



| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|---------|------------------|------------------|----------------------------|--------------------|-------------|
| Normalized | 125.000 | Custodial | 1.000000 | Salaries | \$1,099,962 | 97% |
| Weighted | 144.147 | Exempt | 0.000000 | Supplies, Equip., Services | \$28,364 | 03% |
| Regular | 136 | Support | 3.000000 | | | |
| | | Teacher | <u>7.263000</u> | | | |
| Year Opened | 1954 | Total | 11.263000 | Total | \$1,128,326 | 100% |

School Philosophy

Belgravia's strong emphasis on outstanding student achievement and development of the whole child reflects the values and expectations of the academic/professional community in which it is located. Students are challenged and enriched through a strong academic focus, as well as a significant array of co-curricular and extra-curricular activities. All classrooms are inclusive teaching and learning areas. Frequent cross-grade activities give the school a carefully-nurtured "family" atmosphere, which is reinforced by supportive parental involvement.

Community Profile

Belgravia School is located in an established, totally residential neighbourhood bound by Saskatchewan Drive, Belgravia Road, 114 Street and 76th Avenue. It is mainly a professional community that supports and appreciates the school as a community asset. Expectations of the school reflect the values of a highly literate and accomplished community.

Programs and Organization

Belgravia offers a regular K(am) - 6 program, with French as a second language in division two. All students, including special needs students, are in inclusive classroom settings. Our organization for learning changes each year and as such we combine grade levels when necessary. We are an EverActive School offering daily physical education, a combined Orff and choral music program as well as an outstanding Outdoor Learning Centre (OLC) utilized across the curriculum. Students participate in many extra curricular clubs and activities organized by students, the school, and the parent community.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

District Priority #1, Goal 2: Success for Every Student

By June 2021, student achievement in writing at Belgravia School will improve at both the meets acceptable standard and standard of excellence in comparison to our three-year average. Staff will work collaboratively to accomplish this by vertically aligning priority outcomes in writing across all grade levels, working in division grouping to review student work, and engaging in professional collaboration focussed on maintaining consistency in best practices in writing regardless of shifts in the learning context. Interim measures will be in place throughout the year to track student academic progress. Indicators of success will include teacher-reported writing levels, common school-wide writing tasks, teacher awarded marks, and student achievement evidence within the Accountability Pillar.

Results Achieved:

Professional learning and collaboration continue to be fundamental to the success of our students this past year. All teachers engaged in professional learning and collaboration focussed on identifying priority outcomes in writing, collectively reviewing student work, and engaging in professional learning focussed on maintaining consistency in best practices in writing regardless of shifts in the learning context.

In November, when we reviewed available data we identified a slower than normal progression of students in their writing. In looking at our current instructional practices we felt students were missing the small group and individual teaching opportunities that are fundamental to the Writer's Workshop Approach. To adjust for this need we added some additional teaching time to our grade 1 teacher to support her students in Literacy and introduced an Outdoor Enrichment Teacher who provided release time for classroom teachers to run small group intervention with their own students. As a result of the adjustment in programming, we saw noticeable gains in student growth in writing

Results from measures of success:

- Teacher Reported Writing Levels
 - In November 2020, 79.6% of students were writing at or above grade level
 - In June 2021, 88.9% of students were writing at or above grade level
- Highest Level of Achievement Data
 - 88.1% of students were writing at or above grade level
- Division Feedback Survey
 - 90% of students indicated the feedback they receive about their learning is helpful
 - 77% of parents indicated their child has access to the supports and resources they need to be successful
- Provincial Assurance Survey
 - 85% of grade 4-6 students indicated they could get help at school with reading and writing
 - 73% of parents respondents indicated that they were satisfied or very satisfied with services (beyond regular instruction) that help students to read and write (+26%)
 - 71% of teachers were satisfied or very satisfied with services (beyond regular instruction) that help students to read and write

District Priority #2, Goal 3: Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership

By June 2021, all staff will enhance their professional capacity and leadership within a culture of targeted collaboration. Through school-based professional development and dedicated collaboration time, staff will explore the vertical alignment of priority outcomes in writing, share and review samples of student work, and develop strategies and resources that maintain best practices in writing regardless of shifts in the learning context. Indicators of success will include measures within the Accountability Pillar and Division Feedback Survey.

