



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	413.000	Custodial	2.438000	Salaries	\$3,249,031	97.00%
Weighted	506.276	Exempt	0.000000	Supplies, Equip., Services	\$100,455	03.00%
Regular	446	Support	11.000000			
		Teacher	<u>20.600000</u>			
Year Opened	1986	Total	34.038000	Total	\$3,349,486	100.00%

School Philosophy

At Julia Kiniski our motto is Together, We Learn; Together, We Grow.

We celebrate our students by creating a safe and welcoming environment where every child can flourish and feel proud of themselves. We value a positive school climate where each child feels safe and celebrated for their uniqueness. Together we create outstanding learning opportunities for all students, advance actions towards anti-racism and reconciliation and promote a comprehensive approach to student and staff well-being and mental health. We provide high quality teaching and learning opportunities that focus on literacy, numeracy and fostering resiliency in our students.

Education is a partnership and our parent community is vital in the success of all our students. At Julia Kiniski we strive to build strong relationships between staff, students and community, encouraging our families to be active in their child's learning.

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 welcomes students Kindergarten through Grade Six. We offer an excellent music program, promote daily physical activity and healthy living and enhance learning through technology. Students of all abilities are included in our classrooms, with French as a Second Language provided for all grade four to six students. Our school is actively involved in our W.P. Wagner catchment journey to anti racism initiative and is committed to nurturing a community culture of 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 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).

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.

Results Achieved:

Staff professional learning sessions in literacy, new curriculum along with the Canadian Achievement Test and Provincial screeners/Learning Loss data was used to help support high quality teaching practices.

Reading Achievement, 64% of students are reading at or above grade level, same percentage as the year previous.

HLAT writing, 63.7% of students at or above grade level (2% decrease)

Canadian Achievement Test

75% of Julia Kiniski students achieving at a stanine 4 or above in mathematics, 59% achieving in reading.

Looking at the percentage of students achieving at a stanine of 4 or above on the CAT4, the data shows a steady increase of achievement among students grades 4 to 6.

77% of grade 6 students above a stanine of 4 or above in reading and 82% in mathematics.

It is important to note an enrolment change/increase of approximately 50 students over the school year.

When asked:

77% of students felt as if they were getting better at math

88% of students felt as if they were getting better at reading and 81% shared they were getting better at writing.

85% of students said they knew how to get help with their learning in school.

86% of families felt their child's learning needs are supported at their school, an increase of 10% from the previous year.

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.

Results Achieved:

At Julia Kiniski School students and staff participated in R2: Resiliency Project and school wide activities strengthening student voice and choice. Students engaged in leadership opportunities such as Terry Fox, Safety Patrols, Remembrance Day, Diwali and Halloween assemblies. School wide initiatives including School Council dance, Family Literacy night, Reading Wars and Drumming residency created a sense of community and engagement with students across grade levels.

Alberta Education Assurance Measures

Increase of 8% in education quality to 95%

Welcoming, Caring, Respectful and safe learning environments 82% (decrease of 5%)

Decline in Citizenship (of 5%) 72%
Student learning engagement increase to 84%

74% of students share that they have opportunities to be involved in activities that support their sense of belonging with 68% of Julia Kiniski students feeling as if they belong at school. 62% of students feel as if they can be themselves and 77% of students feel that staff know them as a person (increase of 19% from last year). 92% of Julia Kiniski families and 94% of staff feel like their child/student has a sense of belonging at school. 90% of families feel that staff care about their child and 78% feel as if their child is safe at school. The student perspective varies somewhat from this with 70% of students reporting that they feel safe at school and 67% feel that the adults in the school care about them.

What were the biggest challenges encountered in 2023-2024?

- Ongoing challenge in meeting the diverse learning needs in our classrooms; students with a variety of social, emotional and physical abilities, English Language Learners as well as several students requiring daily supports with academics, routines and transitions.
- Students and families experiencing anxiety and mental health concerns; impacting attendance and focus at school.
- Increase of student enrollment impacting continuity of learning.
- Inability to fill absences of educational assistants and teaching staff, impacting student support.

