



Enrolment		Staff FTE		Budget		
Normalized	388.000	Custodial	2.500000	Salaries	\$2,831,557	97.00%
Weighted	443.325	Exempt	0.000000	Supplies, Equip., Services	\$87,605	03.00%
Regular	424	Support	6.000000			
		Teacher	19.505000			
Year Opened	1954	Total		28.005000	Total	\$2,919,162 100.00%

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 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

For the 2024-25 school year, Holyrood will offer two programs of choice to its community: the French Immersion program from Kindergarten to Grade 6 and the regular English program for Grades 5-6. The English program is being phased out due to low enrolment.

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 Extendicare, 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 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).

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.

Results Achieved:

- 82% reading at/above grade level in French; up 1.9%
- 82% reading at/above grade level in English; up 11.5%
- Division 2 CAT 4 Data indicates 87% combined proficiency in French and English reading; up 5.7%
- Division 1 Literacy Screeners indicate 12% students at-risk in French and English in spring; down 10% from fall
- 78% writing at/above grade level on English HLATs; up 2.8%
- 72% writing at/above grade level on French HLATs; down 8.1%
- Division 2 CAT 4 Data indicates 96% proficiency in mathematics; up 7.8%
- Division 2 CAT 4 Data indicates 88% proficiency in computation; up 7.7%
- Division 1 Numeracy Screeners indicate 11% students at-risk in Numeracy in spring; down 15% from fall

Intentional Actions Contributing to Success

- Teacher professional learning on new benchmarking resources and how to plan for instruction
- Worked with IISLE consultants to establish foundations of French literacy in all classes
- Differentiation and targeted French literacy instruction for students with learning challenges
- Short stint intervention in spring for at-risk Division 1 students requiring specific phonetic skill development
- Explored methods to facilitate literacy skill acquisition through a variety of rich experiences individually, in small group and whole class activities
- Daily basic math facts practice
- Targeted Mathletics activities to review and extend learning while teacher provided small group numeracy interventions

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

Results Achieved:

- 72% in student feelings of belonging at school; up 10%
- 84% of students feel they have opportunities to get involved in activities that support their sense of belonging; up 7%
- 76% in students feeling they get help developing skills to support their wellness; up 12%

- 87% of students are aware of the work the school is doing to support anti-racism and belonging; up 4%
- 88% of students feel our school takes actions that support truth and reconciliation; up 11%
- 93% of parents feel welcome in the school community; up 2%
- 74% of parents feel many diverse cultures are represented in the events, activities and environment of the school; down 4%
- 48% of parents feel informed about the steps we are taking to support anti-racism and belonging; up 1%
- 78% of staff feel they have the knowledge and skills to program for FNMI students; up 8%
- 83% of staff feel that many diverse cultures are represented in the materials in the classroom; down 17%
- 92% of staff feel the Division is taking actions that support Truth and Reconciliation; down 8%

Intentional Actions Contributing to Success

- Co-created and established a school-wide positive behaviour plan
- Established recess support program to respond to recess behaviours and provide skill instruction before re-introduction to whole group
- Worked to build a collective identity through shared school-wide experiences including Kindness Campaign, a number of community fundraisers, a writing competition, and events like Carnival d'hiver and our Family Dance
- Student-led assemblies showcasing acts of reconciliation
- Parent workshops where we learned to weave ceinture flechees (Metis sashes) and sew ribbon skirts

What were the biggest challenges encountered in 2023-2024?

The integration of students requiring specialized support has marked a significant shift at Holyrood. The diverse range of learning needs, coupled with social and emotional challenges, presents new dynamics not typically seen in alternative French Immersion programs. As our staff continues to build their knowledge-base and toolkit of strategies to accommodate these students, a collaborative response with community and Division partners is essential in providing comprehensive programming for all our students to be successful.

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

Literacy and Numeracy: Enhance our understanding of the diverse learning needs and collaborate with Division and community partners to develop programming that effectively addresses the comprehensive needs of every student.

