**School:** Soraya Hafez [2172]
**Address:** 980 McConachie Boulevard NW

2024-2025 Budget - Revised Budget
**Profile**

**Principal:** David Sloan
**Ward Trustee:** Marsha Nelson

| Enrolment | | Staff FTE | | Budget | | |
|---|---|---|---|---|---|---|
| Normalized | 555.500 | Custodial | 3.850000 | Salaries | $4,244,531 | 95.45% |
| Weighted | 715.454 | Exempt | 0.000000 | Supplies, Equip., Services | $202,245 | 04.55% |
| Regular | 601 | Support | 13.486000 | | | |
| | | Teacher | 27.256000 | | | |
| Year Opened | | **Total** | **44.592000** | **Total** | **$4,446,776** | 100.00% |

## School Philosophy

At our school, we honour our school's namesake, Soraya Hafez, who believed that education is a lifelong journey and that everyone is a learner. We strive to emulate her passion for education through high quality teaching and learning, and an engaging learning environment for students in kindergarten to grade 6.

Our team values:
- diversity,
- strong relationships and connections,
- anti-racism, and
- collaboration among students, staff, and the community.

We focus on the well-being of every student, and we are building a place where students feel safe, cared for, respected, challenged, and inspired to be their very best.

Every child shines at Soraya Hafez School!

## Community Profile

Soraya Hafez School is located in northeast Edmonton in the newly developed neighbourhood of McConachie.

The school's attendance area includes the McConachie South neighbourhood, and the secondary attendance area of McConachie North. Students living in McConachie North will have first access to enroll if remaining space is available.

McConachie is a family-oriented community rich in diversity of culture. A seniors' residence and local businesses are located a short distance from the school and provide learning and community engagement opportunities for our students.

Together, we have worked with the community to create a school council and fundraising society. In partnership with the Horse Hill community league, a Soraya Hafez playground committee has been established to build a future school playground structure.

## Programs and Organization

Our school offers regular program, and two classes of Interactions special learning needs programming for students diagnosed with autism and who have severe learning needs.

In addition to the Interactions program, our inclusive regular program serves students who are English language learners, and students with mild, moderate and severe special learning needs. We continue to build relationships with students, families, and staff in a commitment to support students with varying learning needs.

## 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 Police Service, Horse Hill Community League, McConachie Gardens Retirement Residence by Revera, Sobeys, YMCA

**School:** Soraya Hafez [2172]
**Address:** 980 McConachie Boulevard NW

2023-2024 Budget Planning System
**Results and Implications**

**Principal:** David Sloan
**Ward Trustee:** Marsha Nelson

**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).

By June 2024, staff will continue to build capacity to support the diverse learning needs of students in the areas of literacy and numeracy as determined by Alberta Education, Division and/or local measures. (Priority 1)

**Results Achieved:**
Teaching staff leveraged collaborative structures to support professional learning and capacity building in the following areas:
- Small group literacy instruction (Kindergarten and Grade 1)
- Math stations and mini lessons (Grade 2)
- Guided Math (Grade 3)
- Differentiating Math instruction (Grade 4)
- Student writing organization and stamina (Grade 5 and 6)

Results indicate that the collaborative professional learning structures have had a positive impact on student achievement in both literacy and numeracy.

**Literacy**

- **Student Reading Achievement** - There was a notable improvement in student reading levels. The percentage of students reading below grade level decreased from 47% in 2022 to 42% in 2023, while the percentage of students reading above grade level increased from 8.8% to 10.7%.
- **HLAT Results** - While HLAT results remained relatively stable, the improvements in student reading achievement suggest that the teaching staff's efforts are having a positive impact. 51.2% of students were writing at or above grade level in 2022 as compared to 50.1% in 2023.
- **Teacher Confidence**- 94.4% of teachers indicated they have the skills to support students in literacy learning, demonstrating a high level of confidence in their ability to effectively teach reading and writing.
- **Student Literacy Self-Assessment**- On the division feedback survey question "I think I am getting better at reading this year", 91.5% of students responded with either strongly agree or agree. Similarly, 89% of students agreed or strongly agreed with "I am getting better at writing this year".
- **Grades 1-3 Literacy Screeners**-There was improvement to the amount of students who were identified as at-risk on the literacy screeners from the baseline assessment to the final assessment in June.
  - Letter Name-sounds (LeNS) assessment & Castles and Coltheart 3 (CC3) assessment
    - Grade 1- 33% (29 total) students were at-risk in January. This decreased to 14% (13 total) students at-risk in June.
    - Grade 2- 20% (17 total) students were at-risk in September. This decreased to 13% (11 students) at-risk in June.
    - Grade 3- In September 27% (20 total) students were at-risk in September. This remained flat with 28% (21 total) students at-risk in June.

