



Enrolment		Staff FTE		Budget		
Normalized	630.500	Custodial	4.000000	Salaries	\$4,134,555	90%
Weighted	715.539	Exempt	0.000000	Supplies, Equip., Services	\$435,251	10%
Regular	678	Support	10.800000			
		Teacher	<u>30.040500</u>			
Year Opened	2017	<b>Total</b>	<b>44.840500</b>	<b>Total</b>	<b>\$4,569,806</b>	<b>100%</b>

### School Philosophy

Mission Statement: At Kim Hung School, we are a compassionate, courageous community who laughs, leads and learns together!

Kim Hung staff is committed to creating a Learning Community that supports ALL students learning at high levels. We value all stakeholders and believe in the responsibility of building a safe, secure and caring environment.

We are pleased to offer the **Leader in Me** program at Kim Hung School. The *Leader in Me* is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Our Leader in Me program will help to instill a positive learning environment for our students and a culture of kindness making Kim Hung school a safe and respectful environment for students to learn.

### Community Profile

Kim Hung (1951-1996) was a strong advocate for preserving and enhancing Edmonton's historic Chinatown and was dedicated to improving the quality of life for the Chinese community. He started numerous volunteer programs to serve Edmonton's Chinese community. As a University of Alberta student, Hung founded the Chinese Library Society and the Chinese Graduates Association of Alberta, which supported foreign students. He also helped establish the Mandarin Bilingual Program at Edmonton Public Schools, which has flourished over the past 35 years and now has about 2,000 students in 13 schools.

Hung helped found the Edmonton Chinese Community Services Centre (now ASSIST Community Services Centre) to offer support to refugees and new immigrants. He helped establish the Edmonton Chinatown Multicultural Centre, as well as programs and facilities to help aging seniors in the Chinese community, such as the Chinese Senior's Lodge and Edmonton Chinese Elders Mansion II. Hung was a consultant with the Office of the Commissioner General for Trade and Tourism and worked informally as an ambassador who connected the City of Edmonton with potential investors in China. His efforts led to the twinning of Edmonton with its sister city of Harbin, China. The City of Edmonton named Hung one of the 100 Edmontonians of the Century in 2004. Hung was inducted into the City of Edmonton Community Service Hall of Fame in 2006 and was recognized by the Edmonton Historical Board in 2012 for promoting Edmonton's heritage.

### Programs and Organization

Kim Hung School is located within the Granville area and serves the communities of Granville and Glastonbury. We will be programming for Kindergarten to Grade 8 for the 2018-2019 school year and Kindergarten to Grade 9 in the 2019-2020 school year.

### School Community Relationships

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

Glastonbury Community League, Glastonbury Save On Foods

**District 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 2018-2019, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

In support of District Priority One: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

**Goal Two: Success for Every Student**

By June 2019, all students will demonstrate one or more years growth in reading, writing and math. Summative and formative assessment strategies will be used to measure and report this growth. Measures to determine the impact on student growth will include PATs, HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell, MIPI and teacher awarded marks. Students whose reading, writing or math skills are one or more years below will receive intervention support. Targeted school and catchment based professional learning and collaborative opportunities will be provided to teachers and educational assistants in research based literacy and numeracy best practices.

**Results Achieved:**

On the Grade 6 Provincial Achievement Tests for the 2018-2019 school year:

- In Language Arts, 93.7% of students met the Acceptable Standard (decrease of 2.6%) and 17.5% achieved the Standard of Excellence (decrease of 0.1%) year to year.
- In Mathematics, 93.7% of students met the Acceptable Standard (increase of 0.9%) and 22.2% achieved the Standard of Excellence (increase of 3.7%) year to year.
- In Science, 93.7% of students met the Acceptable Standard (decrease of 6.3%) and 41.3% achieved the Standard of Excellence (decrease 18%) year to year.
- In Social Studies, 85.7% of students met the Acceptable Standard (decrease of 10.6%) and 30.2% achieved the Standard of Excellence (decrease of 3.1%) year to year.

On the HLAT Writing for 2018-2019, 80.5% of students were At & Above grade level compared to 75.6% within our Catchment.

70% of students in grades 2-8 achieved 60% or better on the MIPI administered in September 2018.

