

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	353.000	Custodial	2.875000	Salaries	\$2,730,952	96.56%
Weighted	410.882	Exempt	0.000000	Supplies, Equip., Services	\$97,182	03.44%
Regular	379	Support	4.800000			
		Teacher	<u>18.946000</u>			
Year Opened	1910	Total	26.621000	Total	\$2,828,134	100.00%

School Philosophy

At Oliver School we take care of each other in our welcoming and inclusive environment. Together, we are collaborative, purposeful and engaged life-long learners. We choose kindness.

Community Profile

Oliver School opened in 1911 in a beautiful historical building and continues to thrive in the established and growing vibrant community of Oliver. Students come from throughout Edmonton and surrounding areas to participate in an active learning environment which includes an inclusive elementary program, a growing French Immersion program and the Nellie McClung Girls Junior High Program. We are very fortunate to have a strong, collaborative relationship with our tenant, Alder Academy (Full Day Head Start and Out of School Care Program). Oliver students and staff are active participants throughout our community and work collaboratively with our parents/caregivers, community members and stakeholders to ensure a strong spirit of family and community amongst us all. We are home to three active parent group: Oliver School Council, Oliver Parents Advisory Association and the Nellie McClung Educational Society.

Programs and Organization

Oliver School offers regular programming for Grades K - 6 students, French Immersion programming for Grades K - 5 (growing to Grade 6 for 2024-2025) and the Nellie McClung all girls junior high that celebrated their 25th anniversary in 2020. Our classrooms are fully inclusive learning environments that nurture each student's emotional, mental and physical well-being. French as a second language is offered to students in Grades 4 - 9. Students have access to technology, a wonderful library on the third floor of the original building and many opportunities for leadership and building community relationships. At Oliver School we endeavour to create a school community where each of us know we matter and that we belong here. Our motto this year is 'Always better together'.

School Community Relationships

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

Alder Academy Early Learning Centre City of Edmonton Don McIntosh Food for Thought Grant MacEwan University Holiday Hamper Imagine That Photography Metis Child and Family Services Our Parents' Home Sarah McLachlan School of Music Staples The Nina Haggerty Centre for the Arts Young Alberta Book Society

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, Oliver School students will demonstrate continued measurable growth in the area of literacy, as measured by HLAT writing, BAS Instructional Levels, CAT-4 assessment, LeNS, CC3, Provincial Achievement Tests and teacher awarded marks (informed by observation, conversation and product).

Results Achieved: Oliver School has a daily 30 minutes WIN (Intervention) block built into the schedule. Teachers in Grades 1 - 9 use this time to provide students additional targeted practice in the area of reading and writing, using strategy based interventions such as Levelled Literacy Intervention.

- All students who participated in Levelled Literacy Intervention demonstrated one year's growth in their reading.
- Teachers continue to use the HLAT analysis tool three times over the school year (2 informal and 1 formal), using the common writing assessment tool to identify areas of success and areas for growth in order to provide targeted writing skills interventions.
- Classroom libraries with quality fiction and non-fiction books continue to provide students with the opportunity to choose 'just right' books at their reading level.
- Weekly visits to the school library provide students an opportunity to browse through many inviting bookshelves, baskets and reading nooks for books they are interested in.
- Teachers report that having strong visuals and a print-rich environment are important in classrooms.
- The use of chromebooks supported literacy instruction via websites such as Raz-kids and Reading A-Z.
- Students who participated in the Provincial Literacy Assessments all demonstrated growth, however, many students continue to be considered 'at-risk' for literacy.
- French Immersion teachers used the WIN block as a writing intervention time for 16 weeks. They reported this approach improved peer collaboration, individual growth, enhanced creativity and expression, as well as building a more positive attitude toward writing.

76% of students in attendance at Oliver School for one year, demonstrated one year's growth in reading (not necessarily at grade level) as measured by BAS.
86% of student in attendance at Oliver School for one year, demonstrated one year's growth in writing (not necessarily at grade level) as measured by HLAT.
71% of students in attendance at Oliver School for one year are writing at grade level as measured by HLAT and teacher awarded marks.

From the Division Survey:

87% students state they are getting better at reading and writing.
67% of teachers feel they are able to program and support English as an Additional Language students.

Spring CAT:

74% non-EAL students are reading at or above national stanine 4.
77% First Nations Metis and Inuit students are reading at or above national stanine 4.
52% EAL students are reading at or above national stanine 4. Of the 24 students (48%) who are reading below grade level, 18 students were non-English speaking students new to Canada and Oliver School in 2022-2023 school year.

