



Enrolment		Staff FTE		Budget		
Normalized	281.000	Custodial	2.750000	Salaries	\$2,088,931	95.86%
Weighted	325.750	Exempt	0.000000	Supplies, Equip., Services	\$90,111	04.14%
Regular	281	Support	3.000000			
		Teacher	15.052000			
Year Opened	1962	Total		20.802000	Total \$2,179,042	100.00%

School Philosophy

Through the building of positive relationships, students will experience intellectual, emotional, and behavioral growth leading to individual success, both now and in the future. In alignment with Edmonton Public School Board's vision of "*Enhancing Pathways for Student Success*". At École Kenilworth School we strive to set clear fundamental goals and actions in support of achievement that involves a partnership with staff, students, parents, and community members. We work towards achieving those learning goals in a safe, caring, and respectful environment that celebrates and supports diversity in all its facets. Our staff strive to offer high-quality teaching and learning experiences, including high expectations, for all staff and students, respectful relationships with students, and relevant and responsive curriculum delivery.

Community Profile

The school is located in East Central Edmonton in the Kenilworth neighbourhood. Many students come from several south-east elementary schools, most travelling to Kenilworth School by Edmonton Transit. Our closed campus policy creates a positive atmosphere within the school and enhances student safety. Kenilworth School has an active School Council who welcomes interested parents and community members at meetings throughout the year. The Kenilworth Parent Advisory Committee and Parent Association assists the school with the purchase of specific items and services that enhance the educational experience for our students. École Kenilworth School enjoys the participation of many parent volunteers at school events throughout the year.

Programs and Organization

Programs at École Kenilworth School include: regular programming, continuing French Immersion program, a Connections program, and a Literacy program classroom. Complementary courses include art, band, drama, outdoor education, foods, and construction. École Kenilworth School has Rainbow GSA, a Turtle Island Indigenous student club, and a Justice League inclusion club that meet weekly as well as an improv club, a Social Activist club, a school play for all interested students, and a leadership club to support school activities. Our staff also provide a wide variety of opportunities for sports participation.

School Community Relationships

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

Frontier College Study Buddy

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).

Through our cornerstone values, staff in the McNally Catchment will focus on student interventions and differentiation to support our students' diverse learning needs and continue focusing on student competence in literacy and numeracy. At École Kenilworth School, by June 2023, all students will demonstrate growth in the areas of literacy and numeracy. Assessments such as PATs, HLAT Writing, CAT4, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of differentiated supports. Data from the Provincial Accountability Pillar, Division Feedback Survey, and regular monitoring of other relevant data sources will be used to measure and report this growth. Academic results will demonstrate improvement in the numbers of students achieving the acceptable standard and the standard of excellence in Grades 9 on provincial assessments.

Results Achieved:

At École Kenilworth School we were able to create smaller classes in all three grade of our English stream thanks to equity dollars. In January we made changes to the organization of classes in grades 7 and 8. For the first four months of the school year class sizes of 35 and 39 respectively. These two classes were blended in one grade 7 class of 24 students, a combined grade 7 and 8 class of 26 students, and a grade 8 class of 24. In March we were also granted equity dollars to take our English grade 9 learners, a group of 38 students in one class as well as augment support for our extremely complex Connection classroom.

United for Literacy works out of our school and last year they provided tutoring for our student in English and in French. Over 30 students were able to access tutoring assistance from United for Literacy.

84% of our language arts students in English are reading at grade level. This is an increase from 80% last year. This includes our Knowledge and Employability, Literacy, and Connections students.

92% of our French immersion students are reading at grade level in French.

92% of our students maintained or improved their HLAT achievement, up from 88% last year.
CAT4 results in reading show consistent achievement above our catchment and our school division.

PAT results in Knowledge and Employability subjects state the following acceptable and above standards:

Language arts; school 77%, province 50%
Mathematics; school 68%, province 53%
Social studies; school 62%, province 50%
Science; school 100%, province 53%

PAT results in regular stream state the following acceptable and above standards:

Language arts; school 84%, province 71%

PAT results in the French immersion stream state the following acceptable and above standards:

French language arts; school 90%, province 76%
French mathematics; school 80%, province 72%
French social studies; school 82%, province 70%
French science; school 88%, province 79%

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high-quality learning and working environments. At École Kenilworth School, by June 2023, all staff will enhance their instructional practices through engagement in online and in-person catchment and school collaboration through networks created in previous years and job-embedded professional learning that builds on our foundational understanding of Indigenous knowledge and land-based teachings. Topics addressed will continue to include anti-racism and equity in our schools. We will continue to support leadership development. This will be measured by the Accountability Pillar, staff surveys, staff participation in both catchment, school, and individual professional development opportunities, and teacher reflective feedback.

Results Achieved:

Our staff participated in activities contemplating their privilege in the 2021-2022 school year. We participated in monthly activities lead by a division Diversity Consultant. This year our staff felt able to present similar topics and ideas to our students using five modules generated by the Canadian Centre of Diversity and Inclusion. Staff also participated in professional learning at a catchment day featuring a presentation from Elder Charlene Bearhead: *The History and Legacy of Indian Residential Schools, Truth Seeking, Reconciliation and the Way Forward, Together*.