During the 2018-2019 school year, we had twenty-two FNMI students who had an average absentee rate of 9.55% and average late rate of 1.36%.

During the 2018-2019 school year, 20.6% of Kim Hung students were reading below grade level compared to 26.1% of students in the Jasper Place Catchment.

On the Accountability Pillar, we had Very High Achievement and Improved Significantly in School Improvement.

On the EYE-TA in 2018-19 (Spring), our kindergarten students demonstrated the following appropriate levels: Awareness – 94.1%, Social – 85.3%, Cognitive – 94.1%, Language – 88.1%, Fine Motor – 95.1%, Gross Motor – 96.0%, Response to Intervention (RTI) – 86.1%.

On the District Survey, grades 3 & 5 students reported 97% level of agreement and grade 8 students reported 93.2% on “My teachers and school staff help me learn.”

On the District Survey, grades 3 & 5 students reported 84.2% level of agreement and grade 8 students reported 84.1% on “My teachers help me improve in Mathematics.”

In support of District Priority Two: Provide welcoming, high quality learning and working environments.

**Goal One: A Focus on Well-being and Student Citizenship**

During the 2018-2019 school year, Kim Hung School will implement year two of our Leader in Me program that teaches leadership and life skills to students and creates a culture of student empowerment to support a welcoming, caring, respectful, safe, and inclusive learning environment. The success of our Leader in Me program will be measured by the Accountability Pillar, District Survey and Measurable Results Assessment.

**Results Achieved:**

On the Accountability Pillar, we had a Very High Achievement measure in Safe and Caring and Citizenship.

On the District Survey, grades 3 & 5 students reported 91.1% level of agreement and grade 8 students reported 93.2% on "I know how to behave in school."

On the District Survey, families reported 90% level of agreement on "My child's school encourages students to demonstrate citizenship."

During the 2018-2019 school year, 100% of our students had a leadership role within the school.

On the District Survey, families reported 94% level of agreement on "My child's school encourages students to demonstrate leadership."

In support of District Priority Three: Enhance public education through communication, engagement and partnerships.

Goal One: Parents as Partners

During the 2018-2019 school year, Kim Hung School will establish a collaborative partnership with the Kim Hung School Council and Kim Hung Fundraising Society. Further, we will increase the opportunities for parental involvement and engagement to enhance student learning and foster the well-being of our school. Measurements may include the number of parents attending school event/activities, parental communication, community partnerships and initiatives, and our results from the Accountability Pillar in the area of parental involvement.

**Results Achieved:**

On the Accountability Pillar, we had a Very High Achievement measure in Parental Involvement.

On the District Survey, families reported 84% level of agreement on "I have adequate opportunities to communicate with my child's teachers."

During the 2018-2019 school year, our Kim Hung School Council and Kim Hung Fundraising Society were very involved in supporting our school goals and fundraising for our future school playground.

**What were the biggest challenges encountered in 2018/19?**

The demands for addressing the facility needs, deficiencies, and resources continued for our second year in operation.

There were many demands for staff to engage in collaboration beyond the school instructional day to create our desired school culture in addition to implementing our school wide Leader in Me program, Lucy Calkins Writing Workshop and Intervention Supports for students.

We needed to find creative solutions to provide much needed targeted Leveled Literacy Intervention (LLI) supports to all students who were reading more than one year below grade level. Every grade 1 to 6 teacher was able to provide targeted LLI to 6 to 8 students in each classroom.

With much of our focus on enhancing literacy intervention supports primarily at the elementary level, it was a challenge to create the necessary conditions to have deeper collaborative dialogue and targeted supports for numeracy intervention at the elementary and junior high level to effect increased student achievement in numeracy.

**What are the implications from 2018/19 that will impact your current year plan?**

For the 2019-2020 school year, we will further enhance the implementation of our Leader in Me Program as well as teachers will deepen their instructional capacity with our school wide Lucy Calkins Writing Workshop.

School decision making for staff professional development and resources will be aligned to school and catchment goals. Teachers will be identified to participate in First Steps in Mathematics Professional Development, Leveled Literacy Intervention Training and in Leading the Work of Reading and Writing Workshop.

## Results and Implications

School Goals for 2019-2020 will be connected to the Pyramid of Supports and all staff will engage in ongoing collaboration to ensure that universal classroom supports, targeted classroom supports and specialized small group supports are in place in every classroom for literacy, numeracy, and emotional/behavioural development.