PAT:

Grade 6
Writing: 93% achieved Acceptable Standard with 10% achieving Standard of Excellence.
Reading: 90% achieved Acceptable Standard with 45% achieving Standard of Excellence.
Grade 9
Writing: 73% achieved Acceptable Standard with 5% achieving Standard of Excellence.
Reading: 84% achieved Acceptable Standard with 26% achieving Standard of Excellence.

By June 2023, Oliver School staff and students will engage in targeted action to advance positive change toward anti-racism and reconciliation, while building skills, strategies and relationships that contribute to positive mental health and strengthen community as measured by the Alberta Education Assurance Survey, the Division Survey, and feedback through conversation, observation and product of all stakeholders.

Results Achieved:

- The Monday gathering returned to in-person for 2022-2023 school year. Students, staff and visitors participate in a gathering circle where we listen (and sing along) to the Cree Morning Song, have a Treaty 6 land acknowledgement read by a student and listen to a book read by a staff member or a student, aligned to cultural holidays and events on the EPSB Multi-faith Calendar, celebrating the diversity at Oliver School.
- Oliver School is proud to have students and families from many diverse cultures, celebrating each of the 38 different languages represented at our school.
- Baskets of high quality books, recommended by EPSB Diversity Education Team, are available in the office when celebrating and honouring heritage and history months, as well as other cultural celebrations throughout the year.
- Conversations around reconciliation are embedded within the work at our school.
- First Nations, Metis and Inuit ways of being and knowing, including, song, art and books are incorporated at Division One, Two and Three.
- Weekly video announcement provide another opportunity to celebrate and honour heritage and history months, providing students from a variety of backgrounds the opportunity to share about their culture with our school community.
- Oliver School was a Core school for Mental Health and Capacity Building program. 100% staff from Grades 1 - 9 accessed virtual or in-person resources available with a Wellness Coach.
- Parent Engagement at Oliver School increased as health restrictions were lifted. Families participated in in-person or virtual meeting for Goal Setting and Teacher Conferences, as well as in-person meet the staff popcorn event, winter concert, spring concert, multicultural event, talent show, awards ceremony, outdoor halloween parade and as volunteers in our classrooms, our library and out on field trips.
- An enthusiastic Oliver School Council grew in membership as volunteers worked to inform families with a monthly newsletter, engaging school council meetings and family events. The movie night hosted 300 attendees, the Dance Party hosted 184 attendees, and the Family Barbecue saw 150 families in attendance.
- All City Centre Catchment Staff continued engagement with the Diversity Central team, including partnerships with community members to move our professional learning and catchment capacity forward with equity.
- All City Centre Catchment Staff participated in a collaboratively planned Round Dance at amiskwacy Academy on June 21, 2023. 100% staff state that school level and catchment PL opportunities and resources enhanced their confidence in supporting First Nations Metis and Inuit students.
- Every teacher had a Multi-faith Calendar posted in their classroom that was accessible to all. Many teachers invited students to share days that were significant to them providing opportunities to celebrate events as well as providing opportunities for students who were curious to ask questions.
- At monthly staff meetings, staff participated in collaborative conversation in response to prompting questions around advancing action towards anti-racism and reconciliation.
- All staff reported having an intentionality in being aware of the importance of mental wellness for themselves and for others, creating activities that would promote wellness and align with our school vision.

On the division survey:

100% students and staff report that many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the books and materials at Oliver School.
93% of parents feel welcome and connected to Oliver School.
95% of students, families and staff are aware of how Oliver School takes actions that support truth and reconciliation.
100% staff report that Oliver School takes steps to support a sense of belonging and inclusion for everyone.
93% of families state that Oliver School has helped their child develop skills that support their wellness.
100% of families report their child has a positive relationship with one or more adults at Oliver School.
100% of staff report feeling a sense of belonging at Oliver School.
100% of staff feel Oliver School is respectful and safe

Alberta Assurance Survey:

89% of students, families and staff report Oliver School learning environments are welcoming, caring, respectful and safe.
88% of students, families and staff report Oliver students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

By June 2023, Oliver School staff will develop high quality teaching and instructional practices with a focus on mathematics instruction through engagement in research based high impact mathematics instruction (JUMP Math and First Steps) and teacher collaborative professional learning, as measured by Assurance Survey, Division Survey, teacher reflective feedback, and by improved results for students on standardized assessments (CAT-4 assessment, Grades 1-4 Numeracy Assessment, Provincial Achievement and teacher awarded marks (informed by observation, conversation and product).

