School: Winterburn [0569]
Address: 9527 Winterburn Road NW

2023-2024 Revised Budget

Profile

Principal: Scott Poon
Ward Trustee: Marcia Hole

Enrolment		Staff FTE		Budget		
Normalized	509.000	Custodial	2.500000	Salaries	$3,980,722	95.00%
Weighted	667.394	Exempt	0.000000	Supplies, Equip., Services	$209,375	05.00%
Regular	547	Support	13.000000			
		Teacher	25.600000			
Year Opened	1957	**Total**	**41.100000**	**Total**	**$4,190,097**	100.00%

School Philosophy

At Winterburn School our vision is; Building relationships and fostering growth.
Our mission is: Through collaboration we will provide a supportive and inclusive learning environment, in which we empower students to find success and support them in building skills for resilience.

Community Profile

Winterburn School is located in West Edmonton and proudly serves the families from Westview Village, Kingslet, Edgemont North and the Lewis Estates neighbourhoods.

Programs and Organization

Winterburn School offers regular programming from Kindergarten through grade six. We are also a Division site for two Interactions classrooms.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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Results and Implications

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).

Winterburn School will support student growth in literacy and numeracy using high quality instruction, as measured by the number of students achieving at or above grade level in literacy and numeracy based on teacher analysis of triangulated evidence including relevant standardized measures.
This will be facilitated by:

- Applying literacy best practices as identified by our Literacy and Numeracy Action Planning Teams.
- Collaborative Response grade sharing to plan and execute evidenced-based universal supports in all classrooms to support literacy and numeracy and targeted interventions for students, as needed.
- Reading and writing programs, including but not limited to;, Guided Reading, reading/writing strategies by Jennifer Serravello and Karen Filewych, Science of Reading. (decodables, etc.) and teaching phonemic awareness
- .Daily review of math facts and ongoing interleaving of math concepts, Big Box of Facts, Mathology, Power of 10.
- PD opportunities and Communities of Practice within the school, Catchment and Division.
- Find a date for a potential WINTER book sharing day.
- Schoolwide Numercey and reading sharing events

Results Achieved:
A). According to Fountas & Pinnell, as a school, 66.8% reading at/above grade level while 33.% reading below grade level.
Gr. 1 students 69% reading at/above grade level while 31% reading below grade level.
Gr. 2 students 47.6% reading at/above grade level while 52.4% reading below grade level.
Gr. 3 students 83.5% reading at/above grade level while 16.5% reading below grade level.
Gr. 4 students 64.9% reading at/above grade level while 35.1% reading below grade level.
Gr. 5 students 71.4% reading at/above grade level while 28.6% reading below grade level.
Gr. 6 students 65.6% reading at/above grade level while 34.4% reading below grade level.

B). According to the Highest Level of Testing writing assessment, 63.8% writing at/above grade level while 29.2% were below. There were 4.6% exempt and 2.5% absent.
Gr. 1 students 71.9% writing at/above grade level while 22.5% were below. There were 3.4% exempt and 2.2% absent.
Gr. 2 students 38.4% writing at/above grade level while 45.3% were below. There were 12.8% exempt and 3.5% absent.
Gr. 3 students 83.5% writing at/above grade level while 15.2% were below. There were 3.5% absent.
Gr. 4 students 62.1% writing at/above grade level while 34.5% were below. There were 1.7% exempt and 1.7% absent.
Gr. 5 students 62.1% writing at/above grade level while 28.8% were below. There were 4.5% exempt and 4.5% absent.
Gr. 6 students 65.6% writing at/above grade level while 29.5% were below. There were 3.3% exempt and 1.6% absent.

C). According to CAT 4 (**Fall**) assessment, the whole school results (above/below stanine) were:
Reading: 61.5% above, 32.8% below with 5.7% not attempted
Math: 71.3% above, 23.6% below with 5.2% not attempted
Computation: 59.8% above, 33.9% below with 1.6% invalidated and 4.6% not attempted
Total Math: 65.5% above, 24.1% below with 10.3% not attempted
According to CAT 4 (**Spring**) assessment, the whole school results (above/below stanine) were:
Reading: 67.1% above, 30.1% below with 2.9% not attempted
Math: 78.6% above, 16.8% below with 4.6% not attempted
Computation: 76.9% above, 20.8% below with 2.3% not attempted
Total Math: 76.3% above, 18.5% below with 5.2% not attempted

Overall CAT 4:
Reading increased nearly 6%
Math increased 7%
Computation increased 17%
Total Math increased nearly 11%

D). Teacher Awarded Marks:

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Gr. 1 63% of students achieved B/Proficient or higher
Gr. 2 57% of students achieved B/Proficient or higher
Gr. 3 68% of students achieved B/Proficient or higher
Gr. 4 75% of students achieved B/Proficient or higher
Gr. 5 72% of students achieved B/Proficient or higher
Gr. 6 70% of students achieved B/Proficient or higher

E). Provincial Achievement Test Results (for all students who wrote):
English/Language Arts
71% achieved acceptable standard (11% excellence)
-Writing: 82% acceptable standard (9% excellence)
-Reading: 66% acceptable standard (20% excellence)

Math
57% achieved acceptable standard (6% excellence)
-Knowledge: 50% acceptable standard (22% excellence)
-Skills: 56% acceptable standard (2% excellence)

Science
53% achieved acceptable standard (13% excellence)
-Knowledge: 71% acceptable standard (20% excellence)
-Skills: 49% acceptable standard (13% excellence)

Social Studies
55% achieved acceptable standard (9% excellence)

A staff member undertook an intervention group for one hour a day. Staff identified students most at-risk.

