



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	662.000	Custodial	3.500000	Salaries	\$4,035,835	96.14%
Weighted	759.436	Exempt	0.000000	Supplies, Equip., Services	\$162,163	03.86%
Regular	662	Support	6.000000			
		Teacher	<u>29.681000</u>			
Year Opened	1992	<b>Total</b>	<b>39.181000</b>	<b>Total</b>	<b>\$4,197,998</b>	<b>100.00%</b>

**School Philosophy**

Kate Chegwin School fosters a community of academic excellence and leadership in addition to igniting creativity and nurturing the human spirit in a world of infinite possibilities. This *Community of Success for All* sees staff, working in tandem with intentional community partners to deliver a safe and inspiring learning experience that guides individuals to share their potential through knowledge, discovery, citizenship and social responsibility.

**Community Profile**

Kate Chegwin School, which opened in August 1992, serves the educational needs of students 11 to 15 years of age in the Mill Woods community. The school's primary attendance area includes the neighbourhoods of Bisset, Minchau, Weinlos and Silverberry. The school offers programs to students outside of the boundary areas based on availability of space. Within our community there is a high degree of multi-cultural representation. The economic demographics of our catchment area varies from high to low income. The school facility is extensively used by the community during the evenings.

**Programs and Organization**

Early intervention strategies to identify students at-risk/promise - Inclusive and congregated models of program delivery in the areas of strategies and behavior learning assistance\* District site for the Academic Enrichment program, - Complementary programming includes French, Punjabi, Art, Drama, Film, Guitar, Outdoor Education, Digital Photography and CTS modules \* A strong emphasis on integration of one-to-one personal device technology into curriculum areas - \* Partnerships include the Edmonton Public Library, Mill Woods Welcome Centre, Big Brothers and Sisters and the Boys and Girls Club. There are multiple opportunities for students to access extra-curricular athletics and special interest clubs.

**School Community Relationships**

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

Boys & Girls Big Brothers Big Sisters, City of Edmonton

**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 goals that were established for 2023-2024, 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).

Staff members at Kate Chegwin School will continue to collectively analyze data pertaining to common assessments, Provincial Achievement Tests (PATs) and Canadian Achievement Tests (CAT4) to identify students that are not meeting acceptable standards. Collective Universal Design Learning strategies, study skills options, formalized university tutoring arrangements, paired classroom teaching practices, assessments rewrites and communication with parents as partners will be used to support these students. Extended learning opportunities, lunch time tutorials, and after school homework club will be promoted on SchoolZone and incentivized through a student reward program.

**Results Achieved:** Students at Kate Chegwin School showed notable improvements on Provincial Achievement Tests across all core subjects compared to previous years. The percentage of students meeting the Acceptable Standard increased by 10%, while those achieving the Standard of Excellence rose by 9%. Compared to the provincial cohort, 15% more Kate Chegwin students met the Acceptable Standard, and 10% more met the Standard of Excellence

Kate Chegwin School will continue to engage in school and catchment initiatives to address the promotion of anti-racism and Truth and Reconciliation. Students and staff members participating in the Catchment Anti-racism Committee will be focusing their efforts more on initiatives in our own school that promote knowledge, understanding and celebration of our cultural diversity. Specific actions to support this goal will include:

- Recognition of significant cultural days through the reading of our School's Multi-faith Calendar in daily announcements.
- The representation of notable figures from diverse cultures in our school's Daily Character Quotes read daily in our morning announcements
- Acknowledgement of key cultural and gender identity related events including: Orange Shirt Day, Diwali, Cultural Specific History Months, Christmas and Easter, Ramadan, Vaisakhi, and Pride Week.
- Participation in Wahkohtowin Family Night Planning Meetings and the hosting of community evening celebrations for Indigenous families.
- Time during classes will be allocated to homeroom discussions and activities related to significant cultural events.

Kate Chegwin School will continue to support Truth and Reconciliation through the employment of an Indigenous Liaison who will regularly offer smudging, contribute cultural insights and conduct weekly Indigenous Student Clubs at the school.

The school will maintain high percentages of students and families who indicate that they feel welcome and that they feel they are represented by practices at Kate Chegwin school as indicated in Provincial and Division Survey data at the end of the school year.

**Results Achieved:** Staff members and students effectively implemented the action plan aimed at advancing anti-racism and reconciliation, as outlined in the 2023-2024 School Plan. According to the Systems Assurance Branch Survey, eighty-eight percent of respondents—comprising students, parents, and teachers from Kate Chegwin School—agreed that the learning environment is welcoming, caring, respectful, and safe. Additionally, findings from the Division Feedback Survey revealed that ninety-two percent of students acknowledged awareness of the school's initiatives to support anti-racism. Furthermore, over ninety percent of students reported having learned about the contributions of Indigenous peoples and the historical context of residential schools and their legacies.

