

Profile



Enrolment		Staff FTE		Budget		
Normalized	807.000	Custodial	4.000000	Salaries	\$5,015,248	95.84%
Weighted	868.904	Exempt	0.000000	Supplies, Equip., Services	\$217,622	04.16%
Regular	842	Support	10.800000			
		Teacher	35.131000			
Year Opened	2017	Total		49.931000	Total \$5,232,870	100.00%

School Philosophy

At Kim Hung School, we are committed to providing a broad-based and well-rounded learning experience for all our students. Our mission is to be a **compassionate and courageous community who laughs, leads and learns together**. We are committed to building solid relationships, meeting individual needs, and empowering children to make effective personal decisions through the provision of authentic leadership opportunities.

Edmonton Public School’s cornerstone values of *Accountability, Collaboration, Equity, and Integrity* guide us in our professional work and nurture a school culture and environment in which all students have the opportunity to reach their maximum potential. We use high-quality, research-based instructional practices to build core curricular competencies and foster a sense of curiosity and wonder in the children entrusted to our care. Our classrooms function as learning labs where students are able to experiment with a broad range of ideas and we actively engage parents & guardians as partners to help extend school-based learning out into the homes of the families we serve.

Community Profile

Kim Hung School opened in 2017 and is located in the Granville area. It serves a diverse array of students from the communities of *Granville* and *Glastonbury*. We also share a dual-designation enrolment zone in *The Hamptons*, with *Bessie Nichols School*. Kim Hung School offers inclusive programming for children from Kindergarten to Grade Nine. Most of the students who attend the school, live in the immediate vicinity of the building. In the evenings, many community groups make good use of our facilities through the City’s *Joint-Use Agreement*. The school also enjoys high levels of support from the *Kim Hung Parent Council*, the *Kim Hung Fundraising Society*, and the *Glastonbury Community League*. In response to rapid community expansion, Kim Hung School is carefully managing the size of its planned classes in accordance with *Level Two (Closed Boundary) of the EPSB Growth Control Model*.

Programs and Organization

Kim Hung School offers *inclusive programming* for students from Kindergarten to Grade Nine. Beginning in Grade Four, all children study French as a Second Language. Core programming is further supplemented by a range of complementary course options, from Grade Seven onward. Kim Hung School is a part of the Jasper Place Catchment and the vast majority of its students transition to *Jasper Place High School* to continue their learning at the *division four* level.

School Community Relationships

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

Alberta Motor Association (AMA), Edmonton Public Library, Glastonbury Community League, Hamptons Save On Foods, Metis Child and Family Services, Norquest College, Telus World of Science

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).

The Kim Hung School staff team will use research-based teaching practices to support **Division Priority One** with a focus on helping all students achieve *one year's growth* relative to key *Literacy* and *Numeracy* learning measures, by June 2024.

We will accomplish this goal by:

- meeting the increasingly complex learning needs of students by employing the universal, targeted, and individualized supports outlined in the EPSB Pyramid(s) of Intervention to ensure that all of our classrooms are flexible and responsive learning environments which: embrace diversity; anticipate individual differences; and promote equal opportunities for all learners
- addressing lagging literacy and numeracy skills through the use of high leverage reading and writing practices and systemically introducing numeracy progressions to support the development of cross-curricular literacy, skill transference, and complex academic language proficiency (CALP), in all of our classrooms
- intentionally empowering students to meet the needs of a changing society, workforce and climate through the provision of meaningful and relevant classroom learning and student-leadership experiences

Results Achieved:

- CAT 4 (stanine four and above): Reading 79%; Mathematics 85%; Computation 77.7%; Total Math 88.1%
- HLAT: 78.8% of students at or above grade level
- Reading Achievement Level: above grade level 8.7%; at grade level 69.4%; below grade level 22 %
- PAT (LA 6): (not administered by the Alberta government this year)
- PAT (LA 9): acceptable 76.1%; standard of excellence 13.4%
- PAT (Mathematics 6): (not administered by the Alberta government this year)
- PAT (Mathematics 9): acceptable 55.2%; standard of excellence 10.4%

The Kim Hung Staff Team will support **Division Priority Two** by ensuring that our school attains/maintains the **Standard of Excellence** in all measures of its status as a welcoming, inclusive, and healthy learning environment.

