

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	457.000	Custodial	3.906000	Salaries	\$4,851,822	96.82%
Weighted	817.100	Exempt	0.000000	Supplies, Equip., Services	\$159,398	03.18%
Regular	457	Support	21.700000			
		Teacher	<u>28.060000</u>			
Year Opened	1961	Total	53.666000	Total	\$5,011,220	100.00%
				Internal Revenue	\$104,000	

School Philosophy

At Balwin School, we focus on high quality education to support the needs of all students, ensuring they have life of choices, opportunities, dignity and fulfilment. We are rich in diversity and that richness is our strength. Our guiding motto to support and align expectations for everyone in the Balwin Family is: 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:

Alberta Immigrant Settlement Association Boys & Girls Big Brothers Big Sisters E4C Free Footie 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 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).

Balwin School is part of Year Two of the Equity Achievement Project. We have the unique opportunity to share learnings and common language into Division 3 classes. Balwin will focus collaboration time on planning the implementation of intervention processes and classroom systems. Professional learning for Staff: Collaborative days for the new curriculum, literacy and numeracy practices (EAP), whole staff focus on anti-racism and Emergent Literacy and Non-Violent Crisis Intervention for all Interactions staff. We are benefitting again from the Reach Out program through Argyll School. This program will positively impact attendance and engagement for up to 12 Division 3 students. By the end of the year, Balwin will have harnessed the power of data collection, analysis, and decisions that result in actions for student achievement. Balwin will adjust the parent-teacher conference model for one of the meeting times to include literacy games, numeracy games and play. In Division 3, we will offer two semesters of Career and Technology Studies with a focus on Career Pathways, My Blueprints and the Division's Community Marketplace. One class in Division 2 will engage in using My Blueprints and share their experiences with the rest of the team.

Results Achieved:

Models of classroom intervention and systems (e.g.: Guided Math, Daily 5) were shared and adapted to each classroom. Reading intervention systems for grade 2-6 became 60 minutes of two cross-graded reading groups daily. Division 3 students were assessed and identified for possible intervention.

- Balwin experienced success in tracking quantitative data points (reading level, MIPI, writing tasks) at all three Divisions enabling staff to respond to student needs and growth.
- Teacher collaborative days resulted in time to establish systems and structures in all elementary classes to support intervention.
- The Reach Out program ultimately addressed the needs of two high risk students and enabled a transition to high school.
- Balwin revised parent engagement goals (based on some uncertainty in the fall regarding assembling in large groups) to move to a focused conversation sharing achievement level data and evidence with parents (reading level, writing levels, MIPI) in the fall.
- 91% of parents agreed that the information they receive about their child's learning helps them support their learning
- 100% of parents agreed that their child's learning needs were supported at school
- 100% of K-6 parents agreed that the information they receive from school tells them about their child's growth in math, reading and writing
- Based on student needs, in Division 3, we established a reading intervention time during selected CTF blocks in lieu of *My Blueprints*
- Conversation moved to establishing the *My Blueprints* goal embedded in certain option classes in 2023-2024

Balwin School will create a Diversity Team of teachers and students to explore student perspectives and opportunities for education and understanding tailored to all divisions. Balwin staff will ensure:

- We have a second annual anti-racism panel discussion
- We continue to hold Indigenous Family night on an annual basis
- We create monthly YouTube video messages for families with the language caption choice
- Staff engage in meaningful monthly discussions related to anti-racism and/or reconciliation
- Balwin school has a process for connecting with cultural Elders and Imams to engage with staff and students

Results Achieved:

Balwin School's Diversity Staff Team explored student perspectives and opportunities for education and understanding tailored to all divisions through

- *Walking In My Shoes Project*
- *Diversity and Equity Panel*
- *World Hijab Day*
- *Black History Month displays, art and learning*
- *Diversity Day*

The Indigenous Family night was canceled due to uncertainties about large gatherings.

Balwin staff began ongoing conversations at staff meetings focusing on anti-racism, guided by Division resources. When asked to what extent have:

- central unit supports enhanced confidence in supporting the Division's action toward anti-racism and equity, **89%** of staff responded positively
- school level collaboration or resources enhanced confidence in supporting the Division's action toward anti-racism and equity, **96%** of staff responded positively

The goal for connecting with cultural Elders and Imams to engage with staff and students was not successful, however we did access consultants, and liaise with the Edmonton Immigrant Settlement Association partner and partners from Alberta Immigrant Women & Children Centre.

