

EDUCATION PLAN 2024

École Élémentaire Lois E. Hole Elementary School



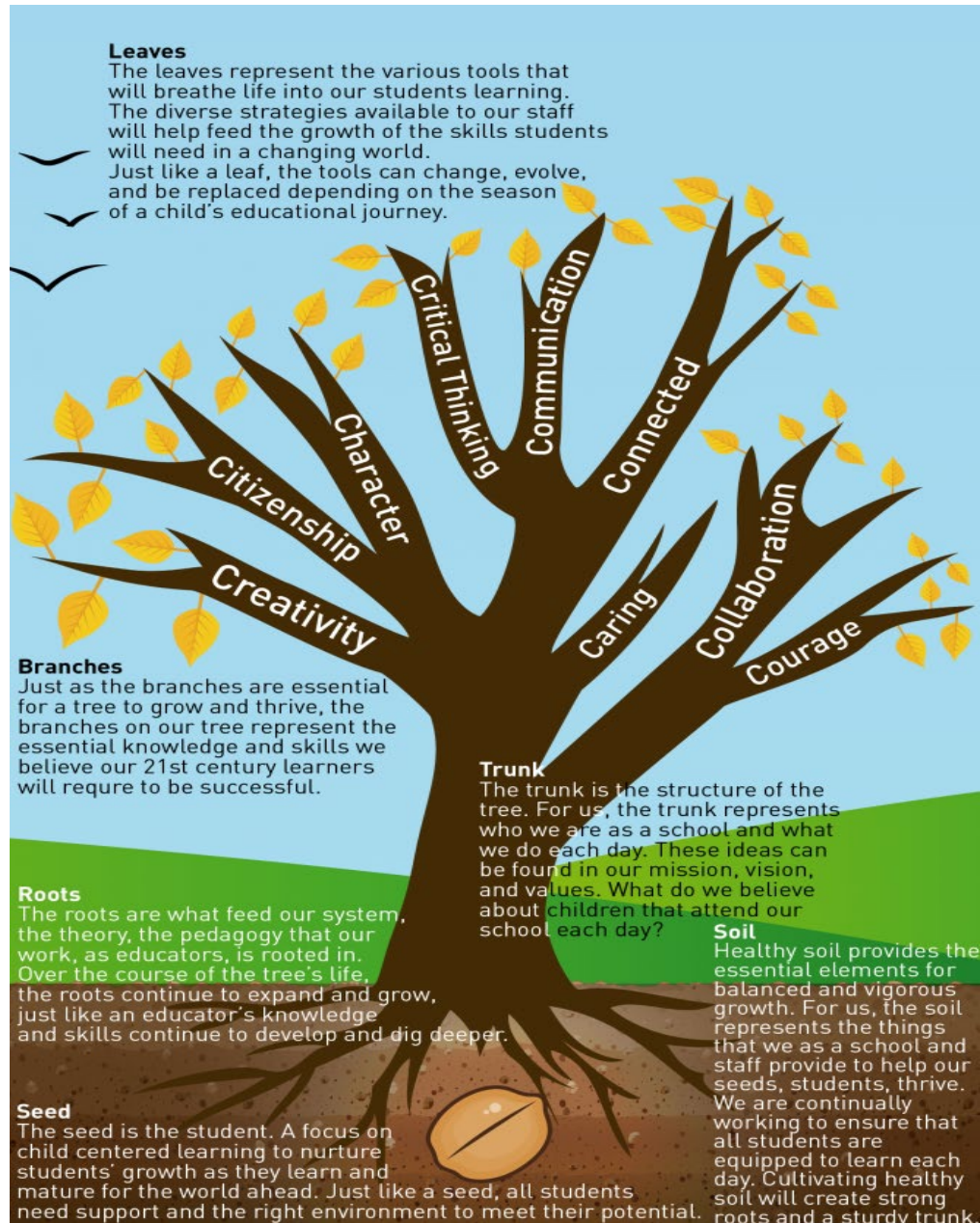
St. Albert
PUBLIC SCHOOLS

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Lois E. Hole Elementary School Rationale, Vision, Mission, Values

We believe every child provides a unique opportunity to explore a carefully designed and effectively delivered educational program. We believe in the potential of every child that walks through the doors of Lois E. Hole Elementary School (LEH).

