

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	335.000	Custodial	2.000000	Salaries	\$2,301,246	95.53%
Weighted	367.870	Exempt	0.000000	Supplies, Equip., Services	\$107,720	04.47%
Regular	346	Support	4.000000			
		Teacher	<u>16.700000</u>			
Year Opened	1948	Total	22.700000	Total	\$2,408,966	100.00%

School Philosophy

At Donnan School, we are proud to be a community school as well as the Division site for the Sports Alternative Program. Donnan is a unique and dynamic learning environment that blends both regular programming and sports alternative programming (Hockey, Sport Fit, Brazilian Jiu-Jitsu, and Elite Athletes). At Donnan, our staff provides flexible learning environments that support and encourage all learners both inside and outside of the classroom. Through our commitment to character development and citizenship, we work collectively to build our school community.

Community Profile

Donnan School consists of 346 students, with the majority of students being in grades 3-6. We are proud to be the community school for students residing in the King Edward Park area and surrounding communities as well as the Division Site for the Sports Alternative Program. The junior high program has once again been temporarily suspended for the upcoming year.

Programs and Organization

Donnan School provides academic programming for students in Kindergarten through Grade 6. Students in Kindergarten to Grade 2 participate in our regular academic programming. In Grades 3 - 6, students are given the opportunity to select either the Arts & Activities program or one of our Sports Alternative programs. As the Division site for the Sports Alternative program, Donnan staff also provide flexible timetabling in order to accommodate the training and rigorous schedules of elementary student-athletes. All Donnan students participate in the D.R.A.G.O.N.S. character virtues program. This program focuses on positive citizenship and character development while building relationships between all students and staff.

School Community Relationships

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

Academic & Athletic Development Cornerstone Out of School Care Southside Mother's Day Out

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).

Goal 1: Each student will demonstrate growth in literacy.

Honoring the Division cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy. By June 2023, more students at Donnan School will be achieving at or above grade levels in reading and writing as measured through Division Reading levels, Reader screeners, Provincial Learning Loss Assessments, Provincial Achievement Tests, HLATs, and regular classroom level assessments.

This will be achieved through:

- Applying best literacy practices
- Staff taking part in Professional Learning to enhance universal supports in all classrooms to support literacy
- Peer reading and writing (classroom buddies)
- Building partnerships with families through home reading programs and volunteer opportunities
- Providing evidence-based targeted interventions for students, as needed

Results Achieved:

- Reader screeners, CAT4, and Learning Loss Assessments were used in the fall to identify students struggling in reading and targeted interventions implemented.
- Division 1 students - we were able to integrate a combination of targeted reading and math interventions for students as needed through EA support as well as building teacher capacity in push-in interventions for students in terms of instruction and assessment practices.
- Division 2 students - 56 students received targeted reading intervention through Reading Assistant+. The program was implemented and monitored for progress by our Assistant Principal. Our Division 2 reading levels were above the Division average.
- Division Reading Levels (all grades) - increase of 7% from June 2022 to June 2023 (77.3% of students reading at or above grade level in June 2023).
- CAT4 (Grades 4-6 Fall 2022 to Spring 2023 comparisons): reading growth of 4.1% reading at or above grade level; Math remained the same at 90% at or above grade level; Computation growth of 3% and 8% above Division level
- Common HLAT marking blueprints were created through teacher collaboration in our school. HLAT levels show 69.7% of our students are at or above grade level (6% higher than Division average). Multiple teachers in Division 2 took part in writers workshop professional learning through catchment cohort.
- Provincial Assurance Survey: overall, 95.4% of students, staff, and teachers are satisfied with the quality of basic education students are receiving at Donnan (up 1% and 7% higher than the province).
- Division Feedback Survey: 94% of students feel they get the help they need for their learning, 86% of students feel they are getting better at reading, 82% in writing and math.
- PAT results: 94% participation rate; Math - 80.3% students achieved acceptable standard (16% higher than province); English Language Arts - 87.3% students achieved acceptable standard (11% higher than province); Science - 77.5% students achieved acceptable standard (11% higher than province); Social - 77.5% students achieved acceptable standard (11% higher than province).
- Home reading program successfully implemented and 55 students read over 150 nights throughout the year.
- Teachers attended professional development in regards to the new curriculum, we purchased/created resources and collaborated as staff to support implementation.