**Numeracy**
- **CAT 4 Results**- There was a significant 11.1% increase in the number of students achieving acceptable or better results on the mathematics and computation portion of the CAT 4. In 2023, 80.9% of students achieved the acceptable standard, compared to 69.8% in 2022.
- **Student Numeracy Self-Assessment**- 78.1% of students responded "I think I am getting better at math this year" on the division feedback survey. This is indicating a positive perception of their progress and aligning with the improvement in CAT 4 results.
- **Grades 1-3 Numeracy Screener Assessment** - There was improvement to the amount of students who were identified as at-risk on the numeracy screener from the baseline assessment to the final assessment in June.
  - Grade 1- 33% (29 total) students at-risk in January decreased to 14% (13 total) students at-risk in June.
  - Grade 2- 20% (17 total) students at-risk in September decreased to 18% (16 total) students at-risk in June.
  - Grade 3- 27% (20 total) students at-risk in September remained flat with 28% (21 total) students at-risk in June.

By June 2024, staff will collaborate and participate in professional learning to foster an improved sense of well-being for students through school-wide initiatives and teaching and learning activities as measured by Alberta Education, Division and/or local measures. (Priority 3)

**School:** Soraya Hafez [2172]
**Address:** 980 McConachie Boulevard NW

2023-2024 Budget Planning System
**Results and Implications**

**Principal:** David Sloan
**Ward Trustee:** Marsha Nelson

**Results Achieved:**
Results indicate a positive trend in fostering a sense of belonging, safety and citizenship among students related to the implementation of initiatives focused on building empathy in students at Soraya Hafez School. Staff engaged in collaborative professional learning related to child and youth resilience specifically in the area of building empathy in students. Through this collaborative work teachers implemented classroom learning activities and staff designed school-wide initiatives to identify and promote empathy at Soraya Hafez School. Initiatives included a "What does empathy look like" board, empathy celebrations, the creation of a teacher training slide deck, and designed classroom activities for teachers to use with students.

**Division Feedback Survey Results**
- **Positive Trend in Student Belonging**- The division feedback survey indicates a positive trend in students' perception of belonging. When responding to "my school is a place where all students feel like they belong", 78% of students agreed or strongly agreed in 2023. This is an improvement from 72.3% in 2022.
- **Improved Sense of Self-belonging**- There was nearly a 10% increase of students agreeing to the statement "I feel like I belong at my school". In 2023, 83% of students agreed or strongly agreed compared to 73.2% in 2022. This is a significant improvement and aligns with the school's efforts to create a more inclusive environment.
- **Increased Student Safety**- There was a noticeable increase in students' perception of safety at school, from 78.6% in 2022 to 83% in 2023.
- **Decline in "Opportunities to Be Involved" Response** - When responding to "at my school, I have opportunities to be involved in activities that support my sense of belonging", 82.3% of students either agreed or strongly agreed. This is a decline from 2022 when 87.6% of students responded similarly to the same question.

**Alberta Education Assurance Survey**
- **Increased Active Citizenship** - The Alberta Education Assurance survey showed a significant increase in the percentage of students who were satisfied that students model the characteristics of active citizenship from 63.7% in 2022 to 78.6% in 2023. This suggests that the school is effectively promoting civic engagement and responsibility.

Overall, the increased percentage of students who feel they belong and are safe at school are encouraging. The data from both surveys provides indication of the school's efforts to create a supportive and inclusive learning environment.

---

**What were the biggest challenges encountered in 2023-2024?**

We continued to rely on strong staff collaboration and connectedness of the learning community to face the following challenges:
- student levels of emotional regulation, mental wellness, and personal home circumstances may affect some students' readiness to learn,
- increased complexities of learning needs in our school's student population,
- Increasing class sizes related to enrolment growth, and
- diversity of student learning achievement requires considerable differentiation of classroom instruction.

---

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

**Student Reading Achievement** - Staff engagement identified student reading achievement as an opportunity for improvement. There is an opportunity for staff to engage in foundational student reading professional learning with a specific focus on phonics and phonemic awareness. A systematic approach to foundations of reading will serve as tier I whole class reading instruction in division I classrooms while application in Division II classrooms will be a push-in intervention model of support for students reading below grade level.
**Supporting Child and Youth Resilience** - There is an opportunity to coordinate an approach to support student sense of belonging by focusing on youth resilience through school-wide initiatives and teaching and learning activities centered on resilience.