Our objective is to continue to build, for each child (seed), a multi-dimensional, supportive and integrated learning experience that allows them to thrive.



“Let Nature be your teacher.”

— William Wordsworth

Rationale:

Forest and Nature Studies is an educational philosophy which, when combined with classroom activities, offers children opportunities to develop and reinforce their learning through hands-on experiences in an outdoor environment.

Mission:

Our mission is to provide innovative, inspired and meaningful classroom and outdoor experiences for children by creating engaging learning spaces and by fostering exploration of the natural world.

Vision:

We will nurture generations of ecologically connected and academically well-rounded individuals who will have the knowledge, values and skills needed to ensure that they are engaged citizens ready to make environmentally and socially conscious decisions.







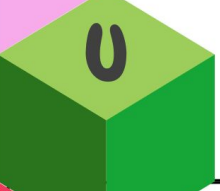





Values:

- We will encourage exploration, social responsibility and environmental stewardship.
- We will inspire individuals to become ambassadors for nature and champions for well-being.
- We believe the whole community benefits when children learn to value and recognize our natural world.
- We cherish the diversity in learning styles and strive to create diverse, positive learning environments that meet each child's individual abilities.
- We understand the uniqueness of each child and design the learning environment with opportunities for active and quiet explorations.
- We capitalize on the rich diverse social, cultural and linguistic gifts that each individual brings to the group.
- Our learning environment is a reflection of our image of the child as competent, capable and rich in potential.
- We are dedicated to the process of critical reflection, learning and growth as the basis of high-quality programs.
- We are committed to creating an atmosphere of mutual respect for each other, our community, our environment and the world around us.
- We support children's explorations, experiments and discoveries by building a collaborative learning process with our students.
- We nurture authentic relationship building as an integral part of our practices.
- We cultivate a sense of belonging among the children, adults and our school community with an emphasis on positive communication, resilience and problem solving.
- As experts of their children, we invite families to participate as partners in their children's learning.
- We embrace lifelong learning. Professional development opportunities are our passion and we strive to broaden our horizons continually.
- We seek to develop professional partnerships and are passionate about building bridges to create a community of best practices for learning.

Lois E. Hole Elementary School Nature Program

Lois E. Hole Elementary School staff worked together to establish a Character Education program, Nature, which encourages integrity, tolerance and good citizenship through positive recognition. As students are observed demonstrating good behaviour, they are rewarded with recognition ballots. The Nature symbols are used throughout the school to reinforce the qualities this program engenders in the students.

Each letter in the word Nature is associated with the following positive character trait:

	<p>New Ideas / Nouvelles Idées</p> <ul style="list-style-type: none"> Start something new Being creative Think outside the box Goal setting 	
	<p>Attitude / Attitude</p> <ul style="list-style-type: none"> Being positive Always trying your best Helping a friend Responsibility 	
	<p>Teamwork / Travail d'équipe</p> <ul style="list-style-type: none"> We are better together Cooperation Being a good sport Being a good friend 	
	<p>Understanding / Ultra Sympathique</p> <ul style="list-style-type: none"> Being kind to others Putting others first Sharing Different points of view 	
	<p>Resilient / Résilient</p> <ul style="list-style-type: none"> Bouncing back Persisting Getting back up Sticking with it 	
	<p>Explore / Explorer</p> <ul style="list-style-type: none"> Trying new things Taking care of nature Curious attitude Being flexible 	