Results Achieved:

- All teachers in Grades 1 - 6 participated in Jump Math Professional Learning. Teachers were provided time for collaboration, sharing of strategies and co-planning which supported building teacher's capacity with math pedagogy.
- Teachers continued to align math instruction with the Scope and Sequence.
- Teachers in Grades K-3 accessed EPSB Division supports for new curriculum.
- Teachers were provided time for collaboration on early Thursdays and Professional Learning days for accessing PL through EPSB Spotlight series, planning lessons,

aligning progress report comments, math strategy shares for supporting at-risk learners.

- With access to a variety of data outcomes, math instruction is becoming more data driven with intentional strategies put in place to support gaps in math learning.
- Students in Grades 1-4 demonstrated growth on the Provincial Numeracy Assessment, although many students continue to be at-risk for math learning.
- Students in Grades 1-6 received small group math instruction by a teacher for 12 weeks and all students demonstrated growth.
- Oliver School hosted a Family Math Event with Box Cars and One Eyed Jacks in the spring. Over 50 families attended this free community event and left with a package of dominoes and a handout of games to play at home.
- Teachers at Oliver use a wide variety of learning strategies to support acquisition of math skills: land based learning and teaching in our outdoor classroom; math talks; guided math groups; manipulatives; movement/dance/song; math journals; project based learning; accessing EPSB video lessons; repeated practice.
- Teachers reported that students who were provided small group intervention demonstrated more engagement and participation in whole group math activities as the year progressed.
- Triangulation of assessment was an important part of formative math assessments. Teachers reported the conversation and observation helped understand where to go next with instruction.
- Principal set aside time for math lesson observations and opportunity for feedback and conversation with teaching staff. Whole group conversations supported sharing of strategies and supports with all teachers.

Division Survey:

100% of teachers reported that school based PL and collaboration has enhanced their confidence in supporting students in mathematics.

94% of students report they know where to get help with learning if they need it.

82% of students report they are getting better at math this year.

Assurance Survey:

80% of students and 90% of families believe that students are engaged with their learning at school.

97% of teachers reported the PL received from the Division has been focused, systematic and contributed to their ongoing growth.

Spring CAT:

Math: 80% of students in Grades 4-9 are achieving at or above national stanine 4. This is up from 75% in Fall 2022.

Computation: 76% of students in Grades 4-9 are achieving at or above national stanine 4. This is up from 63% in Fall 2022.

Total Math: 78% of students in Grade 4-9 are achieving at or above national stanine 4. This is up from 72% in Fall 2022.

PAT:

Grade 6

Math Knowledge: 73% of students achieved Acceptable Standard with 47% achieving Standard of Excellence.

Math Skills: 77% of students achieved Acceptable Standard with 27% achieving Standard of Excellence.

Grade 9

Math Knowledge: 42% of students achieved Acceptable Standard with 5% achieving Standard of Excellence.

Math Skills: 52% of students achieved Acceptable Standard with 10% achieving Standard of Excellence.

- Oliver School welcomed an additional XX students in the 2022-2023 school year. Most of these students were registered with refugee or temporary residency documentation, with limited resources, minimal or no English skills, as well as having been exposed to traumatic experiences in their journeys to Canada.
- With the addition of new students to Oliver School, it meant that class sizes grew to be quite large and more complex as the school year progressed.
- A number of students returned to in-person learning after on-line learning or home-learning for a couple of years. There were a few new students who had not attended or accessed any schooling since March 2020. It was noticed these students demonstrated lack of foundational literacy and numeracy skills and were working two to three years before grade level.
- Implementing new curriculum meant ensuring teaching staff were offered opportunities for professional learning, collaboration and access to resources, in addition to professional learning on supporting the complex learning needs of students in their classrooms.
- As a growing school with increasing diversity and vulnerable students, we struggled as a staff in finding time to support at-risk students with necessary small group interventions to address gaps in literacy and numeracy learning.
- Poor attendance in students, particularly those students requiring interventions and additional support and resources.
- With only two full-time teachers in our small junior high program (56 students), they report they struggled to meet the needs of their students across grades 7-9, finding it difficult to provide necessary interventions to target the acquisition of fundamental concepts from previous years and to meet the needs of their diverse learners in a timely manner.

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

- Elementary teachers in the regular program will participate in the research based professional learning series Developing Word Solving Skills for Struggling Readers, using strategies and resources to provide instruction and intervention to students as identified by data from Provincial Assessments, CAT, HLAT, teacher observation and conversation.

