

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	387.000	Custodial	3.290000	Salaries	\$2,927,417	95.72%
Weighted	454.845	Exempt	0.000000	Supplies, Equip., Services	\$130,866	04.28%
Regular	414	Support	7.460000			
		Teacher	<u>18.860000</u>			
Year Opened	2002	Total	29.610000	Total	\$3,058,283	100.00%

School Philosophy

School Values:

- Kindness
- Leadership
- Perseverance
- Curiosity

Vision:

- Inspiring and opening multiple pathways for student success.

Mission:

- Through the development of meaningful relationships and encouraging learning with a growth mindset; we believe in enabling our students to be critical and creative thinkers, leaders, and global citizens

Community Profile

George P. Nicholson School is located in the neighbourhood of Twin Brooks. It is a diverse and active community. Parental involvement is highly valued in ensuring a positive climate for learning and teaching. We have both an active School Council and Parent Society that contribute significantly to our school. Our School Council meetings provide learning opportunities for parents on a wide variety of topics relevant to the well-being of all students. Our Parent Society members actively raise funds to enhance learning through supporting many extra-curricular activities and opportunities, and supplemental resources, especially in the area of field trips. The Twin Brooks Community League works collaboratively and in partnership with the school. We value our facility's multi-use partners, Alberta Health Services, and the Twin Brooks YMCA Childcare. The partnership with the William Lutsky YMCA enhances active living for our students.

Programs and Organization

We serve kindergarten to grade six students from the Twin Brooks neighbourhood. We are able to accommodate students outside of the Twin Brooks area as per the optimal enrollment guideline. We welcome and program for all students who attend George P. Nicholson School in a cohesive, inclusive learning environment. Programming focuses on 21st Century inquiry based learning, technology, and student leadership and citizenship. Our students enjoy participating in a variety of supplementary programs such as choirs, guitar, student leadership, sports, environmental garden club, and Inquiry Schools. Each of our staff has the opportunity to participate in professional learning and leadership.

School Community Relationships

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

Edmonton Public Library (EPL), Twin Brooks Community League, YMCA Twin Brooks Child Care and Out of School Care

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).

Literacy is a foundation of successful learning and living. By June 2024, our students will demonstrate one year of growth in reading.

Achievement of this goal will be supported by:

- All division 1 teachers will implement the UFLI (University of Florida Literacy Institute) program. This is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.
- All Division 2 teachers will analyze CAT4 reading data to identify students who are not showing consistent evidence of growth in their reading. Teachers will then work collaboratively to develop supports and specific literacy interventions.
- Some grade teams will be working collaboratively with their cohort/catchment school partners and EPSB Consultants on a PL series titled Investigating Primary Reading Needs.
- Relaunch of the Morning Read program in November. This is an opportunity for parents, family members and older buddies to read with children in kindergarten to 3 throughout the year.

Results Achieved:

- All Division One teachers implemented UFLI as part of their reading programs.
- All Division Two teachers analyzed CAT 4 reading data to identify students who needed specific literacy interventions.

CAT4

Comparing Spring of 2024 CAT4 results to Fall of 2023 CAT4 results: The number of students in grade 4-6 who are reading above stanine 4 rose from 75% to 84%.

READING LEVELS (BAS) and Teacher awarded marks

In grades 1-6 BAS reading levels indicated that 84.6% of students are reading at or above grade level.

In grades 1-6 teacher awarded marks for Language arts indicate that 98% of students received a C or higher. Teacher awarded marks are inclusive of the differentiated learning strategies and the learning supports provided to help students who are on an IPP and in an inclusive setting.

At George P Nicholson School we are committed to developing a shared language and understanding of mental health to better provide resources, support and strategies to all our students. By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to the school.

Achievement of this goal will be supported by:

Taking intentional steps to improve school community and supports for students:

- An increased awareness of Indigenous perspectives by embedding 7 Laws of Nature teachings in morning announcements
- The expansion of the Tuesday Traditions and Celebration announcements and addition of an extracurricular club
- Relaunch of the Morning Read program in November
- Collaboration with Parent Society and School Council for a return of some school community events ie. Grand opening of the new playground, Family Movie Night, Family Dance, School Council guest speakers and the Artist in Residence program
- Continued work with APPLE Schools to develop 'comprehensive school health'
- Start up of a Rainbows Club to offer a peer support programs for students who have experienced a separation, divorce, death or other painful transition within their family
- Division 2 students will work with Concrete Theatre on an Anti-racism and inclusion immersive drama program
- GPN staff will continue to access the Harry Ainlay Mental Health Capacity Building (MHCB) Wellness Coach for classroom student presentations.

Results Achieved:

Division Student Survey:

- 85% of students indicated that "My school helps me develop skills that support my wellness" - was 73% up by 8%
- 83% of students indicated that "I feel like I belong at my school"- was 80% up by 3%
- 89% of students indicated that "At my school, I have opportunities to be involved in activities that support my sense of belonging" was 84% up by 5%

Division Parent Survey:

- 87% of parents indicated that "I feel welcome in my child's school community"
- 90% of parents indicated that "I feel like I have a positive relationship with staff to support my child's learning in school"

Other data/results:

- GPN continued the work of an APPLE ALLY School. This involved year long school wide comprehensive health learning. Comprehensive health was incorporated into daily announcements, whole school activities, weekly Fitness Friday physical activity stations, wellness presentations for staff, students, and parents.
- 100% of all staff participated in catchment wide Professional Learning days on Creating Schools that Listen.