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

- Our collaborative teacher teams will focus on effective instructional and assessment strategies supported by data to improve upon student learning and teacher capacity.
- An increased focus and intentionality to build student confidence and seeing themselves as writers, readers, mathematicians and scientists.
- Building student connections and strengthening community engagement through participation in student led groups, School council and community events.
- Staff, with families as partners, are committed to ensuring that our school is a welcoming, safe and caring place for all students and members of the community.
- Dedicated time and catchment collaboration for professional learning and sharing of resources to successfully implement curriculum.
- Professional learning for staff on anti-racism, equity and reconciliation.
- Developing and maintaining open communication with families in the area of resiliency and positive mental health.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	84.0	79.0	83.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.4	80.1	85.4	79.4	80.3	80.9	Intermediate	Declined Significantly	Issue
	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	78.9	68.7	68.7	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	17.1	19.4	19.4	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	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	95.2	86.9	93.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.6	81.9	86.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	70.5	73.5	83.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	72.7	73.1	79.3	79.5	79.1	78.9	Low	Maintained	Issue

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, students in kindergarten through to grade 6, who have been at Julia Kiniski for at least one full year, will demonstrate growth in literacy with a focus on writing. Achievement of this goal will be supported by:

- Staff engagement and participation in evidence-based literacy professional learning opportunities to build knowledge and student confidence as writers and readers.
- School wide writing initiative(s) with baselines, feedback practices as well as targeted focus on writing processes.
- Monitoring all students for growth and the provision of targeted literacy support. An increase in the percentage of students achieving at the adequate, proficient and exemplary standard on the spring HLAT.
- Opportunities for all teachers to collaborate and share best practices around the writing progress of our students.

What data will you use to track continuous improvement?

Student growth in reading will be measured by student baseline data, HLAT writing, provincial screening assessments literacy interventions/guided writing, teacher observations, grade six Provincial Achievement tests.

Division Priority 3

By June 2025, students and staff at Julia Kiniski school will demonstrate growth in their sense of belonging and connection to school. Achievement of this goal will be supported by:

- Participation in the W.P. Wagner Catchment Journey to Anti-racism work and student symposiums.
- Supporting meaningful relationship building between staff, students, families and our community to support an increased sense of belonging for all students.
- Formation of student leadership team, designed to promote service learning for all grades.
- Intentional staff collaboration time with focus on student engagement; teacher observations and data will be foundational to support these conversations (student leadership, School council, family nights and parent conferences).

What data will you use to track continuous improvement?

Student and staff connectedness measured through student voice, parent conferences, involvement in extracurricular activities and teacher/student conversations. As well as 2024 Division Feedback Survey results - 10% increase in students feeling like they belong and sense of safety, increase in belonging and inclusion for everyone. Assurance Survey, an increase of 5% in the citizenship measure.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,276,679		3,349,486
Internal Revenue		0		0
REVENUE TOTAL		3,276,679		3,349,486
Classroom	18.642000	2,014,696	18.600000	2,010,158
Leadership	2.000000	268,685	2.000000	268,455
Teacher Supply	.000000	75,462	.000000	90,000
TOTAL TEACHER	20.642000	2,358,843	20.600000	2,368,613
(% of Budget)		71.99%		70.72%
Exempt (Hourly/OT)	.000000	18,000	.000000	18,000
Support	10.000000	620,545	11.000000	681,236
Support (Supply/OT)	.000000	4,500	.000000	4,800
Custodial	2.438000	174,882	2.438000	174,882
Custodial (Supply/OT)	.000000	1,500	.000000	1,500
TOTAL NON-TEACHER	12.438000	819,427	13.438000	880,418
(% of Budget)		25.01%		26.29%
TOTAL STAFF	33.080000	3,178,270	34.038000	3,249,031
(% of Budget)		97%		97%
SUPPLIES, EQUIPMENT AND SERVICES		56,835		52,284
INTERNAL SERVICES		41,074		47,671
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		98,409		100,455
(% of Budget)		3%		3%
TOTAL AMOUNT BUDGETED		3,276,679		3,349,486