**What were the biggest challenges encountered in 2023-2024?** A significant challenge encountered during the 2023-2024 academic year was the observed decline in students' sense of connectedness compared to previous years. Specifically, there was a reduction in favorable responses related to the perceived value of feedback on assignments, feelings of belongingness, and the presence of trusted individuals with whom students can confide

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

The results from the 2023 to 2024 Systems Assurance Branch Survey and Division Surveys point to the importance of engaging in school improvement plans related to reestablishing the sense of connectedness previously experienced by our students. This initiative will likely involve consulting students to gain insight into their perceptions of what is necessary to achieve this goal. Furthermore, there exists an opportunity for staff members to engage in collaborative research and strategic planning to effectively address the feelings of disconnection that may currently affect our students.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7574 Kate Chegwin School

Assurance Domain	Measure	Kate Chegwin 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	86.4	92.6	91.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	82.8	90.4	89.1	79.4	80.3	80.9	Very High	Declined Significantly	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	75.0	65.5	65.5	62.5	62.6	62.6	Intermediate	Improved Significantly	Good
	PAT9: Excellence	25.5	17.3	17.3	15.4	15.5	15.5	Very High	Improved Significantly	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	90.0	92.3	91.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.8	88.9	89.8	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	87.1	94.6	91.4	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	84.2	91.7	88.3	79.5	79.1	78.9	Very High	Maintained	Excellent

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 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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

**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, reflective questions have been included in the 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**

Students at Kate Chegwin School will continue to uphold high academic standards on Provincial Achievement Tests, Canadian Achievement Tests, and school-based common assessments. To support this goal, staff members will collaborate biweekly to refine essential learning outcomes, create common assessments, and collectively analyze and respond to data.

By the end of the 2024-2025 school year, we aim to achieve a 5% increase in the number of students who feel that the feedback they receive effectively supports their learning. To achieve this, we will survey students to identify the types of feedback they find most helpful. We will integrate their insights with research from Hattie to enhance our instructional practices. Additionally, we will establish a Core 7 English Language Learner homeroom, enabling us to provide more targeted instruction and feedback in our smaller grade 7 homerooms, thereby fostering a more supportive learning environment for all students.

**What data will you use to track continuous improvement?**

We will use data from Provincial Achievement Tests, Canadian Achievement Tests, and School Common Assessments to evaluate student growth based on percentages of students meeting and exceeding standards. Additionally, we will assess our practices using insights from the Division Survey Data on the quality of academic feedback that we provide.

**Division Priority 2**

In the Spring 2025 Division Survey, we aim for a 5% increase in the number of students at Kate Chegwin School who feel that:

- They have at least one staff member they can approach for support.
- They feel safe seeking help from an adult regarding issues of racism and discrimination.
- All students experience a strong sense of belonging.

To achieve these goals, we will implement dedicated homeroom discussions and one-on-one conversations with students about anti-racism, resilience, and belonging. These sessions will be led by an experienced teacher and supported by our Catchment Anti-Racism initiatives. This approach is designed to foster a more inclusive and supportive environment for all students, ensuring that everyone feels valued and heard.

**What data will you use to track continuous improvement?**

Division Feedback Survey questions directly related to factors of belonging and connectedness as listed in our Division Priority Two Goal will be used to assess our growth in these areas.

# Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,164,202		4,197,998
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,164,202</b>		<b>4,197,998</b>
Classroom	26.711000	2,886,737	26.881000	2,905,111
Leadership	2.800000	383,528	2.800000	383,333
Teaching - Other	.000000	10,000	.000000	34,666
Teacher Supply	.000000	80,252	.000000	80,025
<b>TOTAL TEACHER</b>	<b>29.511000</b>	<b>3,360,517</b>	<b>29.681000</b>	<b>3,403,135</b>
<b>(% of Budget)</b>		<b>80.7%</b>		<b>81.07%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.000000	371,473	6.000000	371,473
Support (Supply/OT)	.000000	1,500	.000000	1,500
Custodial	3.500000	251,727	3.500000	251,727
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
<b>TOTAL NON-TEACHER</b>	<b>9.500000</b>	<b>632,700</b>	<b>9.500000</b>	<b>632,700</b>
<b>(% of Budget)</b>		<b>15.19%</b>		<b>15.07%</b>
<b>TOTAL STAFF</b>	<b>39.011000</b>	<b>3,993,217</b>	<b>39.181000</b>	<b>4,035,835</b>
<b>(% of Budget)</b>		<b>95.89%</b>		<b>96.14%</b>
SUPPLIES, EQUIPMENT AND SERVICES		125,335		120,013
INTERNAL SERVICES		44,650		41,150
OTHER INTEREST AND CHARGES		1,000		1,000
<b>TOTAL SES</b>		<b>170,985</b>		<b>162,163</b>
<b>(% of Budget)</b>		<b>4.11%</b>		<b>3.86%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,164,202</b>		<b>4,197,998</b>