

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	455.000	Custodial	4.875000	Salaries	\$4,024,252	97.28%
Weighted	663.848	Exempt	0.000000	Supplies, Equip., Services	\$112,424	02.72%
Regular	471	Support	13.560000			
		Teacher	<u>24.815000</u>			
Year Opened	1956	<b>Total</b>	<b>43.250000</b>	<b>Total</b>	<b>\$4,136,676</b>	100.00%

### School Philosophy

Hardisty K-9 School is focused on creating a positive, safe and caring learning environment focussed on academic success and serving the needs of our school community. It is our goal for Hardisty to be seen as a positive choice for neighborhood students, as a program of choice for those interested in Logos Christian programming and as school where the dignity of all learners is honored. At Hardisty we are committed to the 3 R's - Respect, Responsibility and Relationships. Through this commitment we strive to create a safe and welcoming atmosphere for all students and build a sense of community that unites our students, parents and community. The quality and effectiveness of our school will be reflected in the confidence and satisfaction of our students, parents, staff, and community have in the work we do. We consider all stakeholders at Hardisty to be learners and we are committed to continuous improvement in our practice.

### Community Profile

Hardisty K-9 School is located in east Edmonton. The people of the greater Hardisty area see our school as, and we strive to be, a true community hub by connecting with our neighbors and local community organizations in hosting community events, participating in fundraising and contributing as citizens of the area. We work along side our educational partner, the Edmonton Logos Society, to enhance our programming. We are committed to building community minded citizens who contribute to improving themselves and the community in which they live.

### Programs and Organization

Hardisty K-9 School is home to five Division programs; Logos Christian program K-9, Community program K-9, Interactions program 7-9, Individual Support Program 3-9 and the Extensions Program 1-9. All programs work together to form the Hardisty School Community. We draw strength from our diversity. Our culture of continuous improvement, commitment to learning for both students and staff, and our belief that all students have the right to a high quality learning environment serve to unify our school community.

### School Community Relationships

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

Logos Society Young Life of Canada

### 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).

Through our cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy. By June 2023, students at Hardisty School will demonstrate growth in the areas of reading, writing and mathematics. Qualitative and quantitative data will be collected from both internal and external sources. Data will be collected through assessments such as PATs, HLAT Writing, Fountas and Pinnell, CAT4 and teacher professional judgment (informed by observation, conversation, and student products) in the determination of school-awarded marks. Data from the Provincial Assurance Survey, Division Feedback Survey, and regular monitoring of other relevant data sources will be used to measure and report this growth. Academic results from provincial assessments will demonstrate improvement in the number of students achieving the acceptable standard and the standard of excellence in Grade 9 on provincial assessments.

### Results Achieved:

#### Division Survey

- 71% of students think they are getting better at Math this year
- 86% of students think they are getting better at reading this year
- 82% of the students think they are getting better at writing this year

#### HLAT Data

Overall, 54% of the students are writing At or Above level. This is a 10% drop from 2021-2022 or a 6% drop from 2020-2021. This will be something we need to address long term. In 2022-2023 we had two staff members from Division 1 and 2 attend Professional Development on a Writers Workshop approach who shared their learnings with staff to build capacity at Hardisty. For the 2023-2024 school year we have 4 teachers involved in Writers Workshop and look forward to seeing the improvement in our schools writing in the coming years.

#### CAT4 DATA

- 78.8% of students achieving a stanine of 4 or higher in Reading, increase of 4% from 2021-2022
- 81.6% of students achieving a stanine of 4 or higher in Mathematics, increase of 3% from 2021-2022
- 75.8% of students achieving a stanine of 4 or higher in Computation, remained the same from 2021-2022
- 79.2% of students achieving a stanine of 4 or higher in Total Math, increase of 2% from 2021-2022

#### Reading Level Results

- 61.3% of Hardisty students are Reading At or Above grade level, decrease of 6.2% from 2021-2022
- 38.7% of Hardisty students are Reading Below Level, increase of 6.2% from 2021-2022
- 68.3% of grade 1 students reading below grade 1 level compared to 57.5% from 2021-2022

Improved reading level results are a targeted growth area for 2023-2024.

#### PAT Results

- Grade 6 PAT's - in three of four PAT exams (English, Math and Science), we saw a decrease between 6-9% of those achieving the acceptable standard and a similar drop in those achieving the standard of excellence.
- Grade 9 PAT's - in all PAT exams, there was an increase ranging from 1-5% in student achieving the acceptable standard and an increase of 7-14% in those achieving the standard of excellence.

EYE-TA - All but 3 of 31 kindergarten students met all the EYE-TA assessment targets at Hardisty for the Spring EYE-TA.

With additional funds from the province for Grade 1-3 students deemed "At-Risk", we were able to free up a portion 0.2 FTE of a teacher starting in Feb 2023 to do some targeted Tier 2 intervention for our highest need students. Students involved in this intervention obtained, on average, 3 F&P levels of growth.

Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation. By June 2023, Hardisty staff will demonstrate evidence of action in support of the educational experiences and achievements of Indigenous and other learners. Hardisty staff will also continue their journey in reconciliation and Indigenous learning. Evidence of this work will include data that responds to the recommendations in The Organization for Economic Cooperation and Development

(OECD) report of promising practices. These include; the implementation of high expectations that are frequently and well-communicated to our learning community regarding student achievement; increased and improved family engagement opportunities, a focus on equity in the classroom, and providing equitable access to supports and interventions for all students.

**Results Achieved:**

Division Priority 2 and 3 are connected in that if student and staff well-being is addressed, then areas of safety/belonging/anti-racism and reconciliation typically align.

From the division survey:

- 74% of students agree that staff have high expectations for them to be successful in their learning
- 77% of students know how to get help when learning is hard
- 74% of students agree that Hardisty takes actions that support Truth and Reconciliation
- 80% of students are aware of the work Hardisty is doing to support anti-racism and belonging in schools
- 92% of students indicate they have the opportunity to learn about the contributions of Indigenous people, Indigenous perspectives, treaties and agreements with First Nations and about residential schools

From the AEA Survey:

In 2022-2023, we did see some declines in areas of citizenship from students (-10%, n=89) and parents (-16.2%, n=11), and in the areas of Access to Supports and Services from students (-16.1%, n=89) and teachers (-25.8%).

To continue our journey towards reconciliation, students and staff participated in Orange Shirt Day Activities, National Truth and Reconciliation presentations and National Indigenous People's Day learnings at Hardisty. This included various activities throughout the year such as Indigenous games, songs, dancing, crafts and historical teachings. Our Jr High students also showcased their understanding of the the Seven Sacred Teachings through video productions.

Hardisty staff, along with the McNally catchment, also participated in a presentation from Charlene Bearhead in January 2023 where we learned about the history and legacy of Indian Residential Schools, Truth Seeking, Reconciliation and the Way Forward, Together. On June 21, 2023, National Peoples Indigenous Day, Hardisty and the McNally catchment spent the morning learning through multiple films and guided conversations about Indigenous culture, heritage and ongoing issues.

Through our cornerstone values, the McNally Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being. At Hardisty, we are defined by our commitment to the 3 R's - Respect, Responsibility and Relationships. Our continued goal for the 2022-2023 school year will be to build on our connections to our greater community and to expand on our work related to Diversity, Equity and Inclusion in support of the social, emotional, and physical health of the whole school community. Qualitative and quantitative data will be collected from both internal and external sources. Indicators of success and measurement of progress may be collected from staff and student opportunities to participate in mental health school and Catchment events or activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, one on one conversations, team and our results from internal school surveys, the Dr Ungar resiliency survey, the Assurance Survey and the Division Feedback Survey.

**Results Achieved:**

Throughout the year, Hardisty continued its focus on the 3 R's - Respect, Responsibility and Relationships - for all students and staff. Our commitment to keeping common high expectations for all students in both academics and behaviour was communicated regularly in class, through assemblies and on announcements.

From the Division Survey:

- 76% of students(n=182) indicate they have at least one adult at my school who i would go to for help if i need it
- 59% feel the adults at my school care about me
- 68% of students feel safe at school and 70% (n=37) of parents agree their child is safe at school
- 63% of students feel like they belong

From the Assurance Survey

- 90.9% of parents agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 69.2% of students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

In recognition of our Resilience Survey results indicating a need for connections with teachers at the Jr High level, we are working as a staff to enhance these relationships and are adopting a multi-grade family group approach for the 2023-2024 school year.

In support of mental health, we provided, with the support of our Parent Council, many opportunities out of the structured classroom environment with cultural and physical literacy activities (ie. Alien Inline, Fitset Ninja, Musical Theatre, Les Bucherons to name a few) . Regular assemblies and Logos chapels supported connections and relationships among staff and students. Our Jr High Leadership students also connected with each class through carnivals, candy grams and bake sales.

