



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	767.000	Custodial	4.000000	Salaries	\$4,892,419	95.80%
Weighted	838.910	Exempt	0.000000	Supplies, Equip., Services	\$214,263	04.20%
Regular	809	Support	9.000000			
		Teacher	<u>35.526000</u>			
Year Opened	2017	<b>Total</b>	<b>48.526000</b>	<b>Total</b>	<b>\$5,106,682</b>	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 using *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) Boston Pizza COBS Bread Glastonbury Community League Hamptons Save On Foods Metis Child and Family Services 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 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).

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 2023. These metrics include (but are not limited to): *formative/summative classroom assessments*; *teacher-assigned marks*; *Response to Intervention (RTI) screeners*; *Provincial Achievement Tests (PATs)*; *Highest Level of Achievement Tests (HLATs)*; *Baseline Assessment System (BAS)*; *the Heggerty Phonemic Awareness curriculum*; *Guided Reading*; and the *Canadian Achievement Test (CAT4)*.

We will accomplish this goal by:

- meeting the diverse learning needs of students through the use of the universal, targeted, and individualized supports outlined in the *EPSB Pyramid 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
- focusing on literacy and numeracy by adopting high leverage reading and writing practices and systemically introducing Numeracy Progressions in all of our classrooms to support the development of cross-curricular literacy, skill transference, and academic language proficiency
- 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:**

- *CAT4* (stanine four and above): Reading **78%**; Mathematics **82.9%**; Computation **77.7%**; Total Math **81.6%**
- *HLAT*: At or Above **78.2%**; Below **17.4%**
- *Reading Achievement*: Above Grade Level **3.5%**; At Grade Level **76%**; Below Grade Level **20.6%**
- *PAT (LA 6)*: Excellence **13%**; Acceptable **95.7%**; Below **4.3%**
- *PAT (LA 9)*: Excellence **25.9%**; Acceptable **94.4%**; Below **5.6%**
- *PAT (Mathematics 6)*: Excellence **20%**; Acceptable **93.3%**; Below **6.7%**
- *PAT (Mathematics 9)*: Excellence **22.2%**; Acceptable **66.7%**; Below **33.3%**

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. Several key metrics will be used to monitor this goal including: anecdotal feedback from families; the *Provincial Quality Assurance Survey*; the *EPSB Feedback Survey*; and a range of *school-based feedback tools* that will be employed over the course of the 2022-2023 school year.

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 direct, relationship-based, and purposeful manner; engaging Kim Hung School families through open communication, relationship-building, and high-quality professional practice; and fostering a student-leadership culture that is inclusive, comprehensive, considerate of individual differences, and imparts a sense of place and belonging to children and adults in the school
- supporting and enhancing the educational experiences and achievements of *First Nations, Metis, and Inuit* students by: engaging our Divisional resources to facilitate anti-racism and equity education; working with our community partners to provide *First Nations, Metis, and Inuit* cultural learning; and intentionally organizing our school environment to ensure that it is reflective of our role as a catalyst for meaningful, long-term systemic change

**Results Achieved:**

- *AEAM*: Student Learning Engagement - **Maintained**
- *Division Feedback Survey*: Students Doing Well/Very Well **67%**
- *AEAM*: Citizenship-**Declined**
- *Division Feedback Survey*: Students Agree/Strongly Agree They Have a Sense of Belonging **57%**
- *AEAM*: Education Quality-**Maintained**
- *Division Feedback Survey*: Students Agree/Strongly Agree that School Actions Support Truth and Reconciliation **73%**

- *AEAM: Welcoming Caring Respectful and Safe Learning Environments-Declined*
- *Division Feedback Survey: Student Aware of School's Actions on Anti-Racism and Belonging 76.7%*
- *AEAM: Access to Supports and Services-Maintained*
- *Division Feedback Survey: Students Agree/Strongly Agree That They Feel Safe at School 64%*
- *AEAM: Parental Involvement-Maintained*
- *Division Feedback Survey: Students Agree/Strongly Agree that Adults at School Care About Them 65%*