In support of National Indigenous Peoples Day and in consultation with our Diversity Education Team, our staff participated in a catchment wide professional learning activity on June 21. Staff participated in Indigenous activities prior to viewing Indigenous films. Post viewing activities provided opportunities to discuss the films and apply learnings to TQS #5.

Our Justice League social justice/inclusion club, Turtle Islanders Indigenous club, and Rainbow LGBTQS+ club continue to provide opportunities for our staff and students to explore kinship, allyship, and help us address aspects of inclusion and reconciliation. The number of students involved in these activities and the number of activities they sponsor for our student body is numerous and varied. We are grateful for the enthusiasm our staff sponsors have for this important work.

Through our cornerstone values, the McNally Catchment will engage both staff and students in building skills, strategies, and relationships that create positive connections to foster emotional and physical well-being. At École Kenilworth School, by June 2023, we will increase the opportunities for staff engagement in building capacity and providing support for the whole school community. Measurements may include the number of opportunities to participate in mental health school events and activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and our results from school surveys, the Accountability Pillar and the Division Feedback Survey.

We successfully applied, and were granted by AGLC, use of Kenilworth Parent Association funds generated through a casino to pay for a Success Coach through the Family Centre. Our students were experiencing significant mental health problems brought on post-pandemic. These problems were continuing as we transition from a COVID pandemic to a respiratory endemic. We saw significant increases in student depression, anxiety, self-harm, family abuse and neglect, dysregulation, poor attendance, fights, run-a-ways, drug use, suicidal ideation, and suicide attempts. Our Kenilworth Success Coach spoke to individuals, small groups, and they supported our teachers as they implemented the Canadian Centre of Diversity and Inclusion materials. They were an important model for our student as a visible minority.

What were the biggest challenges encountered in 2022-2023?

Last year we were able to fund a Success Coach through the Family Centre as our Kenilworth School Council applied to AGLC to use casino funds to pay for this important service. This year we are unable to fund this and will have to go without the support for students. We will need to explore possibilities that might aid support for struggling students due to mental health complexities, peer and home relationships, and social media abuse.

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

Our results in mathematics, including computation are lagging behind our catchment and our division. Our mathematics team will meet to discuss possible strategies to enhance these skills. We will identify catchment partners to help us consider pedagogies and curriculum approaches that have potential to hasten improvement.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7546 Kenilworth School

Assurance Domain	Measure	Kenilworth 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	88.7	79.2	79.2	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	71.2	62.7	74.6	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	70.9	67.4 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	16.3	18.0 *	n/a	16.0	17.7	n/a	Intermediate	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	84.7	85.1	89.1	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.3	73.3	73.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	73.0	71.2	71.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	82.1	58.1	72.5	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

Through our cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy. By June 2024, students at École Kenilworth School we will demonstrate growth in the areas of reading, writing and mathematics. Qualitative and quantitative data will be collected from both internal and external sources.

What data will you use to track continuous improvement?

PATs, HLAT writing, reading benchmarking, CAT4, and teacher professional judgment in the determination of school-awarded marks will be utilized. Results from provincial assessments will demonstrate improvement in the number of students achieving the acceptable standard and the standard of excellence in Grades 9 on provincial assessments.

Division Priority 1

Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation. By June 2024, Ecole Kenilworth School will demonstrate evidence of action in support of the educational experiences and achievements of indigenous learners.

What data will you use to track continuous improvement?

Qualitative and quantitative data will be collected from both internal and external sources.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,227,338		2,179,042
Internal Revenue		0		0
REVENUE TOTAL		2,227,338		2,179,042
Classroom	13.000000	1,399,749	13.052000	1,405,348
Leadership	2.000000	262,887	2.000000	261,374
Teaching - Other	.000000	1,250	.000000	2,500
Teacher Supply	.000000	55,000	.000000	35,500
TOTAL TEACHER	15.000000	1,718,886	15.052000	1,704,722
(% of Budget)		77.17%		78.23%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	3.500000	213,628	3.000000	186,304
Support (Supply/OT)	.000000	4,500	.000000	3,500
Custodial	2.750000	190,206	2.750000	190,206
Custodial (Supply/OT)	.000000	4,200	.000000	4,200
TOTAL NON-TEACHER	6.250000	412,534	5.750000	384,210
(% of Budget)		18.52%		17.63%
TOTAL STAFF	21.250000	2,131,420	20.802000	2,088,932
(% of Budget)		95.69%		95.86%
SUPPLIES, EQUIPMENT AND SERVICES		76,100		51,441
INTERNAL SERVICES		19,318		38,420
OTHER INTEREST AND CHARGES		500		250
TOTAL SES		95,918		90,111
(% of Budget)		4.31%		4.14%
TOTAL AMOUNT BUDGETED		2,227,338		2,179,043
Carry Forward Included		0		0
Carry Forward to Future		0		0