What were the biggest challenges encountered in 2023-2024?

- Increase in the complexity and number of students requiring specialized supports. These supports caused a budgetary strain to other areas.
- Staff absences and supply shortages posed many operational challenges and created additional workload and stress.
- Limited resources to support the implementation of the new curriculum as well as address the gaps created when the new curriculum was implemented.
- Supporting student & staff mental health was challenging.
- It was evident that there is a large discrepancy between high and low learning needs. This discrepancy makes the ability to differentiate instruction more complex. There is an increased need for interventions and EA support.

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

- Looking at our teacher assigned reading levels and comparing them to the CAT 4 scores, there are differences in what is seen as above and at grade level. Staff will collaborate together to determine exemplars as to what is deemed as being above grade level in reading.
- Look at shifting to a writing focused goal - look at workshops written by both Barbara Maniconda and Lucy Caulkins. Guiding students as we go back to using more pencil and paper writing projects rather than continually using technology and speak to text programs.
- Relooking at how we provide interventions and make use of our support staff to best support the diversity and needs of learners.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1004 George P. Nicholson School

Assurance Domain	Measure	George P. Nicholson 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	85.6	84.7	85.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	91.6	84.8	89.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	90.9	97.9	97.9	68.5	66.2	66.2	Very High	Declined	Good
	PAT6: Excellence	43.9	37.5	37.5	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	94.9	95.7	96.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.4	89.1	90.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.4	75.5	81.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	87.1	87.5	86.1	79.5	79.1	78.9	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 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).
4. 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).
5. 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.
6. 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.
7. 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.
8. 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.
9. 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

Goal One - Literacy is a foundation of successful learning and living. By June 2025, our students will demonstrate one year of growth in reading.

Achievement of this goal will be supported by:

- Division 1 teachers will continue to the UFLI (University of Florida Literacy Institute) program. This is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.
- Division 2 teachers will analyze CAT4 reading scores as well as other reading testing data such as acadience and F&P to identify students who are not showing consistent evidence of growth in their reading. Teachers will then work collaboratively to develop supports and specific literacy interventions.
- Staff will be working collaboratively with their grade team and division cohort/catchment school partners to discuss, share, and, using multiple literacy approaches, plan best practice activities to support reading.
- Relaunch of the Morning Read program in November. This is an opportunity for parents, family members and older buddies to read with children in grades K-6 throughout the year.

What data will you use to track continuous improvement?

GPN data tracking document (HLAT, benchmark reading assessment, F&P reading levels), CCAT 4 reading, acadience tracking, CC3 and LeNS testing.

Division Priority 3

At George P Nicholson School we are committed to developing a shared language and understanding of mental health to better provide resources, support and strategies to all our students. By June 2025, students at our school will demonstrate 10% growth in their sense of belonging and connection to the school as indicated on the EPSB Division Survey.

Achievement of this goal will be supported by:

Taking intentional steps to improve school community and supports for students:

- Continue with the Responsive Schools (formerly Schools that Listen) professional learning series. We will further our learning by leveraging student voice in a variety of action projects throughout the year.
- An increased awareness of Indigenous perspectives by embedding 7 Laws of Nature teachings in morning announcements
- Promote and provide opportunities for student leadership through clubs, student led announcements, student led assemblies, teams, and student focused whole school initiatives.
- Continue with Tuesday Traditions and Celebration announcements
- Relaunch of the Morning Read program in November
- Strengthen community connections through collaboration with Parent Society and School Council to plan school community events ie. Carnavale, spring concert, Family Movie Night, Family Dance, School Council guest speakers and the Artist in Residence program
- Continued work with APPLE Schools to develop 'comprehensive school health'. Focussing on healthy eating, mental health, and daily exercise.
- Establish a Rainbows Club to offer a peer support programs for students who have experienced a separation, divorce, death or other painful transition within their family
- GPN staff will continue to access the online mental health PD sessions offered though PDR as well as the Harry Ainlay Mental Health Capacity Building (MHCB) Wellness Coach for classroom student presentations.

What data will you use to track continuous improvement?

Division and Assurance Survey data, resiliency survey data, intervention/support data, number of staff who participate in Responsive Schools, Mental Health, and APPLE Schools professional development.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,963,414		3,058,283
Internal Revenue		0		0
REVENUE TOTAL		2,963,414		3,058,283
Classroom	16.980000	1,835,081	17.060000	1,843,727
Leadership	1.800000	244,998	1.800000	245,168
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	66,000	.000000	72,250
TOTAL TEACHER	18.779999	2,146,079	18.859999	2,161,145
(% of Budget)		72.42%		70.67%
Exempt (Hourly/OT)	.000000	55,000	.000000	60,000
Support	7.000000	427,028	7.460000	460,315
Support (Supply/OT)	.000000	1,750	.000000	1,250
Custodial	3.250000	228,707	3.290000	230,812
Custodial (Supply/OT)	.000000	11,000	.000000	13,895
TOTAL NON-TEACHER	10.250000	723,485	10.750000	766,272
(% of Budget)		24.41%		25.06%
TOTAL STAFF	29.029999	2,869,564	29.609999	2,927,417
(% of Budget)		96.83%		95.72%
SUPPLIES, EQUIPMENT AND SERVICES		41,700		68,097
INTERNAL SERVICES		50,150		60,769
OTHER INTEREST AND CHARGES		2,000		2,000
TOTAL SES		93,850		130,866
(% of Budget)		3.17%		4.28%
TOTAL AMOUNT BUDGETED		2,963,414		3,058,283