Lois E. Hole Elementary School Profile

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
Certificated Staff					
Teaching	30.27	FTE	Teaching	33.37	FTE
Administration	1.80	FTE	Administration	1.76	FTE
Counselling/Learning Supports Facilitator	0.80	FTE	Counselling/Learning Supports Facilitator	.721	FTE
Total	32.87	FTE	Total	35.85	FTE
Support Staff					
Clerical	2.5	FTE	Clerical	2.5	FTE
Educational Assistants	16.5	FTE	Educational Assistants	12.5	FTE
Library Technicians	1.0	FTE	Library Technicians	1.0	FTE
Technical Support	0.0	FTE	Technical Support	0	FTE
Total	20.0	FTE	Total	16.0	FTE
Students					
English	448		English	436	
French	270		French	261	
English as an Additional Language (EAL)	31		English as an Additional Language (EAL)	38	
Self-identified First Nations, Métis and Inuit	80		Self-identified First Nations, Métis and Inuit	77	
Students with Special Needs	44		Student with Special Needs	34	
Students Identified with Severe Disabilities	14		Students Identified with Severe Disabilities	10	
Students Identified with Mild/Moderate Disabilities	24		Students Identified with Mild/Moderate Disabilities	25	
Total	718		Total	697	

Classroom Configuration	2023-2024		Classroom Configuration	2024-2025	
	English	French Immersion		English	French Immersion
Grade			Grade		
ECS Full Day	24	15	ECS Full Day	20	22
ECS Half Day	25 + 17 = 42	26	ECS Half Day	20	14
Grade 1	28 + 25 = 53	20 + 22 = 42	Grade 1	23+20+21=64	21+22=43
Grade 1/2	29 + 30 = 59	24	Grade 2	29+30=59	26
Grade 2		10 + 15 = 25	Grade 2/3		14+9=23
Grade 3	30 + 30 = 60	25	Grade 3	25+24+21=70	22
Grade 4	32 + 33 = 65	24	Grade 4	30+30=60	28
Grade 4/5		14 + 9 = 23	Grade 4/5		16+9=25

Grade 5	30 + 30 = 60	22	Grade 5	29+28=57	27
Grade 5/6	9 + 19 = 28		Grade 5/6	13+14=27	
Grade 6	29 + 31 = 60	22 + 21 = 43	Grade 6	29+30=59	31
Total	448	270	Total	436	261

Lois E. Hole Elementary School Profile

A Dual-Track School

Lois E. Hole Elementary School is a dual-track school, offering a regular English program and a French Immersion program from Kindergarten to Grade 6. Each program delivers the full mandated Alberta Education curriculum in classroom settings unique to the philosophy of the individual program. The school welcomes students into a bright, engaging and warm learning environment where a dedicated and skilled staff make learning come alive.

The English Program

This program welcomes children from the local community into a dynamic, multi-faceted school climate that strongly supports students in the areas of academics, physical fitness, fine arts and positive moral values. Being a part of this dual-track setting allows students in the English program the opportunity to develop respect, cultural appreciation and a mutual understanding of the students in the French Immersion program.

The French Immersion Program

The French Immersion program is a proven approach to second language learning designed for all students. In the French Immersion classrooms, French is the language of instruction for a significant part of the school day; most subjects, with the exception of English Language Arts, are taught in French. French Immersion students develop a proficiency in both English and French languages, an understanding and appreciation of the Francophone culture and a mastery of the skills and abilities in the core and complementary courses.

Division Hockey Program

Lois E. Hole Elementary School is a division site for the Hockey Program. Currently, the program is available to any Grades 4 to 6 students in French Immersion and English living in our catchment area. This program is open to both girls and boys.