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2019**  
**School: 1925 Kim Hung School**



Measure Category	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
Safe and Caring Schools	Safe and Caring	89.7	93.7	93.7	89.0	89.0	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	91.2	87.1	87.1	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	90.9	93.8	93.8	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	91.7	96.3	96.3	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	27.8	32.4	32.4	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	86.7	76.7	76.7	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	83.3	88.9	88.9	82.9	83.0	83.5	Very High	Declined	Good
Parental Involvement	Parental Involvement	89.0	87.8	87.8	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.7	74.3	74.3	81.0	80.3	81.0	Very High	Improved Significantly	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

### District 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 2019/2020 school year. Select the District 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.

In support of District Priority One: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal Two: Success for Every Student

By June 2020, all students will demonstrate one or more years growth in reading, writing and math through universal classroom supports, targeted classroom supports and specialized supports. Summative and formative assessment strategies will be used to measure and report this growth. Measures to determine the impact on student growth will include PATs, HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell Baseline Assessment System, Canadian Achievement Test (CAT 4), MIPI and teacher awarded marks. Students whose reading, writing or math skills are one or more years below will receive intervention support. Targeted school and catchment based professional learning and collaborative opportunities will be provided to teachers and educational assistants in research based literacy and numeracy best practices.

Priority 1

In support of District Priority Two: Provide welcoming, high quality learning and working environments.

Goal One: A Focus on Well-being and Student Citizenship

During the 2019-2020 school year, all students will demonstrate and report increased levels of well being and student citizenship through universal and targeted supports in the classroom and at the school level to support emotional, physical and social well being. Kim Hung School will implement year three of our Leader in Me program that teaches leadership and life skills to students and creates a culture of student empowerment to support a welcoming, caring, respectful, safe, and inclusive learning environment. The success of our Leader in Me program and Pyramid of Support will be measured by the Accountability Pillar, District Survey and Measurable Results Assessment.

Priority 2

In support of District Priority Three: Enhance public education through communication, engagement and partnerships.

Goal One: Parents as Partners

During the 2019-2020 school year, Kim Hung School will establish a collaborative partnership with all parents including the Kim Hung School Council and Kim Hung Fundraising Society. We will enhance ongoing parental communications, opportunities for parental involvement and engagement to enhance student learning and foster the well-being of our school. Measurements include the number of parents attending school event/activities, anecdotal records of parental communication, community partnerships and initiatives, and our results from the Accountability Pillar in the area of parental involvement.

Priority 3

	2019-20 Spring Proposed		2019-20 Fall Revised	
Resources		4,191,004		4,569,806
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,191,004</b>		<b>4,569,806</b>
Classroom	27.000000	2,775,357	28.040500	2,882,313
Leadership	2.000000	254,472	2.000000	260,838
Teacher Supply	.000000	80,000	.000000	120,000
<b>TOTAL TEACHER</b>	<b>29.000000</b>	<b>3,109,829</b>	<b>30.040501</b>	<b>3,263,151</b>
<b>(% of Budget)</b>		<b>74.2%</b>		<b>71.41%</b>
Exempt (Hourly/OT)	.000000	32,048	.000000	32,048
Support	8.000000	436,941	10.800000	573,704
Support (Supply/OT)	.000000	6,500	.000000	12,000
Custodial	3.750000	227,654	4.000000	243,653
Custodial (Supply/OT)	.000000	9,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>11.750000</b>	<b>712,143</b>	<b>14.800000</b>	<b>871,405</b>
<b>(% of Budget)</b>		<b>16.99%</b>		<b>19.07%</b>
<b>TOTAL STAFF</b>	<b>40.750000</b>	<b>3,821,972</b>	<b>44.840501</b>	<b>4,134,556</b>
<b>(% of Budget)</b>		<b>91.19%</b>		<b>90.48%</b>
SUPPLIES, EQUIPMENT AND SERVICES		282,083		325,541
INTERNAL SERVICES		86,950		109,710
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>369,033</b>		<b>435,251</b>
<b>(% of Budget)</b>		<b>8.81%</b>		<b>9.52%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,191,005</b>		<b>4,569,807</b>
Carry Forward Included		0		2,269
Carry Forward to Future		0		0