Results Achieved:

This past year staff engaged in a number of targeted virtual collaboration opportunities through our school and catchment cohort work. The staff continued to have dedicated collaborative time monthly to engage in professional conversations around student work, effective student feedback, and ways of observing evidence of student growth. Through our catchment cohort work with Garneau, Riverdale, McKernan and Queen Alexandra schools, staff was engaged in professional conversations around identifying priority outcomes, sharing and reviewing samples of student work, and developing strategies that maintain best practices in writing regardless of shifts in the learning context.

Results from measures of success:

- Division Survey Feedback
 - 91% of staff respondents indicated they felt supported in their work
- Provincial Assurance Survey
 - 43% of teachers indicated the quality of teaching has improved over the past 3 years
 - 100% of teachers indicated the professional development opportunities have been focused on the priorities of the jurisdiction
 - 75% of teachers indicated that professional development opportunities effectively addressed their professional development needs
 - 88% of teachers indicated that the professional development opportunities significantly contributed to their ongoing professional development

District Priority 3, Goal 1: Families as Partners

By June 2021, all staff will maintain strong connections with our parent community through enhanced communication and the provision of unique engagement opportunities for families. Involvements will be focussed on maintaining the inclusive, transparent, and supportive culture which is foundational to the Belgravia School Community. Indicators of success will include feedback from stakeholders and results from measures evidenced by our Accountability Pillar.

Results Achieved:

Strong community relationships continued to be a strength within the Belgravia School Community this past year. Through enhanced communication from both teachers and administration and the provision of unique engagement opportunities, we were able to maintain an inclusive, transparent, and supportive culture that is foundational to our school community. By creating daily opportunities for parents and teachers to connect outdoors, regular email and phone call updates from teachers and administration, 2 sets of conferences, school council meetings as well as emergent virtual meetings to discuss concerns and next steps we were able to work seamlessly with our parents to provide the best possible environment for our students.

Results from measures of success:

- Division Survey Feedback
 - 100% of parent respondents felt they have opportunities to communicate with their child's teacher(s)
 - 92% of parent respondents felt the information they receive from the school tells them about their child's progress
 - 84% of parents respondents felt the information they receive from the school helps them support their child
- Provincial Assurance Survey
 - 91% of parent respondents indicated they were involved in their child's education and decisions at school
 - 100% of parent respondents indicated they were satisfied with opportunities to be involved in decisions about their child's education and decisions at the school
 - 100% of teachers indicated parents were involved in decisions about their children's education and been involved with decisions at school

What were the biggest challenges encountered in 2020/21?

- Students, staff and parents all experienced heightened levels of fear and anxiety relating to the status of COVID within the school and community.
 - Maintaining clear lines of communication, authentic consultation of stakeholders, and consistent follow-through on expectations around protocols and processes was instrumental in reducing the stress levels within our community.
- With the potential for sudden shifts between in-person and online learning, maintaining continuity of learning presented as both a challenge and source of stress for staff, students and parents.
 - The division supports through the Teachers Support Packs, regular collaborative discussions about practices that transition well between contexts, as well as professional learning opportunities supported staff and families in preparing for shifts in learning contexts.
- Protocols related to physical distancing and cohorting limited instructional strategies which involved formal intervention supports.
 - In February, we used the additional funding provided by the division to hire an Outdoor Enrichment Teacher to our staff. This teacher would take classes outdoors to extend parts of each graded curriculum while allowing the classroom teacher to stay back for intervention time with students needing additional supports.
- In an environment with such tight cohorts, maintaining an interconnected learning community was very challenging.
 - As a staff, we worked collaboratively to come up with school culture-building involvements that would help students, parents and staff feel connected to one another. We accomplished this through school-wide events, virtual buddy classes, weekly video announcements, schoolwide philanthropic involvements, as well as many other activities that would support kids in having a clear sense of our Belgravia Family.

What are the implications from 2020/21 that will impact your current year plan?