An Effective Partnership of Students, Staff and Parents

At Lois E. Hole Elementary School, an effective partnership of students, staff and parents produces these amazing results:

- A warm and caring school atmosphere
- A safe school environment
- A diverse range of student extracurricular activities, clubs and service projects reflecting students' needs and interests
- State-of-the-art technology to support and supplement student learning
- A makerspace for project based learning
- A focus on fitness and a healthy lifestyle
- Engaging fine arts curriculum and extracurricular programs
- An extensive and well-developed library collection
- Effective Levelled Literacy Intervention, French and Math Resource, and Balanced Literacy
- Active parent committees
- Specialist teachers in Art, Music, Drama, French as a Second Language and Physical Education

Extracurricular Opportunities

Teamwork creates great opportunities to enrich children's lives through shared endeavors, challenges and celebrations. Students participate in a host of activities, including:

- Downhill Ski Club
- Artist in Residence
- Fine arts and cultural presentations
- Interschool volleyball and basketball
- Cross-country running
- French celebrations
- School Choirs
- Swimming Lessons
- Safety Patrols
- Lunch hour intramurals
- Community service projects such as Reverse Trick or Treating, Terry Fox Run, Kinette "Toonies for Turkey" and visits to the senior center
- Green Team - recycling
- Lois E. Hole Hockey League (LHHL)
- LEH World Cup soccer tournament
- The Buzz - Lois E. Hole weekly news and announcement
- Lego Club
- Hive Helpers
- Art Club
- Coding Club
- Safe Spaces Club
- Performing Arts Club

One focus of the school is cultural enrichment for all students. School staff, along with the fundraising group called the Friends of Lois E. Hole Elementary School, have booked presentations by such groups as the Alberta Opera Society, Evergreen Theatre, and l'Unithéâtre.

Parent and Family Involvement

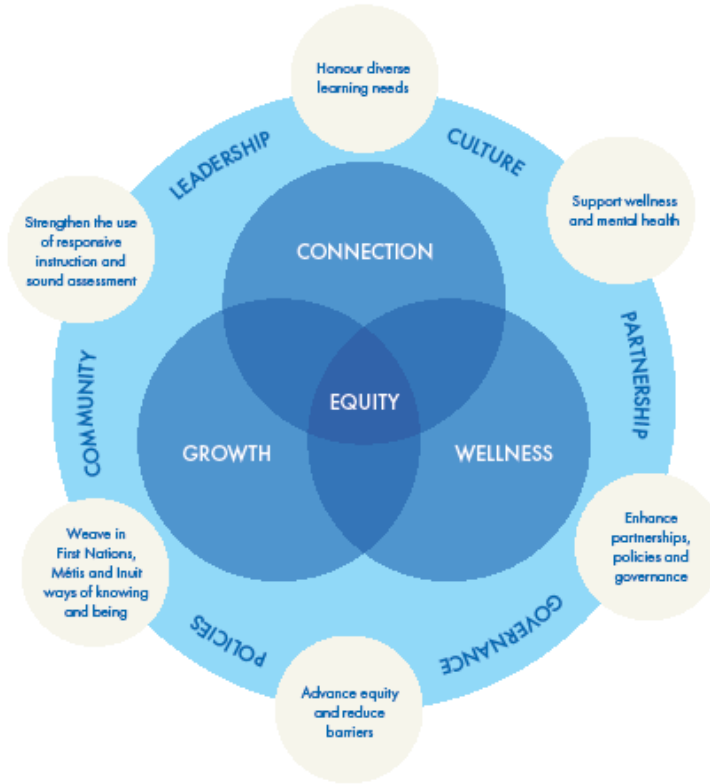
The Friends of Lois E. Hole Elementary School strongly supports the school with funding for emerging projects, hosting community building events and other activities, which enrich the school experience for our students and their families.

School Council is the advisory group to the administration of the school. This group meets monthly to discuss educational topics and share in an open dialogue with School Board Trustees, parents and school staff. Ideas, issues and solutions that arise during the school year are also presented at these meetings.

Other ways our school is supported by community involvement:

- Hallway Fridges
- Classroom Support
- Field Trips
- Guest Artists
- Book Fairs
- Classroom Presentations

Division Priorities and Outcomes 2022-2026



Lois E. Hole Ed Plan

Joyful and Engaged Learners



To align with the division objectives, the staff at École Lois E. Hole have placed Equity at the centre of our goals for the 2022-2026 education plan with an overarching theme of “Joyful and Engaged Learners”.