Diversity, Reconciliation and Anti-racism: Continue to foster genuine, whole-school learning experiences that cultivate shared knowledge and respect for the diverse individuals within our broader community. In doing so, we will strengthen our own identities while acknowledging our biases. This foundational work will pave the way for allyship and empower us to become active, constructive citizens ready to take meaningful action in our community.

Well-being and Belonging: Keep building foundational emotional literacy while cultivating skills and strategies for managing personal mental health and resilience. We will continue to prioritize the development of essential skills for healthy relationships, including empathy, effective communication, and conflict resolution.

Communication: Create ongoing opportunities for students, families, and staff to come together to celebrate our learning, set meaningful goals, and develop effective strategies together.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	87.7	94.1	91.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.7	85.7	87.7	79.4	80.3	80.9	High	Declined	Acceptable
	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	88.9	64.1	64.1	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	27.0	15.6	15.6	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	94.0	93.8	92.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	88.9	90.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	69.3	68.7	72.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.1	76.8	76.8	79.5	79.1	78.9	Very High	Improved	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 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, all students who have been at our school for the 2024-25 school year will demonstrate one year's reading and writing growth in both French and English.

Achievement Of This Goal Will Be Supported By:

- Teachers will collaborate around student reading and writing data to identify and support the implementation of high impact strategies to support student growth
- Regular monitoring of student reading levels through common school assessment tracker
- Regular monitoring of student writing needs using Writing Growth Tool
- 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
- Engage staff in professional learning focused on differentiation and supporting diverse and complex student needs
- Provide coaching and mentorship in research-based best practices for French language instruction
- Explore technology-based supports to increase engagement as well as daily practice of outcomes
- Collaborate with families to assess progress, set goals, and create actionable plans

The following indicators will serve as targets to help monitor for progress:

- 5-7% increase in one year of reading and writing growth for students working below grade level
- 5-10% increase in all students meeting grade level expectations in French and English writing
- 3-5% increase in all students meeting grade level expectations in French and English reading

What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments; literacy intervention results, teacher observations (e.g., Guided Reading); teacher awarded grades; Canadian Achievement Test 4 (CAT4); Division Feedback Survey, family engagement results from the Alberta Education Assurance Measures.

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased confidence and an enhanced sense of belonging.

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.

- Invite community leaders and knowledge keepers to create opportunities for authentic whole school learning experiences that increase a sense of belonging and a shared respect for our diverse community
- Engage in staff professional learning with Diversity Team members around understanding bias, fostering constructive conversation, allyship and integrative anti-racism
- 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

The following indicators will serve as targets to help monitor for progress:

- 5-10% improvement in students feeling that school is a place where all students can feel they belong
- 5-10% improvement in citizenship measure
- 10% improvement in parents agreeing that the school keeps them informed of the steps that are being taken to support anti-racism and belonging

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Citizenship, as well as

maintaining or increasing positive responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Anti-racism and Reconciliation.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	2,889,597		2,919,162	
Internal Revenue		0		0
REVENUE TOTAL	2,889,597		2,919,162	
Classroom	17.268000	1,866,205	17.505000	1,891,818
Leadership	2.000000	266,451	2.000000	266,408
Teacher Supply	.000000	72,000	.000000	65,798
TOTAL TEACHER	19.268000	2,204,656	19.504999	2,224,024
(% of Budget)		76.3%		76.19%
Exempt (Hourly/OT)	.000000	50,000	.000000	53,000
Support	6.000000	356,065	6.000000	356,065
Support (Supply/OT)	.000000	6,000	.000000	9,500
Custodial	2.500000	179,368	2.500000	179,368
Custodial (Supply/OT)	.000000	7,500	.000000	9,600
TOTAL NON-TEACHER	8.500000	598,933	8.500000	607,533
(% of Budget)		20.73%		20.81%
TOTAL STAFF	27.768000	2,803,589	28.004999	2,831,557
(% of Budget)		97.02%		97%
SUPPLIES, EQUIPMENT AND SERVICES		49,818		42,489
INTERNAL SERVICES		34,190		42,916
OTHER INTEREST AND CHARGES		2,000		2,200
TOTAL SES		86,008		87,605
(% of Budget)		2.98%		3%
TOTAL AMOUNT BUDGETED		2,889,597		2,919,162