



Enrolment		Staff FTE		Budget		
Normalized	199.000	Custodial	1.625000	Salaries	\$1,840,052	96.14%
Weighted	275.108	Exempt	0.000000	Supplies, Equip., Services	\$73,801	03.86%
Regular	213	Support	6.400000			
		Teacher	11.277000			
Year Opened	1958	Total 19.302000			Total \$1,913,853	100.00%

School Philosophy

King Edward School is a safe and caring community where students are creatively engaged in their learning. The school offers an arts enriched focus for students to explore, discover, learn and grow. Within our school community, we gain confidence in our abilities and are encouraged to develop the endless possibilities we all possess. We believe in: Developing a connected community of learners; Respecting and accepting each other; Enabling all individuals to succeed; Aspiring to higher levels of learning; Making choices which foster good citizenship; Sharing in the joys and challenges of learning and growing together.

Community Profile

King Edward is a community school located in the heart of Old Strathcona Community. It draws a diverse student population, primarily from the university, arts, media, and Whyte Avenue business communities. Most of our students live in the immediate community and the school serves as an important centre of community life. King Edward School provides space for the King Edward Child Care Centre, and often becomes a Fringe venue during the summer.

Programs and Organization

King Edward School currently has classrooms for kindergarten to grade six. As a District Interactions Site, we provide programming for students with autism from grades one to six. All students in kindergarten and grades one to six receive music instruction. Students in division two receive music and French as a Second Language as distinct entities. Particular emphases in programming includes a continued focus on academic excellence, inclusion, programming for individual differences and an exciting emphasis on teaching curriculum using an arts focus. Our focus continues to be aimed at promoting self directed learners who can think critically, problem solve, and collaborate. King Edward School is an integral part of the community and its slogan is "Celebrating the Arts in the Heart of Old Strathcona".

School Community Relationships

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

Berna Ponich - Artist in Residence, Boys & Girls Big Brothers Big Sisters, Brooke's No Frills, Holy Trinity Anglican Church, King Edward Child Care Society, King Edward Parent Council, Royal Pizza - Old Strathcona, Whyte Avenue Boston Pizza

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).

By June 2024, students who have been at our school for at least one year, will on average, demonstrate one year's growth in numeracy and writing. Achievement of this goal will be supported by:

- Staff engagement in evidence-based mathematics PD to build knowledge and confidence working with students who are not yet working at grade level.
- Additional release time given to support teachers collaborating around implementation of the new curriculum; emphasis on Math, Writing and Science.
- Targeted intervention for First Nations, Metis and Inuit students not yet working at grade level.
- To increase student automaticity of math facts, parent math nights will be held to teach parents math games to play at home with their child(ren).
- Book Study: Make it Stick: The Science of Successful Learning
- Monitoring all students for growth through classroom data sheets.

Results Achieved:

- When compared to children across Canada, on the CAT4, we do very well! Our PAT scores indicated a minimum of one year's growth. Of the students who wrote, 100% achieved at least at the acceptable level. 44.4% achieved at the excellent level in Language Arts!
- From the start of the year, First Nations, Metis and Inuit students not working at grade level, were given targeted intervention in both reading and math. Gains were made, but not one year's growth. The division two students who received intervention made substantial gains in reading comprehension.
- Parent math night was a big success and all went home with a deck of cards and a booklet of math games. Notable improvement in math facts recall for students was shown in the CAT4 test.
- "Make it Stick" book study is not yet completed, but qualitative reports say what was learned about memory and retention has had an impact in classrooms. In our listening circles, students actually reported that having quizzes weekly helps them retain what they've learned that week.

By June 2024, teachers will have deepened their understanding of the Division's Anti-racism and Equity Action Plan to promote meaningful, long term systemic change. Teaching and learning will continue to reflect anti-racism and equity as teachers inform their practice and students demonstrate increased sense of belonging to the school. Achievement of this goal will be supported by:

- Catchment PD on Anti-Racism and Equity.
- School PD to deepen understanding of Indigenous teachings and how to integrate into the curriculum.
- Book study with staff: Homes by Abu Bakr Al Rabeeah and Winnie Yeung.
- Continued working through of the resources developed by the Division.
- Diversity Club for students.
- Listening Circles with all stakeholders to inform practice.