- To promote growth and success for every student, our staff has committed to professional learning and collaboration focused on supporting our students in writing proficiency. While we have spanned much of the gap related to learning loss in writing, there is still work to be done in order to return to the previous writing proficiency levels of our students.
- To provide staff with a high-quality learning and working environment, staff will engage in targeted collaboration and professional learning within our catchment cohort of schools. Through a distributed leadership approach, we will further develop a culture of collaboration and create communities of practice amongst the staff of Riverdale, Belgravia, Queen Alexandra, McKernan and Garneau schools.
- To engage and further develop relationships within the school community, staff will continue to work together to create a sense of interconnectedness amongst stakeholders. Through enhanced communication, unique shared learning experiences, virtual cross graded buddy classes, and culture-building activities we will create a safe engaging learning environment for all our students and families.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Belgravia School (7107)



| Assurance Domain | Measure | Belgravia School (7107) | | | Measure Evaluation | | |
|--------------------------------|---|-------------------------|------------------|---------------------|--------------------|-------------|-----------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 81.4 | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | 93.8 | 89.6 | 89.0 | Very High | Improved | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | n/a | 87.5 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | 33.3 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 92.7 | 93.7 | 93.7 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 94.8 | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 84.7 | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 95.0 | 87.3 | 84.4 | Very High | Improved | 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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

District Priority #1, Goal 2: Success for Every Student

By June 2022, 92% of students in grades 1-6 will be writing at or above grade level as measured by teacher-reported writing levels and May HLAT data. To accomplish this, staff will work collaboratively to review student work, share strategies for providing targeted feedback to students and engage in professional collaboration focussed on providing in-class intervention support to struggling students. Interim measures will be in place throughout the year to track student academic progress. Additional indicators of success will include feedback from the Division Feedback Survey and the Provincial Assurance Survey.

Priority 1

District Priority #2, Goal 3: Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership

By June 2022, all staff will enhance their professional capacity within a culture of targeted collaboration. We will support student achievement and enhance teaching competency through school-based professional development, dedicated monthly collaboration time, and cohort collaborative initiatives with Riverdale, Garneau, McKernan and Queen Alexandra schools. Indicators of success will include measures within the Provincial Assurance Survey and Division Feedback Survey.

Priority 2

District Priority 3, Goal 1: Families as Partners

By June 2022, all staff will develop and maintain strong collaborative partnerships with our parent community. Involvements will continue to be focussed on maintaining the inclusive, transparent, interconnected and supportive culture which is foundational to the Belgravia School Community. This will be accomplished through enhanced communication and regular consultation on individual learning needs, classroom involvements, shared school-wide initiatives and school-based decisions. Indicators of success will include feedback from the Division Feedback Survey and Provincial Assurance Survey.

Priority 3

Budget Summary Report

| | 2021-22 Spring Proposed | | 2021-22 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 1,062,137 | | 1,128,326 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 1,062,137 | | 1,128,326 |
| Classroom | 5.809000 | 597,351 | 6.263000 | 644,037 |
| Leadership | 1.000000 | 131,249 | 1.000000 | 131,610 |
| Teacher Supply | .000000 | 4,572 | .000000 | 18,000 |
| TOTAL TEACHER | 6.809000 | 733,172 | 7.263000 | 793,647 |
| (% of Budget) | | 69.03% | | 70.34% |
| Exempt (Hourly/OT) | .000000 | 23,379 | .000000 | 23,379 |
| Support | 3.000000 | 201,633 | 3.000000 | 201,633 |
| Support (Supply/OT) | .000000 | 500 | .000000 | 4,000 |
| Custodial | 1.000000 | 76,303 | 1.000000 | 76,303 |
| Custodial (Supply/OT) | .000000 | 500 | .000000 | 1,000 |
| TOTAL NON-TEACHER | 4.000000 | 302,315 | 4.000000 | 306,315 |
| (% of Budget) | | 28.46% | | 27.15% |
| TOTAL STAFF | 10.809000 | 1,035,487 | 11.263000 | 1,099,962 |
| (% of Budget) | | 97.49% | | 97.49% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 15,400 | | 11,114 |
| INTERNAL SERVICES | | 11,250 | | 17,250 |
| OTHER INTEREST AND CHARGES | | 0 | | 0 |
| TOTAL SES | | 26,650 | | 28,364 |
| (% of Budget) | | 2.51% | | 2.51% |
| TOTAL AMOUNT BUDGETED | | 1,062,137 | | 1,128,326 |
| Carry Forward Included | | 0 | | 0 |
| Carry Forward to Future | | 0 | | 0 |