



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	455.500	Custodial	2.500000	Salaries	\$3,511,427	96%
Weighted	580.665	Exempt	2.000000	Supplies, Equip., Services	\$146,243	04%
Regular	488	Support	15.000000			
		Teacher	<u>22.689000</u>			
Year Opened	1957	<b>Total</b>	<b>42.189000</b>	<b>Total</b>	<b>\$3,657,670</b>	100%

**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 on the west end of the city and proudly serves students from Westview Village, Kingslet, Edgemont North and the Lewis Estates neighborhoods. Winterburn School is rich in history and is fortunate to be represented by a diversity of cultures.

**Programs and Organization**

Winterburn School offers regular programming from kindergarten through grade six. We hold a Special Needs site for Interactions. French as a second language is implemented for grades four through six.

**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.

**Division Priorities 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Winterburn School will increase the number of students achieving at or above grade level in literacy and numeracy as measured by data analysis of teacher reporting reading and writing and mathematics at, above or below grade level based on teacher professional judgment (informed by HLAT writing, CAT-4, and other diagnostic tools).

This will be facilitated by:

- Applying literacy best practices as identified by our Literacy and Numeracy Action Planning Teams.
- Providing universal supports in all classrooms to support literacy and providing evidenced-based targeted interventions for students, as needed.
- Collaborative Response grade sharing to plan interventions
- Reading and writing programs, including but not limited to Guided Reading and reading/writing strategies by Jennifer Serravello and Karen Filewych
- Identification and implementation of instructional and assessment strategies to address targeted areas Fountas and Pinnell
- PD opportunities within the school, Catchment and Division
- Daily review of math facts and ongoing interleaving of math concepts.
- Pre and post assessments using Nelson assessment tools.

**Results Achieved:**

73.5% of our students are writing at or above grade level. This reflects a 15% growth, or 69 student more students were reading at or above grade level by the end of the year. 10% or 46 more students are reading at or above grade level in June than in September. Although this is only 61% of our students, our mean indicated 1.58 years growth in reading overall. In Mathematics our students demonstrated 1.12 years growth with 1.80 years growth in computation. The average student demonstrated 27% growth in mathematics. The provincial Quality Assurance Survey confirmed that students felt that 72% of students felt more engaged in learning at Winterburn school, a jump of over 10%.

On the Canadian Achievement Test Winterburn Students consistently scored above National Norms in all three tests..

Winterburn School will Support our FNMI students to feel welcome and represented in our school as indicated through; the regular use of the land acknowledgement with students, a FNMI bulletin board which changes once a month, the start a collection of Artifacts & photos, the start a student group and providing resources for teachers.

This will be facilitated by:

1. Teach about the Seven Sacred Teachings
2. Reconnecting with our elders
3. celebrating Metis Week
4. Set up a space for FNMI group

**Results Achieved:**

FNMI students contributed to our cultural celebrations with pride. We have adopted the Seven Sacred Teachings schoolwide to inform our Character Development program. Our FNMI bulletin board which changes once a month, collection of Artifacts & photos, were of interest to staff and students alike. FNMI students have improved academically. After three years of declines more FNMI students are reading at or above grade level. The provincial Quality Assurance Survey confirmed that both parents and students felt that students were learning respect for one another and are being treated fairly at school

Winterburn School will increase staff capacity to identify and understand mental health concerns that will impact our socially vulnerable students as reported on the Alberta Education Assurance Measure in the Safe and Caring School category and the Division Survey.

This will be facilitated by:

- Seeking support from partners such as Alberta Health Services and the Specialized Learning Supports Team.
- Taking part in professional development in areas such as Social Thinking, trauma-informed practices, Diversity and Inclusion support and First Nations Metis and Inuit cultural support.
- Direct teaching of targeted resiliency skills based on Dr. Ungar and the Resiliency survey results.
- Safe and Caring Action Planning Team sharing best practices and providing professional learning opportunities.
- Sharing and collaboratively living our Leader in Me habits in our school community.
- School based PD days focus on Resilience and mental health.
- Examining our practices to reflect recent research regarding trauma sensitive Environments.
- Accessing and building staff expertise around First Nations, Metis and Inuit culture, language and ways of knowing.

