



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	558.000	Custodial	3.500000	Salaries	\$3,980,126	97.15%
Weighted	730.280	Exempt	0.000000	Supplies, Equip., Services	\$116,972	02.85%
Regular	558	Support	12.857000			
		Teacher	<u>25.840000</u>			
Year Opened	1958	<b>Total</b>	<b>42.197000</b>	<b>Total</b>	<b>\$4,097,098</b>	100.00%

**School Philosophy**

At Killarney School, our staff are committed to providing a safe, positive learning environment to engage students in developing skills, knowledge and attitudes to become responsible, caring and productive citizens, as well as life-long learners. At Killarney School we believe that learning must be centered around each child's ability to reach their full potential. As educators and role models we nurture this belief in all of our students. We have a strong emphasis on academics and citizenship and provide a safe learning environment that encourages students to take risks in their learning. Our students must have the knowledge, skills, and attitudes to be global citizens of the future. Killarney School celebrates the diverse nature of its population and provides challenging and fulfilling learning opportunities for students from a variety of cultural and religious backgrounds. "A.C.E" - Academics, Character, and Excellence - is the motto that guides student progress at Killarney School. This philosophical stance is directly linked to the Division's Vision of *Enhancing Pathways for Student Success*. Our goal at Killarney is to ensure that every child receives the support they require in order to ensure a successful transition to high school.

**Community Profile**

Killarney School is located in north Edmonton and proudly serves students from across north Edmonton. Our school population is approximately 560 students, and has grown consistently over the past 6 years. As a designated site for Arabic Bilingual, CLS, CLS/BLA and Opportunity programming, Killarney students come from 15 different feeder schools with the majority coming from Glengarry, Mee-Yah-Noh and Calder Schools.

**Programs and Organization**

Killarney Junior High School serves a diverse student population by providing regular junior high programming, Community Learning Skills (CLS) classes, Opportunity programming, a separate ELL class, a vibrant Arabic bilingual/language and culture program, and continued support for families who wish to partake in inclusive education programming for their children. A large number of Killarney's student population is coded as English Language Learners. In addition to a separate class for many of these students, the vast majority of our ELL learners attend regular, inclusive classes, but receive additional supports from staff to assist their literacy.

To enhance the Junior High School experience for all of our students, Killarney offers complimentary classes that include CTF subjects (Construction, Food Studies, and STEM), Fine Arts (Art and Drama), a "Learning to Lead" complimentary class, Islamic Studies, as well as a choice of two second languages (French and Arabic).

Killarney School is part of the the North Central Catchment Schools (NCCS) cohort which consists of 19 schools whose focus is to develop a community of teaching and learning practices to ensure success of all of our students from Early Education to grade 12. Staff from all schools in the catchment work collaboratively to create successful transitions for students as they move from grade to grade and school to school. Through professional development on collaborative approaches to learning and promoting healthy school cultures and citizenship, the goal of the NCCS is to teach our students to become learners who are resourceful, goal-directed and purposeful.

**School Community Relationships**

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

CAFA - Canadian Arab Friendship Association  
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 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).

#### **By June 2023, all Killarney students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. Strategies and Action Plan**

- Staff have examined potential learning loss, and have planned their courses to focus on the essential learning outcomes and ways to provide additional support to students.
- Support classes with smaller class size will be created to provide identified students with additional supports to assist their academics
- Separate ELL and Extra Math and Extra LA options to support students in need of additional instruction in their classes.
- We have made a commitment to explore how to support literacy in every classroom, and we will continue to participate in PL and collaboration to build staff capacity in Literacy (ie. Focus on Vocabulary, Groupings in class, ...). We will collaborate around the CAT4 and STAR data to interpret the data to determine next steps.
- Math Lead teacher will be part of a NCCS collaborative group and bring strategies back to our school to share with other staff
- In recognition of our First Nation, Metis and Inuit heritage, our English Language Learners and students with significant special needs, we will work with the OECD Report as a guiding document to frame our work with our students.
- Teachers will also support student learning with an additional commitment to post learning topics and activities through their Google Classrooms.

#### **Measures:**

PAT Results/HLAT Results/Course completion results/STAR Reading Assessment and CAT4 results/Fountas and Pinnell reading screening/Internal Data Tracking

#### **Results Achieved:**

- With continued focus on a school-wide approach to Literacy, staff received professional learning and collaborative time and support from division consultants to explore strategies to support literacy.
- Staff worked collaboratively to understand and work with the annotations and new benchmarking system for ELL students.
- STAR Reading assessment used 3 times during the year. First, to identify students in need of support, then to track progress and provide support as needed.
- Time was provided to use data from CAT4 to identify areas of student need and aligned instruction and support.
- In response to challenges with Literacy, approximately 100 students were provided the opportunity to receive extra support with reading and writing.
- Twenty seven ELL/Refugee students were provided targeted intervention to support language development with five students then transitioning into regular classes.
- Approximately 80 students received Extra Math blocks to support their success..
- Teachers made a commitment and became proficient in using google classroom as a technological tool in their classrooms.