Winterburn School did host daytime and evening reading events to engage families. Staff led their classes in targeted reading sessions for one hour to focus on reading strategies. The classes would celebrate by moving and switching with other classes to listen to stories.

Winterburn School will engage in targeted action to advance positive change toward anti-racism and reconciliation.
This will be facilitated by:
- Accessing and building staff expertise around;First Nations, Metis and Inuit culture, language and ways of knowing.,Middle Eastern, Latin American, and other cultures represented in our school.
- Celebrate our diverse Cultures in the school; Metis Week, Islamic Awareness Month, Latin American MonthBlack History Month, Culture evening for parents
- .Honour Indigenous Ways of Knowing
  - Teach about the Seven Sacred Teachings
  - Reconnecting with our elders
  - Teaching through storytelling

Results Achieved:
Winterburn School moved further along with The Seven Grandfather Teachings. School-wide lessons were created to facilitate classroom discussion and student awareness. One teacher embraced the concept of an outdoor classroom to expand on land-based teaching. The staff member reached out within the Jasper Place Catchment to further their knowledge. A culture evening was held as a way to invite the community to the school to celebrate our diversity. Several hundred participants came throughout the day. Daily announcements recognized significant days for our diverse community. A knowledge keeper provided professional learning opportunities to increase staff knowledge regarding The Seven Grandfather Teachings and trying deepen our understanding of connections to the land.

Winterburn School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging.
This will be facilitated by:
- Taking part in professional development in areas such as Social Thinking, trauma-informed practices
- Participation in the R2 Resilience Program with Dr. Ungar
- Safe and Caring Action Planning Team sharing best practices and providing professional learning opportunities.
- School based PD days focus on Resilience and mental health.
- Examining our practices to reflect recent research regarding trauma sensitive Environments.

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- School-wide participation in Resiliency activities
- Teaching the Seven Sacred Teachings.
- Many Staff members will participate in reciliency based Communities of Practice

Results Achieved:
Staff worked in targeted professional working groups to support R2 work and The Seven Grandfather Teachings. Specific staff attended R2 Resiliency work with Dr. Ungar. Those staff members reported back to the whole staff. As the work progressed, it was determined that weaving the lessons from the Ungar work into The Seven Grandfather Teachings was more impactful and meaningful. Through planned meeting times throughout the year, design teams created lessons around Honesty/Respect/Love/Courage/Wisdom/Humility/Truth so we could continue using common and consistent language when supporting students to feel connected to our school. As a school, we allocated resources to have a Mental Health therapist in our building one afternoon a week to support students in need. Regular meetings with Division SLS teams were targeted and discussions became more efficient because the staff created and used a document that outlined specific student learning needs. This increased staff discussion and tried to reduce wait times for specialized supports.

What were the biggest challenges encountered in 2022-2023?
Throughout the year, key shifts occurred that challenged both student and staff resilience. We had several changes to our administrative structure (from principal turnover to changing assistant principals) and this caused some anxiety as we started the year. Trying to share common practices and use common language was a struggle and those were felt throughout our school community. We changed assistant principals last year as well. It took time to build our working relationship and developing systems to support the orderly function of our school was paramount. We essentially started the year much further behind than we anticipated. As our structures began to take shape, we made some gains; we still needed to improve in soliciting staff feedback regarding their views about what Winterburn School needed. Although staff volunteered and participated in Division initiatives (ie: R2, Anti-Racism and Equity), they never felt they owned the work because as an administrative team, we weren't able to solidify our structures at the beginning of the year and roll out our direction. In addition to changes in our admin team, key staff members shifted too. We had several teacher changes due to maternity leaves, medical leaves and personal leaves. This lack of consistency impacted our community and our provincial achievement test results reinforced those impacts.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?
There are definite areas to improve upon in 2023/24. The literacy and numeracy work will continue; it needs to deepen, it requires support and we need to employ proven strategies based in sound research. The provincial achievement test results indicated our students can demonstrate an acceptable level of mastery in most subject areas, but we need to improve in raising our number of students demonstrating excellence. We will be focusing on improving teacher practice in both areas of literacy and numeracy. All Division 1 teachers are participating in a common phonetic teaching strategy PL, many have adopted the teaching strategy and every teacher has had it modeled and demonstrated in their class. The intent is to still provide a pull out intervention to support struggling readers; however, the adoption of the common decoding strategy will be reinforced by the classroom teacher to increase the impact. In regards to numeracy, our school is participating in a Division-wide numeracy project. We committed 0.25FTE of teacher time to attend Division PL, practice/implement these high leverage teaching practices and then model these for colleagues. The intention is to have this lead numeracy teacher coach their colleagues and begin the work to shift practice.