# Required Alberta Education Assurance Measures - Overall Summary
## Fall 2024
### School: 2172 Soraya Hafez School

| Assurance Domain | Measure | Soraya Hafez 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 | 88.4 | 79.5 | 82.1 | 83.7 | 84.4 | 84.8 | n/a | Improved | n/a |
| | Citizenship | 85.1 | 79.0 | 82.4 | 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 | 63.6 | 53.1 | 53.1 | 68.5 | 66.2 | 66.2 | Low | Improved | Acceptable |
| | PAT6: Excellence | 5.5 | 3.1 | 3.1 | 19.8 | 18.0 | 18.0 | Very Low | Maintained | Concern |
| | 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 | 94.3 | 90.7 | 93.8 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 89.4 | 81.2 | 85.4 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 78.0 | 79.6 | 84.8 | 79.9 | 80.6 | 81.1 | n/a | Declined | n/a |
| Governance | Parental Involvement | 81.3 | 87.8 | 89.0 | 79.5 | 79.1 | 78.9 | High | Maintained | Good |

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

**School:** Soraya Hafez [2172]

**Address:** 980 McConachie Boulevard NW

2024-2025 Planning - Plans

**Plans**

**Principal:** David Sloan

**Ward Trustee:** Marsha Nelson

**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**

By June 2025, Soraya Hafez staff will continue to build capacity to support improved student reading achievement to increase the number of students who are reading at or above grade level to 65% of all students. (EPSB Division Priority 1)
Achievement of this goal will be supported by:
- Teacher collaboration around student reading data to identify and support improved accuracy of the assessment of student reading achievement.
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence in foundational literacy as both tier I instruction in Division I, and tier II intervention in division II.
- Leveraging school-wide initiatives to support increased opportunities for high quality literacy instruction and to promote student engagement in reading.

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

Reading level achievement data, Informal reading inventories; provincial screening assessments; literacy intervention results, teacher observations; teacher awarded grades; Canadian Achievement Test 4 (CAT4); Staff perception of their capacities and student perception of their reading progress from the Division Feedback Survey, family engagement results from the Alberta Education Assurance Measure

**Division Priority 3**

By June 2025, staff will collaborate and participate in professional learning to improve students' sense of belonging through school-wide initiatives and teaching and learning activities. The following indicators will serve as targets to help monitor for progress:
Division Feedback Survey—DFS
- A decrease from in the percentage of students who responded disagree or strongly disagree to "I feel safe at school" (12.2% of students in 2023-24)
- A decrease from in the percentage of students who responded disagree or strongly disagree to "I feel like I belong at my school" (12.2% of students in 2023-24)

Alberta Education Assurance Measures—AEAMs
- Student response to the Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2%.

Achievement of this goal will be supported by:
- Staff collaboration to engage in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- Supporting staff with informal and formal evidence-based professional learning.

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

Survey questions in the DFS, AEAMs related to belonging, engagement and connectedness; the WCRSLE measure results

**School:** Soraya Hafez [2172]
**Address:** 980 McConachie Boulevard NW

2024-2025 Budget - Revised Budget
# Budget Summary Report

**Principal:** David Sloan
**Ward Trustee:** Marsha Nelson

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|---|---|---|---|---|
| **Resources** | | 4,151,528 | | 4,446,776 |
| **Internal Revenue** | | 0 | | 0 |
| **REVENUE TOTAL** | | **4,151,528** | | **4,446,776** |
| **Classroom** | 24.700000 | 2,669,404 | 25.256000 | 2,729,492 |
| **Leadership** | 2.000000 | 293,251 | 2.000000 | 294,968 |
| **Teacher Supply** | .000000 | 54,000 | .000000 | 78,000 |
| **TOTAL TEACHER** | **26.700001** | **3,016,655** | **27.256001** | **3,102,460** |
| **(% of Budget)** | | **72.66%** | | **69.77%** |
| **Exempt (Hourly/OT)** | .000000 | 23,000 | .000000 | 23,000 |
| **Support** | 11.893000 | 734,261 | 13.486000 | 830,685 |
| **Support (Supply/OT)** | .000000 | 25,000 | .000000 | 21,958 |
| **Custodial** | 3.750000 | 245,164 | 3.850000 | 250,428 |
| **Custodial (Supply/OT)** | .000000 | 8,000 | .000000 | 16,000 |
| **TOTAL NON-TEACHER** | **15.643000** | **1,035,425** | **17.336000** | **1,142,071** |
| **(% of Budget)** | | **24.94%** | | **25.68%** |
| **TOTAL STAFF** | **42.343000** | **4,052,080** | **44.592001** | **4,244,531** |
| **(% of Budget)** | | **97.6%** | | **95.45%** |
| **SUPPLIES, EQUIPMENT AND SERVICES** | | 47,148 | | 104,185 |
| **INTERNAL SERVICES** | | 51,500 | | 97,260 |
| **OTHER INTEREST AND CHARGES** | | 800 | | 800 |
| **TOTAL SES** | | **99,448** | | **202,245** |
| **(% of Budget)** | | **2.4%** | | **4.55%** |
| **TOTAL AMOUNT BUDGETED** | | **4,151,528** | | **4,446,776** |