Lois E. Hole Elementary School Objectives 2024-2026

- Objective 1:** Continue to build and enhance staff knowledge on 2SLGBTQ+ and maintaining a Safe Space club in our school.
- Objective 2:** Continue to work with division lead teachers on our Equity in Literacy and Numeracy project.
- Objective 3:** Continue to build staff knowledge and support their implementation of the new curriculum.
- Objective 4:** Continue to work with the staff on the pillars of resilience: belonging, perspective, acceptance, hope and humour (Calm Within the Storm - A Pathway to Everyday Resiliency by Dr. Robyne Hanley-Dafoe).
- Objective 5:** Use Mathology as a tool to build a common language with the staff around numeracy and mathematics and establish a vertical learning hierarchy on key learner outcomes.
- Objective 6:** Work to build staff knowledge and support their Equity in Learning teams.

Key Strategies for 2022-2026:

Objective 1: Continue to build and enhance staff knowledge on 2SLGBTQ+ and maintaining a safe space club in our school.

- Support key individuals in leading a safe space club.
- Provide release time for teacher participation in SOGI and professional development.
- Collaborate with Library Tech in curating a collection of books with a variety of messages such as, acceptance, belonging, inclusivity and diverse representations of families, characters and cultures.
- Support teacher understanding of implication of Bill 27 and division policy.

Objective 2: Continue to work with division lead teachers on our Equity in Literacy and Numeracy project.

Provide support to teachers in administration of the Alberta Education screening tools.

- Update long range professional development and literacy plans for ongoing support for teachers and access to Karen, Carlene and Patricia at Curricular Services.
- Identification of lead teachers in literacy and numeracy and in English and French to share knowledge, skills and information with teachers.
- Allocate time for teachers to work in small groups to target specific areas of literacy needs in Grades 1 to 4.
- Purchase resources and support teachers in their learning of the UFLI program to address phonics instruction in literacy.
- Develop a long range plan to address numeracy interventions in Grades 1 to 4.

Objective 3: Continue to build staff knowledge in their support and implementation of the new curriculum.

- Allocate time for grade alike planning and lesson development.
- Work with Curricular Services to deepen teachers' understanding of the new curriculum and develop new resources.
- Promote a positive collegial environment as teachers engage with the new curriculum.
- Create grade level science bins to ensure hands-on learning and inquiry continues to be prioritized.

- Develop a rubric to support teacher assessment of student writing using the new learning progressions.

Objective 4: Continue to work with the staff on the Pillars of Resilience: Belonging, Perspective, Acceptance, Hope, Humour (Calm within the Storm: A Pathway to Everyday Resiliency by Dr. Robyne Hanley-Dafoe).

- Reignite the importance of belonging, perspective, acceptance, hope and humour.
- Support the shifting perspective of staff in addressing challenging student behaviours with the Lost and Found book study by Dr. Ross Greene.
- Continue to place resilience at the forefront of conversations with staff as they navigate the increased complexity of their classrooms.
- Integration of resilience strands in bi-monthly staff meetings.

Objective 5: Use Mathology as a tool to build common language with the staff around numeracy and mathematics and establish a vertical learning hierarchy on key learning outcomes.

Access Curricular Services for support with the implementation of this extensive resource.

- Support lead teachers who are guiding professional development of teachers.
- Provide time for teachers to collaborate with one another.
- Investigate collecting data to inform numeracy interventions in Grades 1 to 4.

Objective 6: Work to build staff knowledge and support their equity in learning teams.

Prioritize dedicated time during Professional Development and Staff Meeting days.

- Supporting teacher agency in selecting their focus and developing strategies.
- Providing resources to teams who are deepening their understanding of their area of focus.

School Reflection 2023-2024

The staff at Lois E. Hole have focussed on the objectives outlined in this plan. The six objectives center around equity and align with the division's belief that ALL our students are deserving of an equitable access to learning. Our belief at Lois E. Hole remains that our students can be "joyful and engaged learners".

