

Profile



Enrolment		Staff FTE		Budget		
Normalized	503.000	Custodial	3.956000	Salaries	\$5,163,615	97.15%
Weighted	890.157	Exempt	0.000000	Supplies, Equip., Services	\$151,538	02.85%
Regular	503	Support	21.080000			
		Teacher	31.156000			
Year Opened	1961	Total		56.192000	Total	\$5,315,153 100.00%

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. 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:

Boys & Girls Big Brothers Big Sisters, CAAWLS--Paws for Wellness, E4C, 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).

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

#### Results Achieved:

Students identified to receive reading intervention did not all demonstrate growth by a minimum of four reading levels (measured using Fountas and Pinnell). In grades 2-6, 26 of 56 identified students (46%) reached "at grade level" reading bands (Fountas and Pinnell). Grade 1 students and some grade 2 students were assessed for letter sound knowledge. Students who demonstrated growth in letter sound knowledge (27% of students) were able to start participating in leveled reading.

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.

#### Results Achieved:

Students' sense of belonging increased slightly in the 2023-24 school year:

- 67% of students agreed that the school was a place where all students feel like they belong (from 64% in 2022-23)
- 67% of students agreed that they could be themselves at school (from 62% in 2022-2023).
- 78% of students agreed they have opportunities to be involved in activities that support their sense of belonging (73% in 2022-2023).

The Alberta Assurance Survey reported that the percentage of students who agree that their learning environments are welcoming, caring, respectful and safe was 69.9% (an increase from 57.8% the year before).

Representation in materials is viewed positively:

- A majority of students agreed that diverse cultures are represented in books and materials at school (74% in 2023-24).
- However, fewer students agreed that they see their identity/culture reflected in classroom materials (54% in 2023-24 and 58% in 2022-23).

Anti-racism and belonging:

Awareness of school efforts to support anti-racism and belonging decreased to 84% in 2023-24 (92% in 2022-2023).

What were the biggest challenges encountered in 2023-2024?

- Determining why/how 33% of students don't feel like they belong, or are unsure
- Determining why/how 33% of students don't agree that they could be themselves at school
- Choosing to represent student perspective and identity at a deeper level through student stories in lieu of the Annual Equity Panel may have resulted in students not seeing the same focus on anti-racism and equity on a large scale.

Results and Implications

- Learning about the potential impact of whole group tier one reading instruction (phonemic knowledge) while using small group guided reading class systems. We realized that a combination of the two approaches is required.

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

- Facilitate open dialogue and gather specific feedback from students from diverse backgrounds to understand experiences and perspectives on belonging. This can help identify specific areas where improvements can be made.
- Increase communication and transparency about the school's initiatives and actions to support anti-racism, reconciliation, and belonging through school newsletters, assemblies, and classroom discussions.
- Wahkohtowin (K-9) Family Groupings, and Sharing Circle approaches.
- School staff selected "Creating Trauma Informed Classrooms" as a whole team focus for professional learning.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	82.4	84.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	70.2	72.9	78.7	79.4	80.3	80.9	Low	Declined	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	39.5	19.4	19.4	68.5	66.2	66.2	Very Low	Improved	Issue
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	24.3	19.4	19.4	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	2.7	0.8	0.8	15.4	15.5	15.5	Very Low	Maintained	Concern
	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	81.9	83.1	87.2	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.8	74.1	78.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.9	79.4	82.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	68.8	81.6	80.2	79.5	79.1	78.9	Very Low	Declined	Concern

## 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, 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.

What data will you use to track continuous improvement?

Teacher running records of Tier one reading instruction (phonemic knowledge). School-wide data review and respond spreadsheet that will be updated on an 8-10 week cycle.

Division Priority 3

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

What data will you use to track continuous improvement?

-Gather and respond regularly to student feedback and amplify student voice through regular class meetings, Legacy of Me project, Listen to Learn initiatives, sharing circles, Wahkohtowin groups. -Division Feedback Survey

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		5,256,587		5,315,153
Internal Revenue		0		0
REVENUE TOTAL		5,256,587		5,315,153
Classroom	27.738000	2,997,729	29.156000	3,150,975
Leadership	2.000000	281,118	2.000000	280,946
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	100,000
TOTAL TEACHER	29.738001	3,368,847	31.156000	3,531,921
(% of Budget)		64.09%		66.45%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	48,049	.000000	35,000
Support	23.000000	1,398,084	21.080000	1,280,965
Support (Supply/OT)	.000000	30,000	.000000	30,000
Custodial	3.906000	273,097	3.956000	275,729
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	26.906000	1,759,230	25.035999	1,631,694
(% of Budget)		33.47%		30.7%
TOTAL STAFF	56.644001	5,128,077	56.191999	5,163,615
(% of Budget)		97.56%		97.15%
SUPPLIES, EQUIPMENT AND SERVICES		60,050		72,712
INTERNAL SERVICES		68,460		78,826
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		128,510		151,538
(% of Budget)		2.44%		2.85%
TOTAL AMOUNT BUDGETED		5,256,587		5,315,153