Results Achieved:

- All staff participated in catchment PD and conversations on Anti-Racism and Equity.
- School PD concentrated on Land Based Knowledge, learning to play Indigenous games, and Indigenous art based on the lunar cycles.
- The book "Homes" resulted in rich conversation about what our many immigrants endured before coming to Canada. All staff reported the book generated greater empathy for the lives of immigrant children.
- Diversity Club for students was successful as, on the survey, only 5 students reported that they didn't feel like they belonged.
- Listening Circles will continue as they provided rich feedback about our school.
- On the Assurance survey, 90% of our students agreed that our school is a welcoming, caring, respectful and safe learning environment. That was a slight increase from last year.

What were the biggest challenges encountered in 2023-2024?

- The enormous span that begins to show up in division two, especially in Language Arts and Math.
- At dip in our survey results of numbers of students feeling safe at school.

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

 - Continued work in writing and numeracy; specifically, to retain gains made in math fact automaticity and to continue using research based literacy programs in division one. (UFLI, Heggerty)
 - Students who are not regulated, or do not feel safe and comfortable at school, will not learn well. We fill focus on resiliency strategies and wellness opportunities for students and staff.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7517 King Edward School

Assurance Domain	Measure	King Edward 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	86.8	90.2	89.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.4	90.3	91.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	70.0	70.8	70.8	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	23.3	20.8	20.8	19.8	18.0	18.0	High	Maintained	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	94.3	97.3	96.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	89.5	90.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.1	81.2	78.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	85.6	93.8	88.4	79.5	79.1	78.9	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 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, 75% of students who have attended King Edward regularly, and have been with us for at least one year, will demonstrate one year's growth in numeracy and writing. Achievement of this goal will be supported by:

- Research based Language Arts instruction
- Targeted support of students who are below grade level to make appropriate gains in numeracy and literacy
- Common guided reading time to give targeted support to Division Two students who are missing basic phonics
- School involvement in LNAP (Literacy and Numeracy Action Plan); numeracy
- To ensure gains in numeracy are maintained, teachers will send home optional math homework booklets
- First Nations Metis Inuit students will receive targeted, small group instruction in literacy and math
- Math Games incorporated into classroom schedules
- Make it Stick: The Science of Successful Learning: continue book study as a staff

What data will you use to track continuous improvement?

CAT4, Provincial Achievement Tests, writing samples collected three times during the year, classroom data sheets to track progress throughout the year, Division 1: Government Screening Assessment Information.

Division Priority 3

By June 2025, 90% of students will report feeling a sense of belonging and feeling safe at school. 100% of all staff will move at least one notch on a wellness continuum of 1 - 10. Achievement of this goal will be supported by:

- All students being able to identify three resiliency strategies that work for them
- All students receiving social/emotional teaching and character education
- Diversity Club for students
- Listening Circles
- Monthly diversity themes discussed on morning announcements
- Daily announcements will include reference to monthly character education theme
- Staff will have the option of attending two, after school exercise sessions
- One early Thursday will be staff self-directed
- One day a week, staff who choose to participate, will meet at a restaurant after school

What data will you use to track continuous improvement?

Division, government, and school surveys, qualitative data gathered from teachers, parents and students through conversations/teacher surveys, and from listening circles held by the principal.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,932,372		1,913,853
Internal Revenue		0		0
REVENUE TOTAL		1,932,372		1,913,853
Classroom	10.572000	1,142,548	10.277000	1,110,666
Leadership	1.000000	138,472	1.000000	138,472
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	33,576
TOTAL TEACHER	11.572000	1,311,020	11.277000	1,282,714
(% of Budget)		67.85%		67.02%
Exempt (Hourly/OT)	.000000	20,000	.000000	20,000
Support	6.300000	394,816	6.400000	395,749
Support (Supply/OT)	.000000	25,300	.000000	20,000
Custodial	1.625000	113,589	1.625000	113,589
Custodial (Supply/OT)	.000000	2,000	.000000	8,000
TOTAL NON-TEACHER	7.925000	555,705	8.025000	557,338
(% of Budget)		28.76%		29.12%
TOTAL STAFF	19.497000	1,866,725	19.302000	1,840,052
(% of Budget)		96.6%		96.14%
SUPPLIES, EQUIPMENT AND SERVICES		31,124		37,082
INTERNAL SERVICES		34,523		36,719
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		65,647		73,801
(% of Budget)		3.4%		3.86%
TOTAL AMOUNT BUDGETED		1,932,372		1,913,853