Results and Implications

- Elementary teachers in the regular and French Immersion program will continue to leverage high impact, research based mathematic instructional and assessment math practices in order to strengthen foundational math skills and achieve outcomes in the new mathematics curriculum.
- Junior High Mathematics teachers will focus on ensuring foundational skills in mathematics are achieved at all grade levels, providing opportunities for use of manipulatives, review of foundational concepts, and intervention for those students with gaps in their math learning.
- As budget allows, teachers from K-Grade 9, in their combined grade groupings, will be provided professional collaboration time to look at data from a variety of sources, plan for programming and plan intervention activities for students.
- We will continue to deepen our understanding of the work around resilience through participation in Dr. Ungar's R2 Resilience project led by two lead staff members.
- We remain a MHCB (Mental Health and Capacity Building) Core School for the 2023-2024 school year. All students in K-Grade 9 will participate in virtual and in-person activities with our catchment Wellness Coach throughout the year.
- Oliver School will participate with City Centre Catchment Schools in the Schools that Listen project, a year-long embedded professional learning series that addresses all three of EPSB Division priorities, with a focus on building trust, making authentic connections and accessing student voice to effect positive change within our school community. Two lead staff will lead the work at Oliver School.
- We will continue to embed OECD promising practices to support success for all of our students.
- We will continue to grow ourselves in anti-racism, reconciliation, mental wellness awareness by accessing supports and resources available through our catchment and the division.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7527 Oliver School

Assurance Domain	Measure	Oliver 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	89.5	82.0	82.0	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	92.4	80.6	86.0	80.3	81.4	82.3	Very High	Improved	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	66.1	68.9 *	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	8.3	28.3 *	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	86.5	82.4	89.9	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	80.3	80.3	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	77.6	73.8	73.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.2	80.4	81.4	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

By June 2024, all students who are reading below grade level and have been in attendance at our school for at least one year will demonstrate one year's growth in reading as measured by BAS. Achievement of this goal will be supported by:

- Kindergarten to Grade 6 staff engagement in evidence-based literacy professional learning (Developing the Word Solving Skills of Beginning Readers) to build knowledge and confidence when working with students who are not yet reading at grade level.
- Monitoring all students in Grades 1-9 for growth and the provision of targeted literacy support (e.g. Guided Reading) or interventions (e.g. Leveled Literacy Intervention).
- Additional release time to support Grades 1-9 teachers collaborating around the reading and writing progress of their students.
- Daily WIN (Intervention) block built into schedule to support targeted intervention activities.

What data will you use to track continuous improvement?

BAS (at, above or below grade level); provincial screening assessments (Grades 1-3); intervention results (e.g. Leveled Literacy Intervention); teacher observations (e.g. Guided Reading); CAT4; teacher awarded marks through triangulation of assessment (product, conversation and observation).

Division Priority 1

By June 2024, Oliver School will cultivate resilience by strengthening our sense of community through connections between students, staff and families. Oliver School staff will participate in collaborative and research based activities that support students and staff in building skills, strategies and relationships that contribute to positive mental wellness, student resilience and a sense of belonging, equity, safety and inclusion. This goal will be supported by:

- School wide participation in R2 Resilience Program supported by EPSB.
- Oliver School is identified as the core school within City Center Catchment as part of the Mental Health Capacity Building program where teachers and students will participate in activities throughout the year on a variety of lessons to build capacity and support mental wellness.

What data will you use to track continuous improvement?

We will measure our progress through reflections, observations, conversations, products, school generated surveys, Youth Resilience Survey, Alberta Education Assurance Survey and 2024 Division Feedback Survey Results.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,673,908		2,828,134
Internal Revenue		0		0
REVENUE TOTAL		2,673,908		2,828,134
Classroom	16.000000	1,722,769	16.946000	1,824,627
Leadership	2.000000	262,602	2.000000	264,119
Teacher Supply	.000000	88,440	.000000	95,802
TOTAL TEACHER	18.000000	2,073,811	18.945999	2,184,548
(% of Budget)		77.56%		77.24%
Exempt (Hourly/OT)	.000000	56,785	.000000	48,048
Support	4.000000	245,892	4.800000	293,562
Support (Supply/OT)	.000000	10,000	.000000	5,000
Custodial	2.875000	191,795	2.875000	191,795
Custodial (Supply/OT)	.000000	5,000	.000000	8,000
TOTAL NON-TEACHER	6.875000	509,472	7.675000	546,405
(% of Budget)		19.05%		19.32%
TOTAL STAFF	24.875000	2,583,283	26.620999	2,730,953
(% of Budget)		96.61%		96.56%
SUPPLIES, EQUIPMENT AND SERVICES		59,150		65,482
INTERNAL SERVICES		29,975		30,900
OTHER INTEREST AND CHARGES		1,500		800
TOTAL SES		90,625		97,182
(% of Budget)		3.39%		3.44%
TOTAL AMOUNT BUDGETED		2,673,908		2,828,135
Carry Forward Included		0		0
Carry Forward to Future		0		0