Parents and students agreed that their learning environments are more welcoming, caring, respectful and safe. Student engagement in learning grew by 10% and is now 5% above the Alberta mean. Students who are satisfied that students model the characteristics of active citizenship grew by 7%. Students who agree that students have access to the appropriate supports and services at school grew by 4%. 5% more parents and 6% more students agreed that: students are safe at school, and are learning the importance of caring for others and are treated fairly in school.

**What were the biggest challenges encountered in 2021/22?**

**Restrictions due to Covid, high absences and staff shortages impacted student achievement considerably. A lack of funding for academic intervention and mental health support also had a significant impact.**

**What are the implications from 2021/22 that will impact your current year plan?**

1. Our emphasis on a phonemic based reading program in the early grades has proven to be very successful. We will refine this and have purchased resources including decodable books to do so.
2. Short term, highly focused interventions have shown great promise. We will expand these to grades 4,5 & 6 through a daily intervention block where all students receive targeted programming based on their individual needs.
3. We will focus on the Seven Sacred Teachings to support our community in citizenship and character development.

## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2022

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	<a href="#">Student Learning Engagement</a>	84.8	86.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	74.6	75.8	86.6	81.4	83.2	83.1	Intermediate	Declined	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	79.5	n/a	94.5	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	19.7	n/a	18.0	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.7	91.1	94.7	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	80.0	77.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	74.7	80.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	73.3	88.6	79.7	78.8	79.5	81.5	Low	Maintained	Issue

#### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

**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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

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 Numeracy and reading sharing events

**Division Priority 1**

**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 Month Black History Month, Culture evening for parents
- Honour Indigenous Ways of Knowing
  - Teach about the Seven Sacred Teachings
  - Reconnecting with our elders
  - Teaching through storytelling

**Division Priority 2**

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

**Division Priority 3**

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		3,607,192		3,657,670
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,607,192</b>		<b>3,657,670</b>
Classroom	21.000000	2,159,472	20.689000	2,127,491
Leadership	2.000000	256,760	2.000000	258,227
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	55,669	.000000	55,669
<b>TOTAL TEACHER</b>	<b>23.000000</b>	<b>2,471,901</b>	<b>22.688999</b>	<b>2,441,387</b>
<b>(% of Budget)</b>		<b>68.53%</b>		<b>66.75%</b>
Exempt	.000000	0	2.000000	7,600
Exempt (Hourly/OT)	.000000	18,800	.000000	21,230
Support	14.000000	779,466	15.000000	836,481
Support (Supply/OT)	.000000	16,000	.000000	21,447
Custodial	2.500000	169,782	2.500000	169,782
Custodial (Supply/OT)	.000000	12,000	.000000	13,500
<b>TOTAL NON-TEACHER</b>	<b>16.500000</b>	<b>996,048</b>	<b>19.500000</b>	<b>1,070,040</b>
<b>(% of Budget)</b>		<b>27.61%</b>		<b>29.25%</b>
<b>TOTAL STAFF</b>	<b>39.500000</b>	<b>3,467,949</b>	<b>42.188999</b>	<b>3,511,427</b>
<b>(% of Budget)</b>		<b>96.14%</b>		<b>96%</b>
SUPPLIES, EQUIPMENT AND SERVICES		84,393		102,093
INTERNAL SERVICES		54,850		42,650
OTHER INTEREST AND CHARGES		0		1,500
<b>TOTAL SES</b>		<b>139,243</b>		<b>146,243</b>
<b>(% of Budget)</b>		<b>3.86%</b>		<b>4%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,607,192</b>		<b>3,657,670</b>
Carry Forward Included		0		-72,904
Carry Forward to Future		0		0