We will accomplish this goal by:

- continuing to work with students, staff, and families to advance the Division's anti-racism and equity plan by: addressing stakeholder concerns in a transparent, relationship-based, and purposeful manner; engaging Kim Hung School families through open communication, relationship-building, and high-quality professional practice
- fostering a student-leadership culture through our **Connection, Accountability, Respect, Empathy, and Service (CARES)** framework that is inclusive, comprehensive, considerate of individual differences, and imparts a sense of place and belonging to children and adults in the school
- maintaining our commitment to supporting and enhancing the educational experiences and achievements of First Nations, Metis, and Inuit students by using Divisional resources to facilitate anti-racism and equity education, organizing our school to meet individual student needs, and working with community partners to provide meaningful First Nations, Metis, and Inuit cultural learning

Results Achieved:

- AEAM: Student Learning Engagement: 76.9% (declined)
- Division Feedback Survey: Students Doing Well/Very Well: 67.1% (maintained)
- AEAM: Citizenship: 67.1% (declined)
- Division Feedback Survey: Students Agree/Strongly Agree They Have a Sense of Belonging: 59% (improved)
- AEAM: Education Quality: 78.1% (declined significantly)
- Division Feedback Survey: Students Agree/Strongly Agree that School Actions Support Truth and Reconciliation: 81% (significant improvement)
- AEAM: Welcoming Caring Respectful and Safe Learning Environments 72.1 (declined)
- Division Feedback Survey: Student Aware of School's Actions on Anti-Racism and Belonging: 81.3% (significant improvement)
- AEAM: Access to Supports and Services: 65.9% (maintained)
- Division Feedback Survey: Students Agree/Strongly Agree That They Feel Safe at School: 70% (significant improvement)

- AEAM: Parental Involvement: 63.8% (maintained)
- Division Feedback Survey: Students Agree/Strongly Agree that Adults at School Care About Them: 67% (improved)

What were the biggest challenges encountered in 2023-2024?

- school staff must now navigate a range of challenges related to elevated levels of discourteous conduct, pejorative written communication, and intransigent behavior as part of their regular work day
- student-families continue to struggle with the impact of significant social/emotional developmental delays and general mental health fatigue
- accelerating enrolment pressures, resource limitations, support-staff shortages, and an ever-broadening range of student learning-needs continue to make school classrooms exponentially more complex
- highly-problematic online activities continue to produce a multifaceted array of interconnected school-community issues
- Limited access to: specialized programming sites; community resources for students at-risk; and long-term mental health support, continued to have a significant impact on all school communities

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

- despite rapid population growth and a variation in AEAM and Division Survey satisfaction results, students continue to demonstrate academic achievement at or near Division levels on all large-scale assessment measures, which suggests that (further) improvement of student-achievement levels is within our grasp
- teachers have developed new capacities and demonstrated tremendous resolve in the face of adversity
- high levels of professional collaboration, sharing of expertise, and exchange of resources have occurred in response to systemic scarcity
- KHS classrooms continue to evolve in a flexible and responsive direction which: embraces diversity; anticipates individual differences; and promotes equal opportunities for all learners
- we further recognize that the growing complexity of student learning needs is best met through the use of the universal, targeted, and individualized supports outlined in the EPSB Pyramid(s) of Intervention
- we also believe that it is imperative that we address lagging literacy and numeracy skills by adopting high leverage reading and writing practices and systemically introducing numeracy progressions in all of our classrooms
- this will support the development of cross-curricular literacy, skill transference, and academic language proficiency
- we will continue to: address stakeholder concerns in a transparent, relationship-based, and purposeful manner
- we will maintain our commitment to supporting and enhancing the educational experiences and achievements of First Nations, Metis, and Inuit students by using Divisional resources to facilitate anti-racism and equity education, organizing our school to meet individual student needs, and working with community partners to provide meaningful First Nations, Metis, and Inuit cultural learning
- the requirement to routinely navigate complex community events has resulted in high levels of opportunity for student input and governance
- the prioritization of, and focus on, non-negotiable student safety has resulted in a calmer, more ordered, safe, and welcoming classroom environment

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1925 Kim Hung School

Assurance Domain	Measure	Kim Hung 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	76.9	80.4	81.7	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	67.1	72.7	73.7	79.4	80.3	80.9	Low	Declined	Issue
	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	65.9	73.5	73.5	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	11.0	18.4	18.4	19.8	18.0	18.0	Low	Declined	Issue
	PAT9: Acceptable	65.3	70.3	70.3	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	14.6	21.2	21.2	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	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	78.1	86.6	87.2	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.1	76.7	79.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	65.9	67.5	65.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	63.8	69.2	69.7	79.5	79.1	78.9	Very Low	Maintained	Concern

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

The Kim Hung School staff team will use research-based teaching practices to support Division Priority One with a focus on helping students achieve one year's growth relative to key Literacy and Numeracy learning measures, by June 2025.