As is our practice at LEH, we began the year with a story to connect students and staff throughout the school to our ability to choose, reflect and learn from our experiences. In the picture book "What the Road Said" by Cleo Wade, readers are asked several questions to prepare us to follow the road we have chosen such as, changing our minds, getting started, handling confusion, and overcoming emotions and fears that could set us back. Wade reminds us that we are always growing, moving forward and learning about ourselves in the process. The story is a comforting and reassuring tale that teaches children that they can face their fears, be brave and do it anyway, becoming a leader for others.

A review of our 2023-2026 objectives as they align with the Division Priorities of Connection, Wellness and Growth:

Connection:

- **Staggered Entry and daily Soft Start:** Students attended in small groups at the beginning of the year to ease into their new learning environment. This format allowed for better connections between teachers, students and families. Daily entry takes place 15 minutes before attendance is taken, giving students a chance to meet their class outside or enter in a calm manner. Students and families appreciate these soft school entries. They also allow for better traffic flow by not having all students pressured to enter at the same time.
- **Communication:** Staff were informed through weekly staff meetings, an open door policy with admin, Monday Morning Memos, and email updates. Students were informed of the week's activities and important social events through The Buzz (a student-led announcement program). Parent communication continued to be a priority through the weekly Hole's Hornet, School Council and the school website. Teachers shared classroom information with parents through newsletters and emails.
- **Assemblies:** monthly gathering of the whole school focussed on one of the character attributes of the NATURE program. These were also woven into the seven sacred teachings which had been a focus of the previous year's assemblies. Also highlighted are special events such as, Take Me Outside Day, Earth Day, Pink Shirt Day. Special guests, student presentations and choir performances had a significant place every month.
- **Nature Character Education Program:** Students were recognised with a Nature ballot when they exemplified one of the school's character traits: New ideas, Attitude, Teamwork, Understanding, Resilience and Explorer. Ballots were drawn on The Buzz where students received special treats. Draws also took place at assemblies and those students attended a pizza lunch with school administration.
- **Golden Hornet Award:** Students who demonstrate strong citizenship skills, taking their learning outside of the walls of the school and into the community, receive a certificate and a coin that allows them to choose a book from our Book Vending Machine. Some examples of last year's recipients are: Hot Chocolate Stand fundraiser for the Stollery Children's Hospital, exemplary leadership by helping a temporary bus driver locate stops, and a cross age partnership whereby the older student went above and beyond by supporting a younger child when riding the bus to school.

- **The Arts:** Students benefited from drama, music and fine arts specialists who provided creative outlets for students to shine. Creative elements were incorporated in virtual presentations such as assemblies, the Remembrance Day ceremony, and in displays that adorn the walls of the school. Grades 4 to 6 presented the musical Finding Nemo and invited students from an inner city school in Edmonton to attend their performance at no cost.
- **Learning Experiences and Field trips:** There are so many experiences our students and staff are able to attend that take place outside of the school. Our teachers prioritize a Walking Curriculum that connects students to the natural environment that surrounds our school.
- **Safe Spaces Club:** Last year was the first year of our Safe Spaces Club. Our commitment to inclusivity, empathy, and a caring community for every student remains at the forefront of connecting students. There were over 90 students who attended these monthly meetings. Students loved the discussions and the learning and in understanding that they were playing a part in making sure that everyone feels like they belong.
- **Acts of Service:** Connections with the community were reinforced through activities and service projects, such as the Terry Fox Run, Reverse Trick or Treat Food Bank Drive, Christmas boxes for students in Nunavut (Outreach partnership). The Cake Walk and Hockey Hooky events raised money for the Ben Stelter fund. In total, LEH students raised over \$4000.00 and were honoured with a donor plaque at the Stollery Children's Hospital.
- **Indigenous Knowledge, Understanding and Appreciation:** An outdoor learning space to promote circle meetings was developed. Staff were encouraged to use this space as a means to bring students together in a way where every voice can be heard and every member can be seen - all occupying space around a circle. Indigenous teachings around the significance of the circle were presented to students. Connections were made between the cycle of seasons, day and night were made, encouraging students to look to nature as a means of deeper understanding and learning. Students and staff observed the National Day of Truth and Reconciliation in September, celebrated Métis Week in November and showed appreciation for the diverse and rich Indigenous cultures on Indigenous Peoples Day in June. Staff are committed to reconciliation by learning more about the truth and harms of the past and by recognizing our role as educators in ensuring a bright future for our Indigenous students and towards developing an acceptance and appreciation for Indigenous culture in all our students. Our Indigenous Inspired Three Sisters Garden continues to be planted and harvested as a means of hands-on learning. The symbols depicting the Seven Sacred Teachings were created by students and staff and are prominently displayed on the fence at the front of the school.
- **Parent and Community Partnerships:** Parents' trust in the school to support the academic and social growth of their children is crucial to a positive reciprocal relationship between parents and teachers. Parent partnerships were maintained by the unwavering moral and financial support of School Council and the Friends of LEH Fundraising Committee. Our Outdoor Classroom, which took two years from concept to completed space, was spearheaded by a community member and managed by an experienced project manager, who is also a parent of LEH.

