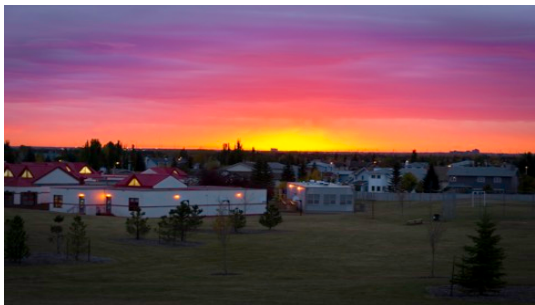


Profile



Enrolment		Staff FTE		Budget		
Normalized	487.000	Custodial	2.750000	Salaries	\$3,459,564	96.01%
Weighted	555.969	Exempt	0.000000	Supplies, Equip., Services	\$143,915	03.99%
Regular	524	Support	8.400000			
		Teacher	23.624000			
Year Opened	1991	Total		34.774000	Total	\$3,603,479 100.00%

School Philosophy

Earl Buxton School is dedicated to nurturing a community of learners who will grow into responsible, productive, and engaged global citizens. The staff at Earl Buxton is committed to providing a safe and caring educational environment to enrich the students' learning experiences. They believe that students can make acceptable and appropriate behavior choices when they are guided by clear expectations, positive support, and opportunities for growth through learning from their mistakes. In alignment with character and citizenship education, students will be educated about Indigenous ways of knowing. This holistic approach to education underscores the school's commitment to fostering well-rounded individuals who are not only academically proficient but also possess strong character and a sense of responsibility within the broader global community.

Community Profile

Earl Buxton School is situated in the southwest area of Edmonton, specifically in the Riverbend community. The school primarily serves students from the Rhatigan Ridge, River Ridge, and Falconer Heights neighborhoods. Community involvement is a key factor in the success of all individuals associated with Earl Buxton School.

The School Council actively supports the school, and there is a notably high rate of parent volunteerism. Earl Buxton School shares a common playground with St. Mary School, facilitating a sense of community. Additionally, the Riverbend Community League building is attached to the school, and a mutually beneficial partnership exists with both the YMCA and the Riverbend Community League.

The YMCA leases a portable from the Edmonton Public School Board (EPSB) and provides before and after-school care for many of the school's students. Moreover, the school's gymnasium is accessible to community members during non-operational hours, further strengthening the school's ties to the local community.

Programs and Organization

Earl Buxton is an inclusive and welcoming school that serves students from Kindergarten to Grade 6. The school has three Kindergarten classes and eighteen classes for students in Grades 1 to 6. Additionally, students in Grades 4 to 6 have the opportunity to take French as a Second Language, highlighting the school's commitment to providing a diverse and comprehensive educational experience.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:  
Boston Pizza, Edmonton Public Library - Riverbend, St. Mary Catholic Elementary School, Terry Fox Foundation, University of Alberta

### 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).

By June 2024, all students will demonstrate growth in literacy (reading and writing), numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive targeted interventions. Students who need extensions will experience enrichment opportunities that deepen their learning.

### Results Achieved:

The students of Earl Buxton continued to demonstrate strong literacy and numeracy skills as demonstrated by their results on the HLAT, CAT4 and Provincial Learning Assessments. The continuation of flexible literacy and numeracy groups, Empower Reading intervention, and strong collaboration amongst grade level teachers contributed to this continued success. Through the use of assigned collaborative time and development of assessment cycles for numeracy and literacy, Earl Buxton staff were able to identify certain concepts or KUSPs that required reteaching. These also helped develop a plan for intervention for students who needed extra support, additional practice or extension in specific areas. Some of these interventions included working in small groups with an educational assistant, creating flexible grade level groupings for certain lessons, providing extra resources for families and working closely with the Specialized Learning Supports team to improve teaching practice. Our team also continued to develop an understanding of our Gifted and Talented population through presentations from Division staff and developing effective Individual Program Plans.

