

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	397.000	Custodial	2.500000	Salaries	\$2,919,704	97.02%
Weighted	444.935	Exempt	0.000000	Supplies, Equip., Services	\$89,571	02.98%
Regular	425	Support	5.800000			
		Teacher	<u>20.534000</u>			
Year Opened	1954	Total	28.834000	Total	\$3,009,275	100.00%

School Philosophy

At Holyrood, we build competencies that empower students and equip them to be conscientious community members. We embrace diversity and well-being in a socially and emotionally safe and culturally relevant environment. We work with students, families and communities to create authentic learning experiences that enable students to become global citizens who strive for excellence.

Community Profile

The Holyrood neighborhood is a community in transition with a large seniors population and new, younger families rejuvenating the area. The majority of the school's student population lives outside the immediate Holyrood neighborhood and attends our French Immersion program. Students from several Edmonton communities attend Holyrood School and many of them are bused or carpool to school. Our parents are committed to working closely with the school to enhance and support their children's education. We continue to foster strong relationships with our community stakeholders. Holyrood School is proud of our award-winning outdoor learning spaces. We enjoy a beautiful courtyard classroom where students go to learn. Our student garden club members plant and harvest vegetables for the Edmonton Food Bank every year.

Programs and Organization

Holyrood offers two programs of choice to its community: the regular English program in Grades 4-6 (approximately 7% of the student population) and the French Immersion program from Kindergarten to Grade 6. Students registered in the English program are provided instruction in French as a Second Language beginning in grade four.

School Community Relationships

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

ATB Financial Canadian Parents for French Alberta Concordia University Edmonton Food bank First Church of God Holyrood After School Care Holyrood Community League Holyrood Extencicare Jubilee Nursing Home Lunch Lady The South East Edmonton Seniors Assn University of Alberta

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).

tGoal 1# - Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

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 Holyrood School will demonstrate growth in the areas of reading, writing and mathematics.

Assessments such as CAT4, French & English HLAT Writing, Fountas and Pinnell, GB + reading levels, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored support.

Data from these assessments, as well as Alberta Education Assurance (AEA) Surveys, Division Feedback Survey, and regular monitoring of other relevant sources of data will be used to measure and report this growth.

Results Achieved:

Formal assessment as well as teacher assessment results indicate that significant growth occurred in the area of literacy and numeracy for the majority of students, most achieving the minimum one-year growth expected.

- English reading levels: 70% reading at or above grade level
- French reading levels: 80% reading at or above grade level
- English writing levels: 77% writing at or above grade level
- French writing levels: 77% writing at or above grade level
- CAT-4 results showed a growth of 1% in English reading, 1% growth in Math, and 10% growth in computation.

PAT results show the following for acceptable + excellent achievement

- French LA: 82% English LA: 97%
- French Math: 96% English Math: 50%
- French Science: 67% English Science: 60%
- French Social Studies: 69% English Social Studies: 50%

Student growth was tracked using a school-based data spreadsheet which was populated throughout the year, following assessment periods. This information was helpful to track and identify students with learning needs, especially to plan for those requiring specialized support. Pyramid of Intervention strategies were used to assist struggling students in class with their homeroom teachers who worked on continuing to hone their ability to provide individual and targeted support. Educational Assistant and pull-out Intervention Support was provided to support the highest need students. Struggling students received multi-tiered intervention support. Goal-setting involving parents as partners was an important part of focusing on student progress.

Goal #2 - Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.

Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation.

By June 2023, Holyrood School will demonstrate evidence of action in support of the educational experiences and achievements of indigenous learners and at-risk students.

This goal will be measured by the Alberta Education Assurance (AEA) Surveys, staff surveys, staff participation in catchment and individual professional development opportunities, and teacher reflective feedback based on a collaborative Professional Growth Plan.

Results Achieved:

Holyrood School staff committed to a collaborative Professional Growth Plan which included whole staff PD on anti-racism and continued professional growth regarding First Nation, Metis and Inuit, history, traditions and perspectives. All staff participated in PD in Anti-Racism: Allyship and Responding to Racialized Situations as well as Indigenous Learning with Charlene Bearhead. Staff also learned more through online resources such as [Culture Commons](#), a resource hub for K-12 teachers disrupting systemic racism, by promoting an anti-racist, multicultural, equity and inclusivity-based lens in education within Alberta classrooms and the “Infusing Indigenous Knowledge Into Curriculum” website. Our school-wide artist-in residency project had students create a mural for our courtyard that highlights the Metis history of the land, nature, our school culture and how French Canadian and Metis cultures are linked.

