

School: King Edward [0517]
Address: 8530 101 Street NW



Enrolment		Staff FTE		Budget		
Normalized	197.000	Custodial	1.625000	Salaries	\$1,923,641	96.55%
Weighted	285.535	Exempt	0.000000	Supplies, Equip., Services	\$68,694	03.45%
Regular	208	Support	6.000000			
		Teacher	12.418000			
Year Opened	1958	Total 20.043000			Total \$1,992,335	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 Boys & Girls Big Brothers Big Sisters Brooke's No Frills Holy Trinity Anglican Church King Edward Child Care Society King Edward Parent Council University of Alberta 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 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, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. Interim measures will be in place throughout the year to track student academic progress. Indicators of success will include CAT4, HLAT, and PAT.

Measures:

- CAT4
- Provincial Learning Loss Data
- HLAT
- PAT
- Teacher-awarded reading levels

Action Plan:

- Teachers will use research-based instructional and assessment strategies to build on student achievement and growth, using triangulation of data to address the needs of individual students.
- Book study: *Grading, Reporting, and Professional Judgment in Elementary Classrooms* by Herbst and Davies to sharpen teacher assessment skills.
- Deepening teachers' ability to use Guided Math as a regular part of their Math instruction. In school mentorship/classroom observations will be scheduled.
- Targeted interventions for learners who are at risk.
- Additional time in math lessons to practice math computation through use of math games. Parent night to teach math games to families to play at home.
- Student achievement results will be tracked and monitored through Student Data Spreadsheets to inform next steps.
- Staff will have access to professional learning opportunities to deepen their understanding of literacy and numeracy instructional practices and assessment.

Results Achieved:

- CAT4 data tells us that students are understanding the concepts taught in math. Although students are able to problem solve, automaticity with computation continues to be low.
- All students who wrote the Math PAT passed the problem-solving test. Three students did not achieve the acceptable level on the computation test. Automaticity of math facts will continue to be a focus for us.
- HLATs: dropped, but with very few exceptions, those not writing at grade level were newly arrived EAL learners. By grade six, 100% of our students writing the PAT achieved at acceptable or excellent level on the writing test.
- Guided Math has been an excellent addition to math class and has allowed teachers to provide intervention and enrichment.
- Classroom Data Sheets with teacher awarded marks are a valuable means to see the growth of every child. If a student is not showing the expected growth, they also give us the opportunity to reevaluate teaching strategies.
- 40 students took part in intervention last year.

By June 2023, teachers will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long term systemic change. Teaching and learning will reflect anti-racism and equity as teachers inform their practice through professional learning and their own professional growth.

Measures:

- Assurance Survey
- Division Survey
- School level data
- Student and parent feedback

Action Plan:

- Catchment PD on Anti-Racism and Equity
- Book study with staff: *Biased* by Jennifer L. Eberhardt
- Imbedded Diversity Opportunities
- Use of Division consultants and resources
- Listening Circles with students, teachers and parents to inform our practice
- Establishment of a Diversity Club

Results Achieved:

- We have made steady progress in this goal. After staff worked through the book *Biased*, and had professional development on anti-racism and reconciliation, their conversations became deeper and more personal. Teachers indicated that they were beginning to feel more comfortable talking to their students on this topic.
- The Assurance survey indicated that overall, 89.4% of the King Edward family felt that students are safe, cared for and respect each other.
- The Diversity Club was well attended by a variety of students.
- Teachers worked with division consultants to deepen their understanding of Indigenous teaching, and all students indicated, on the Division survey, that they were aware of the Indigenous teaching happening in their classrooms. In addition to classroom teaching, many Indigenous school-wide activities, including the Blanket Exercise, were held.
- In the listening circles, division 2 students freely brought up, and discussed issues important to them.

What were the biggest challenges encountered in 2022-2023?

- New curriculum
- Home practice of math facts
- Amount of EAL students arriving throughout the year

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

- Continued work in writing and numeracy; specifically math fact automaticity.
- Deepening of the work of anti-racism and equity; as we dig deeper and gain greater, empathy for our EAL students will increase.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	90.2	88.8	88.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.3	92.6	93.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	70.8	73.7 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.8	26.3 *	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	97.3	95.3	94.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	92.0	92.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.2	76.0	76.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	93.8	83.0	85.3	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

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.

What data will you use to track continuous improvement?

MIPI (gr. 2 and 3), CAT4, Provincial Screening Assessments, teacher monitoring of math fact automaticity, schoolwide writing prompts throughout the year, PATs.

Division Priority 1

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.

What data will you use to track continuous improvement?

Assurance survey, division survey, school level data and qualitative feedback. Students' qualitative feedback will come from small group, biweekly listening circles held with the principal.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,922,470		1,992,335
Internal Revenue		0		0
REVENUE TOTAL		1,922,470		1,992,335
Classroom	11.100000	1,195,171	11.418000	1,229,411
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	25,000	.000000	32,000
TOTAL TEACHER	12.100000	1,357,975	12.418000	1,399,215
(% of Budget)		70.64%		70.23%
Exempt (Hourly/OT)	.000000	19,482	.000000	15,000
Support	5.930000	360,897	6.000000	370,008
Support (Supply/OT)	.000000	10,000	.000000	25,300
Custodial	1.625000	112,118	1.625000	112,118
Custodial (Supply/OT)	.000000	4,000	.000000	2,000
TOTAL NON-TEACHER	7.555000	506,497	7.625000	524,426
(% of Budget)		26.35%		26.32%
TOTAL STAFF	19.655000	1,864,472	20.043000	1,923,641
(% of Budget)		96.98%		96.55%
SUPPLIES, EQUIPMENT AND SERVICES		33,769		36,077
INTERNAL SERVICES		24,029		32,417
OTHER INTEREST AND CHARGES		200		200
TOTAL SES		57,998		68,694
(% of Budget)		3.02%		3.45%
TOTAL AMOUNT BUDGETED		1,922,470		1,992,335
Carry Forward Included		0		0
Carry Forward to Future		0		0