We will accomplish this goal by:

- meeting complex student-learning needs through the use of the universal, targeted, and individualized supports outlined in the **EPSB Pyramid(s) of Intervention**
- ensuring that our classrooms are flexible and responsive environments which: embrace diversity; anticipate individual differences; and promote equal opportunities for all learners
- targeting **lagging literacy and numeracy skills** through: high-leverage reading instruction; high-value writing practices; and the systematic introduction of numeracy progressions across core subjects
- supporting the development of **cross-curricular literacy, skill transference**, and **cognitive academic language proficiency (CALP)**, in all of our classrooms
- intentionally empowering students to meet the needs of a changing society, workforce and climate through **meaningful classroom learning** and relevant **student-leadership** experiences

What data will you use to track continuous improvement?

Metrics used to track progress towards this goal include (but are not limited to): classroom assessments; teacher-assigned marks; the RTI screen; PATs; HLATs; UFLI instructional tools; the RAN screen; the PAST; the LeNS screen; the CC3 screen; the Heggerty Phonological Awareness curriculum; Guided Reading; and the CAT4.

Division Priority 2

The Kim Hung Staff Team will support **Division Priority Two** by ensuring that our school attains/maintains the **Standard of Excellence** in all measures of its status as a welcoming, inclusive, and healthy learning environment.

We will accomplish this goal by:

- working with students, staff, and families to advance the Division's **anti-racism and equity plan** by: addressing stakeholder concerns in a transparent, relationship-based, and purposeful manner; engaging Kim Hung School families through open communication; building relationships; and following high-quality professional practice
- fostering a student-leadership culture through our **Connection, Accountability, Respect, Empathy, and Service (CARES)** framework that is inclusive, comprehensive, considerate of individual differences, and imparts a sense of place and belonging to children and adults in the school
- maintaining our commitment to supporting and enhancing the educational experiences and achievements of **First Nations, Metis, and Inuit** students by using Divisional resources to facilitate anti-racism and equity education, organizing our school to meet individual student needs, and working with community partners to provide meaningful First Nations, Metis, and Inuit **cultural learning**

What data will you use to track continuous improvement?

Several key metrics will be used to track our progress this goal including: anecdotal feedback from families; the Alberta Education Assurance Measures (AEAM); the EPSB Feedback Survey; and a range of school-based feedback tools that will be employed over the course of the 2024-2025 school year.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,997,029		5,232,870
Internal Revenue		0		0
REVENUE TOTAL		4,997,029		5,232,870
Classroom	31.526000	3,407,109	32.196000	3,479,518
Leadership	3.000000	408,788	2.935000	402,671
Teacher Supply	.000000	50,000	.000000	91,374
TOTAL TEACHER	34.526001	3,865,897	35.131001	3,973,563
(% of Budget)		77.36%		75.93%
Exempt (Hourly/OT)	.000000	76,114	.000000	76,114
Support	9.000000	571,856	10.800000	673,526
Support (Supply/OT)	.000000	6,000	.000000	7,000
Custodial	4.000000	278,045	4.000000	278,045
Custodial (Supply/OT)	.000000	6,000	.000000	7,000
TOTAL NON-TEACHER	13.000000	938,015	14.800000	1,041,685
(% of Budget)		18.77%		19.91%
TOTAL STAFF	47.526001	4,803,912	49.931001	5,015,248
(% of Budget)		96.14%		95.84%
SUPPLIES, EQUIPMENT AND SERVICES		128,808		151,813
INTERNAL SERVICES		63,059		64,559
OTHER INTEREST AND CHARGES		1,250		1,250
TOTAL SES		193,117		217,622
(% of Budget)		3.86%		4.16%
TOTAL AMOUNT BUDGETED		4,997,029		5,232,870