Goal 2: To create a school that listens and take action toward Anti-Racism and Reconciliation.

Honoring the Division cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation. In response to the calls to action of the Truth and Reconciliation Commission (TRC) and to address the standards of practice in both the TQS and LQS, by June 2023 Donnan will innovate programming that celebrates Indigenous and multiple diverse ways of knowing for staff, students, and community members.

This will be achieved through:

- Focusing on equity in classrooms and providing equitable access to supports and interventions for students
- Professional Learning for school staff to enhance their understanding of anti-racism and reconciliation
- Adding diverse resources to our classrooms and school library
- Using Division resources from the Diversity Consultants and the First Nations, Métis, and Inuit Education unit to enhance students educational experiences
- Providing opportunities for parents to be actively involved in planning events and activities for our school community
- Exploring possibilities to acknowledge our responsibilities as Treaty 6 people through programming at the Bennett Centre

Results Achieved:

- Through PD days, our staff looked at the context of their classrooms and chose an area to guide their professional learning for the year through building an Inquiry-Based Professional Growth Plan (mental health and wellness, anti-racism, diversity, literacy, numeracy and indigenous knowledge)
- All staff attended Catchment PD Days where the focus was reconciliation and foundational knowledge to address TQS#5 and LQS#5
- 100% of teachers reported that the professional development and in-servicing received from the school authority, particularly at the school and catchment level has contributed significantly to their ongoing growth (Assurance survey - an increase of 20.5% from 2022 and Division Feedback Survey)
- School Council helped with purchasing diverse resources for our library including the winning book for each class from the Indigenous book battle that took place leading up to Indigenous People's Day in June
- All classes celebrated and learned foundational knowledge and advanced anti-racism through curriculum and monthly school activities
- 89.1% of students are aware of the work our school is doing to support anti-racism and belonging in school and 95% of students acknowledge they have the opportunity in school to learn about the contributions and perspectives of Indigenous people (Division Feedback Survey)
- Students and staff created personalized land acknowledgements

Goal 3: Implement a comprehensive school approach to Staff and Student well being.

Honoring the Division cornerstone values, the McNally Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being. By June 2023, Donnan School will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the physical literacy and mental health of the whole school community. This will be measured through the Provincial Assurance Survey, Division Feedback Survey, Dr. Unger Resilience Survey, and regular monitoring of other relevant sources of data.

This will be achieved through:

- Co-creating school culture with all stakeholders
- Enhancing capacity of staff through Professional Learning and classes attending Mental Health collaborative sessions offered through the Division
- Gathering data of the benefits of our school being the Division Sports Alternative Program site and the impact on students academic performance and overall well being
- Focusing on staff wellness through strategy sharing sessions at monthly staff meetings
- Using resilience survey data to guide supports for students who are struggling in the area of resiliency
- Using schoolwide assemblies and displays to celebrate students embodying our D.R.A.G.O.N character virtues

Results Achieved:

- All classes took part in Mental Health collaborative sessions offered through the Division
- School Council co-planned school events such as our Halloween Pumpkin Carving Contest, Glow Dance, and Spring Arts Festival with school staff to enhance school culture
- As the Sports Alternative Division site, 96% of parents, students and staff are satisfied with the broad program of studies offered at Donnan (13% higher than provincial average).
- 91.2% of teachers, parents and students are satisfied that students model the characteristics of active citizenship (11% higher than the Division and province)
- 91% of teachers, parents and students agree Donnan School's learning environments are welcoming, caring, respectful and safe (8% higher than Division)
- 92.9% of parents and teachers agree that students are taught attitudes and behaviors that will make them successful at work when they finish school (10% higher than Division and province)
- 96% of parents feel their child has a positive relationship with one of more adults in our school (Division feedback survey)
- 100% of staff felt they were doing very well, well, or so-so this school year (Division feedback survey)
- Parent involvement and engagement in school decisions continue to be lower than the provincial average on the Assurance Survey as stated by both teachers and parents (6.5% lower than provincial average)

What were the biggest challenges encountered in 2022-2023?

The biggest challenge for Donnan school last year was to implement the new curriculum in Division 1 while still recovering from the pandemic. Even though there were no restrictions last year in regards to cohorts, isolation protocols, etc, our school continued to have illness outbreaks that affected the attendance of our students, as well as disrupted the planning and running of school events. Our students continue to need support with lagging skills due to the pandemic (academic, social, and emotional). Both learning and behaviour challenges in classrooms were ongoing throughout the year, which made it more difficult to implement and learn new curriculum. While we were given money from the province for professional learning, resource development and collaboration, staffing shortages also impacted the amount of time our staff could take at the school level for this work.