**What were the biggest challenges encountered in 2022-2023?**

- We continued to see a large number of students writing and reading below grade level
  - Widening gaps in learning loss and limited resources for intervention to remediate these significant needs at all levels
- Range of numeracy levels within individual classes which presents increased complexity as concepts are not always able to be differentiated to the whole group and require individual instruction
- More students presenting with Mental Health needs that are not able to be addressed without impacting learning of others or that are beyond the scope of what schools/teachers can provide.
  - Limited access to Mental Health supports and/or therapists
- Combining of classes as a result of student enrolment creating even more complex classes.
- Multiple staff on leaves in key areas that impacted consistency of learning.
- Pockets of poverty that impact student well-being
- New curriculum implementation with limited resources
- Increased quantities of complex students integrated into classes that impedes additional academic support for other students
- Small enrollment in Division program (Logos) affecting overall composition of classes and resource allocation
- Large Kindergarten class (31)

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

Academic

- overall reading scores
- writing levels
- increase PAT acceptable standard

Schools That Listen

Mental Health of Staff and Students

- Exploring multigrade family groups to connect students to each other and staff

Continued Focus of our 3 R's to improve with Citizenship Opportunities

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7512 Hardisty School

Assurance Domain	Measure	Hardisty 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	80.3	86.4	86.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	73.8	83.8	81.4	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	60.6	59.8 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	23.2	15.2 *	n/a	16.0	17.7	n/a	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	86.6	88.7	88.2	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	89.1	89.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	68.9	82.7	82.7	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	83.1	89.0	88.9	79.1	78.8	80.3	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 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

Through our cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy for all students. Specifically at Hardisty, by June 2024, Division 1 students who have been at our school for at least one year, will on average demonstrate one year's reading growth. Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Monitoring all students for growth and the provision of targeted literacy support (e.g. Guided Reading) or interventions.
- Focused Guided reading groups.
- Develop common language for reading strategies.
- Partnered reading with older students who will be directed with targeted reading strategies to help the younger ones.
- Partnered reading to provide exposure to books and provide teachers opportunities to pull students for targeted intervention.
- Combined class activities with varied supervision to free up teachers to work with students.

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

Division Reading Levels (At, Above, Below); Fountas & Pinnell benchmarks; Alberta Education CC3 and LeNS Screeners; teacher observations (e.g. Guided Reading); Hardisty school wide data sheet for tracking reading levels and growth; other relevant data for students in Div 2 and 3 (ie CAT4, HLAT, PAT, Assurance Survey).

#### Division Priority 1

At Hardisty, we are defined by our commitment to the 3 R's - Respect, Responsibility and Relationships and, through the Divisions's cornerstone values, we will continue to engage in a comprehensive approach to focus on staff and student well-being and mental health. Our continued goal for the 2023-2024 school year will be to build on our connections to our greater community and to expand on our work related to Diversity, Equity and Inclusion in support of the social, emotional, and physical health of the whole school community.

By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to school. Achievement of this goal will be supported by:

- Family Groups
- Student Clubs and Committees
- Performance in assemblies
- Schoolwide events such as the Winter Festival, Breakfast and Books and Movie Nights where families are invited to the school.
- Cross Graded field trips
- Awareness themed events and activities. (ie Antbullying, Orange Shirt Day, Hats on for Mental Health,etc)
- Cultural awareness events and activities.
- Development and implementation of a school wide plan to support meaningful relationship building between staff and students to support increased sense of belonging for students with low engagement indicators
- Teacher observations and data will be foundational to support these conversations. Strategies will be adjusted, responsive to student needs
- Creating Schools That Listen

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

Qualitative and quantitative data will be collected from internal and external sources, staff and students observations and conversations, student attendance data for the year and relevant information from the 2024 Division Feedback Survey results, Alberta Education Assurance Survey, and student connectedness data from the Youth Resilience Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,093,740		4,136,676
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,093,740</b>		<b>4,136,676</b>
Classroom	22.211000	2,391,527	22.715000	2,445,794
Leadership	2.100000	292,181	2.100000	292,098
Teacher Supply	.000000	72,059	.000000	68,465
<b>TOTAL TEACHER</b>	<b>24.311001</b>	<b>2,755,767</b>	<b>24.815001</b>	<b>2,806,357</b>
<b>(% of Budget)</b>		<b>67.32%</b>		<b>67.84%</b>
Exempt (Hourly/OT)	.000000	39,000	.000000	39,000
Support	13.788000	847,290	13.560000	833,704
Support (Supply/OT)	.000000	5,000	.000000	6,075
Custodial	4.875000	334,116	4.875000	334,116
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
<b>TOTAL NON-TEACHER</b>	<b>18.663000</b>	<b>1,230,406</b>	<b>18.435001</b>	<b>1,217,895</b>
<b>(% of Budget)</b>		<b>30.06%</b>		<b>29.44%</b>
<b>TOTAL STAFF</b>	<b>42.974001</b>	<b>3,986,173</b>	<b>43.250002</b>	<b>4,024,252</b>
<b>(% of Budget)</b>		<b>97.37%</b>		<b>97.28%</b>
SUPPLIES, EQUIPMENT AND SERVICES		51,418		68,359
INTERNAL SERVICES		55,350		44,065
OTHER INTEREST AND CHARGES		800		0
<b>TOTAL SES</b>		<b>107,568</b>		<b>112,424</b>
<b>(% of Budget)</b>		<b>2.63%</b>		<b>2.72%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,093,741</b>		<b>4,136,676</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0