#### What were the biggest challenges encountered in 2022-2023?

- School staff navigated a wide range of unprecedented challenges related to student conduct, safety, and well-being
- In addition to much-anticipated literacy and numeracy learning lags, students appear to also be struggling with significant and highly-consequential delays in the area(s) of social and emotional development
- Enrolment pressures, resource limitations, support-staff shortages, and an ever-broadening range of student learning-needs continue to make our classrooms increasingly more complex at an accelerating rate
- The long-term societal impacts of the pandemic on parents, students, and staff have: placed these groups under continuous strain: caused them a very significant degree of mental health fatigue; enabled highly-problematic online activities; and resulted in a wide array of complex and 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 our school community

#### What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- The data gathered over the course of the year suggests a much-varied student-learning experience at KHS
- Despite this variance, KHS students continue to achieve at or near Division achievement levels on all large-scale assessment measures
- This suggests that the (further) improvement of student achievement levels is well-within our grasp
- This will require that all KHS classrooms are flexible and responsive learning environments which: embrace diversity; anticipate individual differences; and promote 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

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	80.4	83.1	83.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	72.7	74.8	79.2	80.3	81.4	82.3	Intermediate	Declined	Issue
	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	70.9	71.3*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.7	22.8*	n/a	16.0	17.7	n/a	High	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	86.6	87.7	87.2	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.7	81.8	81.8	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	67.5	62.9	62.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	69.2	70.2	72.8	79.1	78.8	80.3	Very Low	Maintained	Concern

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 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).
- 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.
- 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.
- 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.
- 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.

\*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.

**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**

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

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

Metrics used to track our progress include (but are not limited to): formative/summative classroom assessments; teacher-assigned marks; Response to Intervention (RTI) screeners; Provincial Achievement Tests (PATs); Highest Level of Achievement Tests (HLATs); Baseline Assessment System (BAS); the Heggerty Phonemic Awareness curriculum; Guided Reading; and the Canadian Achievement Test (CAT4).

**Division Priority 1**

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

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

Several key metrics will be used to track our progress towards this goal, including (but not limited to): 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 2023-2024 school year.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,957,693		5,106,682
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,957,693</b>		<b>5,106,682</b>
Classroom	31.500000	3,391,700	32.526000	3,502,172
Leadership	3.000000	405,978	3.000000	406,454
Teacher Supply	.000000	73,840	.000000	72,119
<b>TOTAL TEACHER</b>	<b>34.500000</b>	<b>3,871,518</b>	<b>35.526001</b>	<b>3,980,745</b>
<b>(% of Budget)</b>		<b>78.09%</b>		<b>77.95%</b>
Exempt (Hourly/OT)	.000000	60,090	.000000	76,114
Support	9.000000	548,772	9.000000	548,772
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	4.000000	274,790	4.000000	274,790
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
<b>TOTAL NON-TEACHER</b>	<b>13.000000</b>	<b>895,652</b>	<b>13.000000</b>	<b>911,676</b>
<b>(% of Budget)</b>		<b>18.07%</b>		<b>17.85%</b>
<b>TOTAL STAFF</b>	<b>47.500000</b>	<b>4,767,170</b>	<b>48.526001</b>	<b>4,892,421</b>
<b>(% of Budget)</b>		<b>96.16%</b>		<b>95.8%</b>
SUPPLIES, EQUIPMENT AND SERVICES		122,775		139,963
INTERNAL SERVICES		65,250		73,050
OTHER INTEREST AND CHARGES		2,500		1,250
<b>TOTAL SES</b>		<b>190,525</b>		<b>214,263</b>
<b>(% of Budget)</b>		<b>3.84%</b>		<b>4.2%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,957,695</b>		<b>5,106,684</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0