CAT 4 was completed in the fall and then again in the spring (% of students above stanine 4)

- Reading: 11.6% decrease (fall 57.9%, 46.3% spring )
- Mathematics: 2.2% decrease (fall 64.9%, 62.7% spring )
- Computation: 1.2% decrease (fall 71.3%, 70.1% spring )

Provincial Achievement Test Results (percentage of students who wrote and met or exceeded the acceptable standard)

- English Language Arts Part A Writing: 80.0%, increase 2.1%
- English Language Arts Part B Reading: 69.6%, increase 2.7%
- Mathematics Part A: 52.7%, increase 23.8%
- Mathematics Part B: 55.8%, decrease 7.9%

#### **By June 2023, all Killarney staff, through collaboration and professional learning, will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation**

##### **Strategies and Action Plan**

- Professional Learning and Circle Groups for staff to learn more about anti-racism, equity
- Build these teaching opportunities into our school-wide assemblies and classes
- Anti-racism/Equity committee to guide this work
- Bring in community partners and leaders to assist in this work
- Information sessions for parents

**Measures:** District feedback survey/NCCS Catchment survey/Anecdotal feedback from staff/Accountability Pillar/Tracking our accomplishments

**Results Achieved:**

- **Professional Learning and Circle Groups** focused on teachers reflecting on their explicit and implicit biases they might have and the impacts it can have on student learning. Staff also reflected on how current issues in our society are reflected by students' thoughts, options, and actions in the school environment.
- **Students worked collaboratively** with an Indigenous Elder to hear about experiences related to residential schooling and in a blanket exercise. Students made connections with Indigenous cultures and their own.
- **The racism committee** provided lessons around understanding and accepting one another for our differences, which were used in Health classes.
- **The anti-racism committee** organized activities during the various cultural recognition months and held a cultural week of celebration that all students participated in along with parents and community members.

**Division Feedback Survey**

- 48% of students feel school is a place they belong
- 72% of students feel at school they have opportunities to be involved in activities that support their sense of belonging
- 63% of parents feel welcome in their child's school community

**Alberta Assurance Survey**

- 72% of students feel other students treat them well
- 80% of students feel they are treated fairly by adults at the school
- 71% of parents feel the students at school respect each other
- 89% of parents feel students are treated fairly by adults at the school

**By June 2023, all Killarney staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being.**

**Strategies and Action Plan**

- staff will receive PL around personal and student well-being
- training in trauma-informed practice
- provide opportunities for staff to engage with one another in collaboration
- provide mentorship opportunities between our grades and programs
- Committees focused on student and staff wellness
- Resiliency survey will guide our work to look at ways to support our students better

**Measures:** Accountability Survey - Parent Engagement; Safe and Caring Schools; Citizenship; Staff/student attendance

**Results Achieved:**

- **FNMI activities and awareness** was raised through school-wide activities.
- **Students and staff** were involved in refining our own personalized Land Acknowledgement which is shared on announcements, at assemblies, and at staff meetings
- **Wellness committee** organized and implemented various activities to help develop relationships among staff
- **Students worked together** to support those less fortunate in our community through the establishment of Christmas Hampers.

**Division Feedback Survey**

- 63% of students indicate that their school helps them develop skills that support their wellness
- 66% of students feel like they belong at school
- 63% of parents feel their child has a positive relationship with one or more adults in their school.

**Alberta Assurance Survey**

- 61% of students indicate that at school students help each other.
- 67% of students feel they can get help at school with problems that are not related to school work.
- 79% of students indicate their teachers care about them.
- 73% of parents indicate that students at the school respect each other.
- 94% of parents indicate that school is a welcoming place to be.

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

COVID learning loss continues to be an issue with student academics and social interactions. Although out of the Pandemic, Mental Health continues to be a concern among students and staff. Due to diverse cultures, educational experience and language many of our parents find it challenging to engage and participate in supporting their student's education.