Our staff Diversity and FNMI team organized a school-wide project to promote a better understanding and acceptance of the diversity within our school community by having students share “All About Me” mini posters that were shared online through SchoolZone to learn about each other and instill a feeling of belonging.

As we tracked baseline literacy and numeracy achievement data for our students we carefully examined the progress of our First Nation, Metis and Inuit students. Struggling students were provided Tier 1, 2, and 3 interventions for students at-risk. This included Educational Assistants in classrooms and individual intervention support.

The Division Survey indicated that over 90% of students are aware of the opportunities they have to learn about the contributions of Indigenous peoples, their perspectives, treaties and agreements with First Nations and about residential schools and their legacy.

School staff continued to advance action towards reconciliation through their continued learning about First Nations, Metis and Inuit by accessing Division, McNally Catchment, School and Elder resources and incorporating their learning into their teaching.

Goal #3 - Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

Through our cornerstone values, the McNally Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being.

By June 2023, Holyrood School will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the whole school community.

This goal will be measured by the Alberta Education Assurance (AEA) Surveys, the Division survey and school based staff, student and parent surveys and conversations.

Results Achieved:

The partnerships with our parents community remain a priority in working together for the success of our students. This year we were able to move back to full involvement of our parent community with in person volunteers. Our parent volunteers support students with reading support, special classroom activities, school-wide special events and field trips. These positive parent partnerships serve to support students and their teachers and contribute to a healthy welcoming school environment.

School Council participation continued to be higher this year with mostly virtual meetings which allows for more parent participation. Holyrood School Council financially supported wellness activities through our Winter Cities field trips as well as music performances. They also supported the purchase of a great number of Diversity resources for our classrooms. These Diversity book titles were greatly appreciated by teachers who reported that these books were used as read aloud stories that generated wonderful class discussions about welcoming and appreciating diversity in our community. Our courtyard mural project also helped bring together our school community in collectively creating a mural that represents the Metis past, current school reality and how we are committed to welcoming diversity.

This Division survey indicates that 91% of parents feel like their child has a sense of belonging at school and 92% report feeling welcome in our school community. It also indicates that 77% of our parents perceive that many diverse cultures (traditions, worldviews, histories, current realities) are represented in the events, activities and environment in our school which is representative of our increasing efforts to support diverse cultures. The survey results indicate that 71% of parents feel that the school has helped students develop skills that support their wellness.

Staff results on the Division Survey were also very positive with 86% of staff reporting positively on how well they are doing, 87% of staff report that our school is a welcoming environment where all students feel like they belong, 100% report that many diverse cultures are represented in the books and materials at our school, and 93% feel that Holyrood School takes steps to support a sense of belonging and inclusion for everyone.

On the Division Survey students 61% reported feeling like they belong while 21% were unsure and 79% felt they had opportunities to be involved in activities that support my sense of belonging. In regards to anti-racism, 84% of students reported being aware of the work the school is doing to support anti-racism and belonging in schools. Overall, this year was not only a getting back to normal year but also a year for us to all focus on the important work of taking care of the work in our school to support students' success. This was achieved through great efforts and a strong partnership with the parents in our community.

What were the biggest challenges encountered in 2022-2023?

The biggest challenges are linked to the increase in complex needs in classrooms. The range of learning needs, along with social and emotional challenges linked to the pandemic resulted in more students needing social skills instruction and specialized supports. While we were able to add additional educational assistants to help with academic interventions, we found it difficult to access mental health supports and resources that were needed to promote well-being for our students. With the re-introduction of socializing as a whole school community, we found many group interaction skills, conflict resolution, and overall behaviour management needed to be directly addressed.

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

Literacy and Numeracy: Provide learning interventions in class to help struggling students with their academic growth using proven strategies such as guided reading/math, centers, group work and one-on-one teaching. Math skills development and computation skills are a priority area to address.

New Curriculum: Support teachers who are required to implement new curriculum for certain subject areas with professional development, collaboration time and resources.