Some results that reflect the success of the Earl Buxton team include:

- 91.1% of students were at or above grade level on the HLAT (-3.6%)
- 95.9% achieved Stanine 4 or higher on the CAT4 Reading Assessment (+0.2%)
- 90.5% achieved Stanine 4 or higher on the CAT4 Computation Assessment (+0.7%)
- 96.7% achieved Stanine 4 or higher on the CAT4 Mathematics Assessment (+0.1%)
- 95% of students and staff found school work interesting (note: 78 students were coded G and T last year)
- 36 out of 37 grade 6 students were successful in continuing their Gifted and Talented programming by attending a Junior High that offers Gifted and Talented or Academic Challenge programs
- 90.3% of students in Grades 1 - 6 are at or above grade level in reading
- 78% of Grade 1 - 3 students who were identified on the LeNS and CC3 in September and January as needing extra support demonstrated the age appropriate skills in June
- 100% met the Acceptable Standard on the Science Provincial Achievement Test (60.3% met the Standard of Excellence)
- 97.4% met the Acceptable Standard on the Social Studies Provincial Achievement Test (61.5% met the Standard of Excellence)

By June 2024, all staff at Earl Buxton will take intentional steps to implement a comprehensive school-wide approach focused on meeting the diverse needs of students. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.

The Earl Buxton School community was able to participate in a variety of school wide activities and initiatives that promoted an inclusive, safe and welcoming environment. In order to create a positive learning environment, each class created "Classroom Agreements" that helped to establish routines, positive behaviors, empathy and understanding of all students in their classroom and the building. These agreements were supported by the book The Sharing Circle which helped to frame a school wide focus on the Seven Grandfather Teachings and enabled staff to facilitate their own classroom meetings and discussions. Students were also provided with leadership opportunities such as Student Council, Inspire Club, safety patrols, grade one helpers, office helpers, the talent show, library helpers, Club Moo team, different athletic teams, handbells and choir. In order to make families aware of these opportunities we used the following methods to communicate: weekly classroom messages, weekly principal message, biweekly assessment folders, agendas and regular updates on Schoolzone. Our staff also worked with our School Council's Diversity, Equity and Inclusion Committee who arranged activities around Diwali and Carnival and provided resource lists for staff to educate themselves and their students about different cultural celebrations and traditions.

Some results that reflect the success of the Earl Buxton team include:

- 88.2% of parents strongly agree/agree that their child's learning environment is welcoming respectful, caring and safe (Assurance)
- 100% of parents strongly agree/agree that teachers care about their child (Assurance)

- 87.1% of parents strongly agreed/agreed that their child felt like they belong in school (DFS)
- 90.4% of parents strongly agreed/agreed that many diverse cultures are represented at EB (DFS)
- 90.5% of students are aware of the work Earl Buxton is doing to support anti-racism and and belonging (DFS)
- 90.2% of students strongly agree/agree that Earl Buxton takes action that supports truth and reconciliation. (DFS) (6.5% Don't Know/Unsure)
- 100% of EAL students in Grade 6 met the acceptable standard on the Science and Social Studies Provincial Achievement tests

**What were the biggest challenges encountered in 2023-2024?**

Some of the challenges faced by the Earl Buxton School Community included communicating the work we are doing around teaching students attitudes and behaviors that make them successful at work. According to the Assurance Survey only 42.9% of parents agreed that their children are learning these attitudes and behaviors. Another area of concern is that our parent community does not see our school and the schools in our division improving or staying the same. Only 64.3% of parents on the Assurance Survey agreed that this is happening. Lastly we need to develop teaching practices that inspire our students to learn as 43% of students in Grades 4 - 6 indicated that they do not like learning Language Arts and 29% of students in Grades 4 - 6 indicated that they do not like learning Mathematics.

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

As we move into the 2024-2025 school year we need to make sure our parent community is made more aware of the opportunities that are available to our students around applying what they learn in class to the real world. Using the resources made available by the Division's Career Pathway Team will help in making that connection for our students and their families. Encouraging community members with different professions to visit our classrooms would also help teach our students about the variety of jobs that are available to them in the real world. These connections could also help our Division 2 students develop an interest in Language Arts and Mathematics as the learning would be more meaningful to them. Despite the various forms of communication that go home to our families, such as Schoolzone messages, Friday teacher messages, weekly messages from the principal and some backpack letters, there still seems to be some gaps in communication.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7278 Earl Buxton School