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

- To improve our students' sense of belonging in the school in collaboration with other catchment schools we are implementing " Schools That Listen".
- To support students in developing better mental health and resiliency we are implementing the division R2 project at the school.
- We will continue with an EAL class to support language development for students who are new to the English language.
- We will continue to offer Literacy and Numeracy option classes for students who are identified by staff.
- Time will be provided to meet as departments, to analyze data and address areas of challenge in each subject area.
- We will continue to build staff capacity to support high quality literacy programming in every classroom.
- We will continue to focus on creating a sense of belonging within our school community.
- We will pre-assess students' levels in the areas of Reading/Writing and Mathematics using the CAT4/STAR/HLAT so we can align supports for them.
- We will continue to create Support Classes at each grade level to provide smaller class size to address needs

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7516 Killarney School

Assurance Domain	Measure	Killarney 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	84.3	83.3	83.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	70.7	70.1	70.2	80.3	81.4	82.3	Low	Maintained	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	46.2	45.9 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	8.2	9.7 *	n/a	16.0	17.7	n/a	Very Low	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	82.0	81.9	84.0	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.5	75.3	75.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.3	76.7	76.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.8	71.9	73.1	79.1	78.8	80.3	High	Maintained	Good

**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

By June 2024, Killarney students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. Achievement of this goal will be supported by:

- A focus on determining where students have exhibited challenges and the essential learning outcomes and ways to provide additional support to students.
- Support classes with smaller class size will be created to provide identified students with additional supports to assist their academics.
- Separate ELL and Extra Math and Extra LA options to support students in need of additional instruction in their classes.
- We have made a commitment to explore how to support literacy in every classroom, and we will continue to participate in PL and collaboration to build staff capacity in Literacy (ie. Focus on Vocabulary, Groupings in class, ...). We will collaborate and interpret the CAT4 and STAR (literacy intervention program) data to identify strengths and challenges to determine next steps.
- In recognition of our First Nation, Metis and Inuit heritage, our English Language Learners and students with significant special needs, we will work with the OECD Report as a guiding document to frame our work with our students.
- Teachers will also support student learning with an additional commitment to post learning topics and activities through their Google Classrooms.

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

Division Feedback Survey Results and the Alberta Education Assurance Survey in the areas of Parent Engagement; Safe and Caring Schools; and Citizenship. Anecdotal evidence from teacher observation, and student focus group feedback related to students feeling they belong and connect with schools. Student and staff attendance data

#### Division Priority 1

By June 2024, Killarney staff in collaboration with the North Central Catchment will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being.

##### Strategies and Action Plan

- Killarney along with other schools in the North Central Catchment are participating in, "Schools that listen", as a means to provide greater student voice and engagement with school.
- Killarney Staff will receive PL around personal and student well-being along with training in trauma-informed practice.
- Killarney is participating in the division R2 project and staff are using his book, "Change Your World", as professional learning.
- Committees focused on student and staff wellness.
- Resiliency survey will guide our work to look at ways to identify student needs so that we can provide support.

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

Division Feedback Survey Results and the Alberta Education Assurance Survey in the areas of Parent Engagement; Safe and Caring Schools; and Citizenship. Anecdotal evidence from teacher observation, and student focus group feedback related to students feeling they belong and connect with schools. Student and staff attendance data

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,104,361		4,097,098
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,104,361</b>		<b>4,097,098</b>
Classroom	23.150000	2,492,629	23.281000	2,506,736
Leadership	2.650000	364,311	2.559000	354,299
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,165	.000000	90,165
<b>TOTAL TEACHER</b>	<b>25.799999</b>	<b>2,947,105</b>	<b>25.840000</b>	<b>2,951,200</b>
<b>(% of Budget)</b>		<b>71.8%</b>		<b>72.03%</b>
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	12.857000	773,025	12.857000	773,025
Support (Supply/OT)	.000000	5,000	.000000	6,000
Custodial	3.500000	243,901	3.500000	243,901
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
<b>TOTAL NON-TEACHER</b>	<b>16.357000</b>	<b>1,027,926</b>	<b>16.357000</b>	<b>1,028,926</b>
<b>(% of Budget)</b>		<b>25.04%</b>		<b>25.11%</b>
<b>TOTAL STAFF</b>	<b>42.157000</b>	<b>3,975,031</b>	<b>42.197001</b>	<b>3,980,126</b>
<b>(% of Budget)</b>		<b>96.85%</b>		<b>97.15%</b>
SUPPLIES, EQUIPMENT AND SERVICES		73,580		54,521
INTERNAL SERVICES		55,750		62,451
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>129,330</b>		<b>116,972</b>
<b>(% of Budget)</b>		<b>3.15%</b>		<b>2.85%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,104,361</b>		<b>4,097,098</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0