Balwin School will maintain its partnerships with The Family Centre (Success Coach and Roots & Wings worker), E4C (lunch program), The Edmonton Food Bank (breakfast program), Big Brothers and Big Sisters (student mentoring), Argyll School (Reach Out program), University of Alberta (student tutors) and Free Play (after school sports program). Balwin will continue to develop opportunities for students to contribute to the school community by leadership programs and activities. For staff, Balwin will promote options for online professional learning on Teacher Directed Professional Learning Days and at other times when feasible.

Results Achieved:

Balwin school maintained partnerships with all above mentioned organizations that help support students and families. Division 1 and 2 students had the opportunity to join the Kids Helping Kids Club. Division 3 Leadership students organized a school-wide culture day with fashion, dance and food and a year-end fun water day for younger students.

What were the biggest challenges encountered in 2022-2023?

- More collaboration time would be beneficial to deepen practices and systems.
- There is a continued desire to have meaningful, ongoing engagement with Knowledge Keepers and other cultural and religious leaders.
- There is an opportunity to implement supports for peer to peer interactions.

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

- accessing student voice
- starting reading intervention earlier in the year
- dedicating time to consistent, ongoing and multi-faceted ways of communicating with parents

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	82.4	86.0	86.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	72.9	84.5	82.1	80.3	81.4	82.3	Intermediate	Declined	Issue
	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	19.4	21.6 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.7	1.4 *	n/a	16.0	17.7	n/a	Very Low	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	83.1	91.3	89.9	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.1	83.1	83.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	79.4	84.5	84.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.6	78.7	83.3	79.1	78.8	80.3	High	Maintained	Good

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 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).
4. 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.
5. 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.
6. 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.
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.
8. 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

Recognize and support the diverse learning needs of all students:

By June 2024, all students receiving reading intervention will demonstrate growth in reading by a minimum of 4 reading levels.

Achievement of this goal will be supported by:

- Staff response to Phonemic Awareness and Reading Level data at regular intervals. Continuous monitoring of all students receiving an intervention for growth and the provision of targeted literacy support.
- Dedicated Equity Achievement Project time for Kindergarten to Grade 6 teachers

What data will you use to track continuous improvement?

Balwin Assessment Data Tracker and June CAT4 Results Dossier Reading Level Results

Division Priority 1

By June 2024, students at our school will increase their positive responses to questions about peer to peer interactions, collective sense of citizenship and whether or not learning environments are welcoming, caring, respectful and safe.

Achievement of this goal will be supported by:

- Intentional collaboration time to plan and implement meaningful student engagement to increase students' confidence in knowing they belong and are included at school.
 - Regular review and response to school indicators related to students' sense of their own belonging, agency and contributions at school.
- This will be reflected in the Division Feedback Survey and the Alberta Assurance Survey.

What data will you use to track continuous improvement?

Qualitative measures regarding Schools that Listen and a schoolwide focus on two R2 modules.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,606,417		4,907,220
Internal Revenue		0		104,000
REVENUE TOTAL		4,606,417		5,011,220
Classroom	24.650000	2,654,140	25.560000	2,752,124
Leadership	2.300000	316,948	2.500000	340,111
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	90,000
TOTAL TEACHER	26.949999	3,061,088	28.059999	3,182,235
(% of Budget)		66.45%		63.5%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	34,944	.000000	48,049
Support	18.000000	1,085,064	21.700000	1,297,634
Support (Supply/OT)	.000000	40,000	.000000	40,000
Custodial	3.625000	255,304	3.906000	269,905
Custodial (Supply/OT)	.000000	11,000	.000000	14,000
TOTAL NON-TEACHER	21.625000	1,426,312	25.606001	1,669,588
(% of Budget)		30.96%		33.32%
TOTAL STAFF	48.574999	4,487,400	53.666000	4,851,823
(% of Budget)		97.42%		96.82%
SUPPLIES, EQUIPMENT AND SERVICES		78,500		88,955
INTERNAL SERVICES		40,517		70,443
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		119,017		159,398
(% of Budget)		2.58%		3.18%
TOTAL AMOUNT BUDGETED		4,606,417		5,011,221
Carry Forward Included		0		0
Carry Forward to Future		0		0