Assurance Domain	Measure	Earl Buxton 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	76.8	82.6	83.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	80.7	88.7	86.3	79.4	80.3	80.9	High	Declined	Acceptable
	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	97.4	92.8	92.8	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	61.5	43.5	43.5	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	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	89.8	93.3	92.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	91.2	90.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.5	80.4	83.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	83.1	79.2	80.2	79.5	79.1	78.9	Very High	Maintained	Excellent

## 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 will demonstrate measurable growth in the areas of literacy and numeracy. Specifically our results will:

- show an increase in the percentage of students who are reading at or above grade level as determined by staff
- indicate a 50% reduction in the the number of students identified as at-risk on the Provincial Learning Loss Assessments when comparing the fall 2024 and spring 2025 data
- The percentage of students who are writing at or above grade level in Division 2 will be increase by 5%

To reach these targets Earl Buxton will:

- Provide support in the Division 2 classrooms to allow for push-in and/or pullout (Empower groups will include more students in grades 4 - 6)
- Create flexible literacy groups based on abilities that allow for the focused teaching of smaller groups who have similar needs
- Allow for more on-demand writing opportunities for Division 2 students

**What data will you use to track continuous improvement?**

Grade 6 PAT results on the total test in Mathematics Provincial Learning Assessments result in spring Acadience Oral Reading Fluency Assessment results Benchmark Assessment Systems level of reading results Success of all students on the HLAT (at or above grade level) Teacher awarded grades and grade level of instruction Results on Spring CAT4 compared to Fall CAT4 indicate less students "at-risk"

**Division Priority 3**

By June 2025, Earl Buxton will support students in building skills, strategies and relationships that contribute to a sense of belonging and being respected while at school.

- The percentage of students who feel that they are in a learning environment that is welcoming, caring, respectful and safe will increase to at least 80% according the Assurance Survey (a 5.7% increase)
- 75% of our students will strongly agree/agree that they can be themselves while at school according the Division Feedback Survey (an increase of 8.3%)
- 85% of our students will strongly agree/agree that they belong at Earl Buxton according to the Division Feedback Survey (a 5.4% increase)
- 75% of our students will feel a sense of connectedness according the Youth Resiliency Survey (an increase of 10.8%)

To reach these targets Earl Buxton will:

- Recognize and teach our students about the diverse celebrations and traditions in which Earl Buxton families participate
- Recognize the in and out of school achievements of our students in our daily announcements and creating visuals throughout our building
- Foster meaningful relationships between different grades through Buddy Classes and shared activities
- Offer a variety of extracurricular opportunities that allow students to "shine."

**What data will you use to track continuous improvement?**

Results on the Fall 2024 Resiliency Survey in the areas of Overall Engagement and Sense of Belonging Results on Alberta Education's Assurance Survey will improve in relation to Priority #3 and providing a welcoming, caring and respectful environment Number of students who receive a Earl Buxton Caught You Shining Award Student results from the Division Feedback Survey

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,596,340		3,603,479
Internal Revenue		0		0
REVENUE TOTAL		3,596,340		3,603,479
Classroom	20.626000	2,229,113	21.014000	2,271,046
Leadership	3.000000	396,776	2.610000	345,131
Teacher Supply	.000000	71,324	.000000	70,000
TOTAL TEACHER	23.625999	2,697,213	23.624001	2,686,177
(% of Budget)		75%		74.54%
Exempt (Hourly/OT)	.000000	58,600	.000000	50,000
Support	7.400000	461,577	8.400000	522,268
Support (Supply/OT)	.000000	4,500	.000000	4,500
Custodial	2.750000	185,619	2.750000	185,619
Custodial (Supply/OT)	.000000	11,000	.000000	11,000
TOTAL NON-TEACHER	10.150000	721,296	11.150000	773,387
(% of Budget)		20.06%		21.46%
TOTAL STAFF	33.775999	3,418,509	34.774000	3,459,564
(% of Budget)		95.06%		96.01%
SUPPLIES, EQUIPMENT AND SERVICES		120,778		88,575
INTERNAL SERVICES		53,053		54,840
OTHER INTEREST AND CHARGES		4,000		500
TOTAL SES		177,831		143,915
(% of Budget)		4.94%		3.99%
TOTAL AMOUNT BUDGETED		3,596,340		3,603,479