

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	538.000	Custodial	3.906000	Salaries	\$5,799,338	97.18%
Weighted	959.710	Exempt	0.000000	Supplies, Equip., Services	\$168,242	02.82%
Regular	538	Support	20.570000			
		Teacher	<u>35.730000</u>			
Year Opened	1961	<b>Total</b>	<b>60.206000</b>	<b>Total</b>	<b>\$5,967,580</b>	100.00%

### School Philosophy

At Balwin School, we focus on high quality education to support the needs of all students, ensuring they have lives of choices, opportunities, dignity and fulfilment. We are rich in diversity and that richness is our strength. We anchor our support and expectations for everyone in the Balwin Family with the following: Capable, Confident, and Connected.

### Community Profile

The Balwin community is in northeast Edmonton and is characterized by a richly diverse population. This diversity creates vibrancy and opportunities to meaningfully engage all learners, thus ensuring they have lives of opportunity, dignity and fulfillment. The school community includes families from the Balwin, Belvedere, Delwood, Princeton and Brintnell areas.

### Programs and Organization

Balwin School provides diverse and inclusive programming. In addition to Regular programming, Balwin is a Division Alternative Site for Division 1, 2 and 3 Opportunity and Interactions programs. Balwin also programs for full day Kindergarten. Balwin is also a Division site for Junior High Cogito.

### School Community Relationships

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

CAAWLS--Paws for Wellness, E4C, Edmonton Immigrant Services Association, Free Play for Kids, The Edmonton Food Bank, The Family Centre

**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 2025, Grade 3-9 students identified for Tier 2 Reading Intervention in the fall of 2024 will achieve a minimum of one year's growth in reading. By June 2025, K-Grade 2 students will have one year of Tier 1 Reading Instruction. 80% will be prepared for appropriate grade leveled reading in the fall of 2025.

**Results Achieved:**

- Kindergarten: 68% demonstrated phonemic skills of letter recognition and letter sounds in preparation for grade 1
- Grade One: 71% ended in the grade one Fountas and Pinnell grade band or increased letter recognition and letter sounds in preparation for grade 2 instruction
- Grade Two: 83% demonstrated increased phonemic awareness in preparation for grade 3 instruction
- Grade Three: 83% demonstrated increased phonemic awareness in preparation for grade 4 instruction

**Students identified for Tier 2 intervention**

- Grade Five: 85% of students with additional teacher time, increased reading grade levels and one student achieved grade level
- Grade Six: 65% of students increased reading grade levels

Promote a comprehensive approach to student and staff well-being and mental health

By June 2025, over 80% of students will respond positively to the following Division Feedback Survey questions:

- My school helps me develop skills that support my wellness
- I feel safe at school
- I feel like I belong at my school
- I feel like the adults in my school care about me
- At my school, I have opportunities to be involved in activities that support my sense of belonging

**Results Achieved:**

In June 2025, student responses to the following Division Feedback Survey questions were:

- My school helps me develop skills that support my wellness: 81% responded positively (an increase from the previous year, 69%)
- I feel safe at school: 68% responded positively (an increase from the previous year, 60%)
- I feel like I belong at my school: 69% responded positively (an increase from the previous year, 66%)
- I feel like the adults in my school care about me: 73% responded positively (an increase from the previous year, 76%)
- At my school, I have opportunities to be involved in activities that support my sense of belonging: 83% responded positively (an increase from the previous year, 68%)

**What were the biggest challenges encountered in 2024-2025?**

- **Assessment and Intake:** Managing the adjustment of intake systems required to quickly and accurately determine the baseline reading levels and unique learning needs of new and transfer students.
- **Intervention Consistency:** Successfully building and maintaining consistent, high-fidelity systems for Tier 2 reading intervention across all grade levels proved challenging due to competing resource and scheduling demands.

**What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?**

The primary opportunity is the strategic revision and implementation of a streamlined, year-long data collection system. This new system will enhance our planning by:

## Results and Implications

- Consistently capturing and aligning specific high-impact literacy instructional approaches utilized by teachers.
- Precisely classifying students into appropriate intervention tiers (Tier 1 or 2).
- Accurately reflecting and tracking student literacy growth across all relevant developmental areas throughout the school year.

# Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7502 Balwin School

Assurance Domain	Measure	Balwin 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	79.1	82.4	83.6	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	63.9	70.2	75.9	79.8	79.4	80.4	Very Low	Declined	Concern
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	25.9	24.3	21.8	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	3.1	2.7	1.7	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.8	81.9	85.4	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.9	74.8	77.3	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	66.5	76.9	80.3	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	74.5	68.8	76.4	80.0	79.5	79.1	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

**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 2026, 80% of all students in Kindergarten through Grade 3 will demonstrate readiness for grade-level reading, as measured by a core phonics screening tool and teacher judgement ( Fountas & Pinnell). By June 2026, all students in Grades 4-6 who were identified as reading below grade level in the Fall 2025 using both core phonics screening tools and teacher judgement (Fountas & Pinnell) will demonstrate 1.0 years of reading growth, as measured by the same assessments.

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

Monitoring literacy intervention data, core phonics screening tools, teacher observations and ongoing reading assessment (e.g.: Guided Reading). Teachers will collaborate around student reading data to identify and support the implementation of high impact strategies to support student growth in literacy.

**Division Priority 3**

By June 2026, we will improve students' sense of Belonging, Safety, and Wellness, as demonstrated by the following increases on the Division Feedback Survey compared to the June 2025 DFS student survey results:

- 5% increase in students feeling safe at school
- 5% increase in students feeling like they belong at my school
- 7% increase in students identifying that they have opportunities to be involved in activities that support their sense of belonging
- 2-5% improvement in the Alberta Education Assurance Measures (AEAMs) Citizenship measure.

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

Catchment's Listen to Learn: Centering Youth Voices to Build Anti-Opressive Schools work, student surveys and feedback related to questions identified in Goal 2.

**Division Priority 1**

By June 2026, Division 3 teachers will increase their capacity and confidence in planning and implementing high-impact instructional strategies, including explicit cross-content vocabulary instruction, to meet the needs of students who have English as an additional language.

This will be measured by:

- Achieving a 7% increase in positive teacher responses to "I have the knowledge and skills to program for/support students who are English Language Learners (ELL)."
- Maintaining or increasing the positive teacher response (85%) to "I have the knowledge and skills to support students who are English Language Learners (ELL)."

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

Strategy Implementation Tracking: monthly documentation via a common form or artifact (e.g., collaborative log, lesson plan reflection) of which specific high-impact vocabulary strategy was taught and how it was adjusted based on student response. Interim Check-in Survey (using the same key DFS items) to gauge progress in April 2026.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		5,701,307		5,967,580
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>5,701,307</b>		<b>5,967,580</b>
Classroom	31.800000	3,446,611	32.580000	3,531,150
Leadership	3.000000	414,145	3.150000	440,248
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	94,556	.000000	105,301
<b>TOTAL TEACHER</b>	<b>34.799999</b>	<b>3,955,312</b>	<b>35.730003</b>	<b>4,076,699</b>
<b>(% of Budget)</b>		<b>69.38%</b>		<b>68.31%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	54,018	.000000	36,000
Support	17.800000	1,163,001	20.570000	1,341,960
Support (Supply/OT)	.000000	30,000	.000000	40,000
Custodial	3.906000	292,679	3.906000	292,679
Custodial (Supply/OT)	.000000	8,000	.000000	12,000
<b>TOTAL NON-TEACHER</b>	<b>21.705999</b>	<b>1,547,698</b>	<b>24.476000</b>	<b>1,722,639</b>
<b>(% of Budget)</b>		<b>27.15%</b>		<b>28.87%</b>
<b>TOTAL STAFF</b>	<b>56.505999</b>	<b>5,503,010</b>	<b>60.206003</b>	<b>5,799,338</b>
<b>(% of Budget)</b>		<b>96.52%</b>		<b>97.18%</b>
SUPPLIES, EQUIPMENT AND SERVICES		112,299		102,677
INTERNAL SERVICES		85,998		65,565
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>198,297</b>		<b>168,242</b>
<b>(% of Budget)</b>		<b>3.48%</b>		<b>2.82%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>5,701,307</b>		<b>5,967,580</b>