Indigenous Learning, Reconciliation and Anti-racism: Continue building authentic whole school Indigenous learning experiences that increase a sense of belonging and shared respect for our diverse community.

Well-being and Belonging: Build in authentic opportunities to make relationships across grades and groupings in the school. Create a school-wide behaviour plan that builds on common norms, includes opportunities to reflect and learn new skills, and incorporates principles of restorative justice when needed.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7514 Holyrood School

Assurance Domain	Measure	Holyrood 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	94.1	87.9	87.9	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	85.7	89.7	90.4	80.3	81.4	82.3	Very High	Declined	Good
	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	64.1	79.0 *	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	15.6	25.8 *	n/a	16.0	17.7	n/a	Intermediate	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	93.8	92.0	92.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	91.8	91.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	68.7	75.6	75.6	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	76.8	76.9	78.2	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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

At Holyrood we will recognize and support the diverse learning needs of all students to enable growth in literacy, numeracy and the competencies that empower students to meet the ever-changing needs of society.

- Design differentiated instructional strategies to build successful and equitable learning opportunities for all students
- Organize flexible groupings beyond homeroom classrooms to re-arrange students for targeted instruction
- Explore technology-based supports to increase engagement as well as daily practice of outcomes
- Provide professional learning, collaborative working groups, coaching and mentoring to support the implementation of new curriculum and resources
- Intentionally integrate Indigenous content and approaches to facilitate students building personal connections to what they are learning
- Support students and staff in building skills, strategies and relationships so they experience a greater sense of belonging as well as social, emotional, physical and mental well-being.

What data will you use to track continuous improvement?

All students will improve their literacy and numeracy skills by one or more years of growth, as indicated by the combined results of the BAS, HLAT, LeNS, CC3, CAT4 and classroom assessments. Our school-based data tracker is a tool used to collect classroom assessments, as well as standardized assessments on a term-basis that serves to inform ongoing instructional decisions for learning targets.

Division Priority 1

At Holyrood we will work with students, staff and families to take action towards building anti-racism and equity in our community, serving as the catalyst for long-term and systemic change.

- Co-construct a new school mission statement to reflect our collective voice and identity.
- Build and celebrate personal identity through shared learning of the cultural and diverse backgrounds of all of our students and staff
- Invite community leaders and knowledge keepers to create opportunities for authentic whole school Indigenous learning experiences that increase a sense of belonging and a shared respect for our diverse community
- Incorporate Métis culture and traditions into the current school culture
- Re-envision our courtyard and outdoor space to incorporate land-based Indigenous teachings
- Engage in socially, emotionally, and culturally relevant skill-building and competency development
- Create a collective village that teams up to both recognize and support the unique talents and challenges of every student

What data will you use to track continuous improvement?

All groups will report increased satisfaction that we are an informed and inclusive community actively supporting systemic change, as measured by the Alberta Education Assurance Measures and Division Feedback Survey. Recess support referrals provide daily tracking for themes and skills that require direct teaching.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,955,736		3,009,275
Internal Revenue		0		0
REVENUE TOTAL		2,955,736		3,009,275
Classroom	18.532000	1,995,396	18.534000	1,995,611
Leadership	2.000000	265,227	2.000000	265,217
Teacher Supply	.000000	80,000	.000000	81,087
TOTAL TEACHER	20.532000	2,340,623	20.534000	2,341,915
(% of Budget)		79.19%		77.82%
Exempt (Hourly/OT)	.000000	69,889	.000000	53,000
Support	4.300000	257,346	5.800000	337,575
Support (Supply/OT)	.000000	4,000	.000000	4,000
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	6.800000	514,450	8.300000	577,790
(% of Budget)		17.41%		19.2%
TOTAL STAFF	27.332000	2,855,073	28.834001	2,919,705
(% of Budget)		96.59%		97.02%
SUPPLIES, EQUIPMENT AND SERVICES		56,963		56,013
INTERNAL SERVICES		39,700		30,858
OTHER INTEREST AND CHARGES		4,000		2,700
TOTAL SES		100,663		89,571
(% of Budget)		3.41%		2.98%
TOTAL AMOUNT BUDGETED		2,955,736		3,009,276
Carry Forward Included		0		0
Carry Forward to Future		0		0