Forward to Future		0		0