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

- schoolwide focus on reading and writing to support our students that are reading and writing below grade level as this continues to be our biggest academic need
- schoolwide focus on continuing to co-create and enhance culture at Donnan school with all rights holders
- engaging parents in a variety of ways and working alongside them again inside our school (continuing to communicate more and involve parents in a variety of ways)
- taking part in "Creating Schools that Listen" and "R2" Division initiatives to authentically gather student and parent voice and what support struggling students/families need

- new curriculum will require professional learning and collaboration for staff as well determining what resources teachers need to support implementation in Division 1 (Science) and Division 2 (Language Arts and Math)
- students taking on more leadership roles within our school

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7505 Donnan School

Assurance Domain	Measure	Donnan 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	83.7	82.9	82.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	91.2	82.4	80.5	80.3	81.4	82.3	Very High	Improved	Excellent
	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	77.5	78.8 *	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	31.0	13.6 *	n/a	16.0	17.7	n/a	Very High	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	95.4	94.4	94.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	86.0	86.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.6	77.3	77.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	72.6	73.7	74.9	79.1	78.8	80.3	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 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

Goal 1: Each student will demonstrate growth in literacy.

Honoring the Division cornerstone values, by June 2024, more students at Donnan School will be achieving at or above grade levels in reading and writing.

This will be achieved through:

- Effectively tailor support and set targets for learning based on baseline assessments and review and respond to needs through ongoing assessment and cycles of inquiry
- Applying best literacy practices
- Staff taking part in Professional Learning to enhance universal supports in all classrooms to support literacy and new curriculum implementation
- Peer reading and writing (classroom buddies)
- Building partnerships with families through home reading programs and volunteer opportunities

What data will you use to track continuous improvement?

We will track continuous improvement and growth through Division Reading levels, Reader screeners, Provincial Learning Loss Assessments, CAT4 assessments, Provincial Achievement Tests, HLATs, and regular classroom level assessments.

Division Priority 1

Goal 2: To create a school that listens and take action toward Anti-Racism and Reconciliation.

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This will be achieved through:

- Focusing on equity in classrooms and providing equitable access to supports and interventions for students
- Professional Learning for school staff to enhance their understanding of anti-racism and reconciliation
- Continuing to add diverse resources to our classrooms and school library
- Using Division resources from the Diversity Consultants and the First Nations, Métis, and Inuit Education unit to enhance students educational experiences
- Providing opportunities for parents to be actively involved in planning events and activities for our school community
- Participating in "Creating Schools that Listen" initiative with a small cohort of staff

What data will you use to track continuous improvement?

We will track continuous improvement and growth as measured through the Provincial Assurance Survey, Division Feedback Survey, Dr. Unger Resilience Survey, and regular monitoring of other relevant sources of data.

Goal 3: Implement a comprehensive school approach to Staff and Student well being.

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	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,369,602		2,408,966
Internal Revenue		0		0
REVENUE TOTAL		2,369,602		2,408,966
Classroom	15.075000	1,623,172	15.075000	1,623,172
Leadership	1.625000	221,575	1.625000	222,354
Teacher Supply	.000000	40,000	.000000	39,426
TOTAL TEACHER	16.700001	1,884,747	16.700001	1,884,952
(% of Budget)		79.54%		78.25%
Support	3.500000	215,117	4.000000	244,911
Support (Supply/OT)	.000000	7,250	.000000	7,250
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	12,900	.000000	12,900
TOTAL NON-TEACHER	5.500000	386,500	6.000000	416,294
(% of Budget)		16.31%		17.28%
TOTAL STAFF	22.200001	2,271,247	22.700001	2,301,246
(% of Budget)		95.85%		95.53%
SUPPLIES, EQUIPMENT AND SERVICES		67,780		76,675
INTERNAL SERVICES		30,225		30,695
OTHER INTEREST AND CHARGES		350		350
TOTAL SES		98,355		107,720
(% of Budget)		4.15%		4.47%
TOTAL AMOUNT BUDGETED		2,369,602		2,408,966
Carry Forward Included		0		0
Carry Forward to Future		0		0