Engaging students and families is another area needing improvement. As we build on the initial momentum from this year, we can improve the way we execute the creation of targeted student leadership opportunities and hosting more events that bring in the community (ie: performances/literacy and numeracy nights/community league events) to our school. Winterburn is proud to have a history of celebrating diversity. The formalizing of a First Nations, Métis, and Inuit lead teacher/design team will improve how we engage our Indigenous families and how we continue the work of truth and reconciliation. Staff have committed to improving the delivery of the Seven Sacred/Grandfather Teachings to make them meaningful for all students. Staff are working to be deliberate and intentional as they use the teachings to connect all students at Winterburn.

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7569 Winterburn School

Assurance Domain	Measure	Winterburn 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	**83.2**	84.8	84.8	**84.4**	85.1	85.1	n/a	Maintained	n/a
	Citizenship	**75.0**	74.6	81.3	**80.3**	81.4	82.3	Intermediate	Maintained	Acceptable
	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	**45.9**	81.7*	n/a	**63.3**	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	**8.2**	18.3*	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	**91.2**	92.7	95.5	**88.1**	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**81.8**	80.0	80.0	**84.7**	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	**79.5**	74.7	74.7	**80.6**	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	**83.5**	73.3	74.7	**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.

For Information Only

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

Winterburn School will support student growth in literacy using high quality instruction, as measured by triangulated evidence including CAT 4, LeNS, CC3, PATs, HLATS and reading levels. At Winterburn School, students should demonstrate one year's growth as we improve teacher practice through the implementation and participation in the UFLI reading program to improve foundational reading skills for students.

What data will you use to track continuous improvement?

We will establish our baseline measures (using the LeNs/CC3/UFLI screeners for Div 1 and the CAT4 for Div 2) and then monitor teacher awarded marks, use the Fountas and Pinnell reading assessment to track reading levels, and apply three HLAT writing prompts (Fall, Winter and Spring) to measure improvements in writing instruction. Dipsticks will be reviewed three times a year.

Division Priority 1

Winterburn School will support student growth in numeracy using high quality instruction, as measured by triangulated evidence including CAT 4, provincial learning loss screeners, PATs, a numeracy HLAT that is administered three times per year and teacher-awarded marks. At Winterburn School, students should demonstrate one year's growth as we improve teacher practice through the implementation and participation in Edmonton Public Schools' (Literacy) Numeracy Achievement Project to improve foundational numeracy and math skills for students.

What data will you use to track continuous improvement?

We will establish our baseline measures (using the provincial learning loss screeners for Div 1 and the CAT4 for Div 2) and then monitor teacher awarded marks. Teachers will meet every 6 weeks to review/monitor progress. All teaching staff are participating in LNAP professional development sessions to support improving teacher practice; we will track participation rates.

Winterburn School will engage in targeted action to advance positive change toward anti-racism and reconciliation. Winterburn School staff will collaborate with Catchment and Division colleagues to improve teacher practice in the area of Foundational Ways of Knowing by way of a staff created design team. Design Team will have regularly scheduled PL to increase staff knowledge around Foundational Ways of Knowing and bridging the Seven Sacred/Grandfather Teaching as the basis for school-wide assemblies.

What data will you use to track continuous improvement?

Track staff participation rates for PL in the area of First Nations, Métis, and Inuit foundational knowledge and land acknowledgements. Create individualized land acknowledgements for every class by June. PL regarding anti-racism and equity will be tracked for the 2023/24 school year. AEA results will be reviewed for improvements. School assemblies will be tracked.

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School: Winterburn [0569]
Address: 9527 Winterburn Road NW

2023-2024 Revised Budget

Budget Summary Report

Principal: Scott Poon
Ward Trustee: Marcia Hole

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,003,591		4,190,097
Internal Revenue		0		0
REVENUE TOTAL		**4,003,591**		**4,190,097**
Classroom	23.460000	2,526,009	23.600000	2,541,082
Leadership	2.000000	271,527	2.000000	272,391
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	57,380	.000000	88,000
TOTAL TEACHER	**25.459999**	**2,854,916**	**25.600000**	**2,901,473**
(% of Budget)		**71.31%**		**69.25%**
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	32,900	.000000	47,000
Support	12.000000	711,735	13.000000	776,263
Support (Supply/OT)	.000000	32,000	.000000	52,271
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	13,500	.000000	26,500
TOTAL NON-TEACHER	**14.500000**	**967,350**	**15.500000**	**1,079,249**
(% of Budget)		**24.16%**		**25.76%**
TOTAL STAFF	**39.959999**	**3,822,266**	**41.100000**	**3,980,722**
(% of Budget)		**95.47%**		**95%**
SUPPLIES, EQUIPMENT AND SERVICES		120,600		134,450
INTERNAL SERVICES		59,225		73,425
OTHER INTEREST AND CHARGES		1,500		1,500
TOTAL SES		**181,325**		**209,375**
(% of Budget)		**4.53%**		**5%**
TOTAL AMOUNT BUDGETED		**4,003,591**		**4,190,097**
Carry Forward Included		0		0
Carry Forward to Future		0		0

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