Wellness

- **Building Resilience:** The staff at LEH worked to increase their understanding of resilience with a study of the book "Calm within the Storm" by Dr. Robyne Hanley-Dafoe. The pillars featured in this book are: belonging, perspective, acceptance, hope and humour. Staff have high levels of trust in school administration and in one

another, which has been an essential element of the continued joy and focus on engaged learning and relationship building.

- **Support of Leadership:** The support of Senior Administration, Student Services, Facilities and the Curricular Division have been unwavering throughout the year in support of teachers, support staff and school leadership teams.
- **Wellness Wagon:** This project continued from its inception the year before. The wagon is run by a student with the support of an Educational Assistant. Together they shop for treats, fill and decorate a wagon and take it to each teacher on Friday afternoons. When the Wellness Wagon comes by, the teacher is thanked for their hard work and dedication and they get to choose a small treat. This is a small project with a significant positive impact on our staff.
- **Physical activity:** Physical Education at LEH is led by a phys ed specialist. Their program promotes active lifestyles, healthy eating, and self-regulation strategies in our students. Additional activities that promote fun and an active lifestyle include Fun Runs, the Turkey Trot, World Cup Soccer and hockey league (LHHL) tournaments, ski days and so much more.

Growth

- **Professional Growth Plans:** All staff developed a plan identifying goals that will promote growth in their professional practices. These plans are aligned with school and division goals and meet the outcomes of the Teacher Quality Standard. School administration reviewed these plans with staff in individual meetings and provided sessions, resources and time for staff to achieve their goals.
- **Hive Huddles:** This collaborative response model was conceived as a means to support teachers as they work to meet the diverse needs of the students in their classrooms. Time was provided during staff meetings for these grade alike conversations to occur.
- **Equity in Learning Teams (ELTs):** Part of the support available to staff are lead teachers in the areas of literacy, numeracy, fine arts, technology, SOGI, Walking Together, school culture, and nature and forest studies. These teachers are passionate and skilled in a particular area and contribute to the professional learning of all staff. Lead teachers attend division meetings and use dedicated time to learn more, prepare resources, and share important information back with colleagues. These teacher leaders are part of a distributive leadership model. This approach exemplifies their unwavering dedication to nurturing a holistic and equitable learning environment for all.
- **New Curriculum:** Teachers focussed on understanding and delivering the new curriculum. Together they developed lessons, gathered resources and worked collaboratively to create engaging learning opportunities. Professional development is ongoing as we know that it takes several years for a curriculum to become fully implemented.
- **Literacy Intervention:** LEH has developed a long term literacy plan in English and French with the support of the Curricular Services team. High quality teaching is supported, targeted interventions are planned and follow up is carried out to ensure the interventions are working.

How is the school using/reflecting on evidence to inform school outcomes and/or strategies?

The staff at Lois E. Hole School use various pieces of data to determine if we are gaining ground on the outcomes we have prioritized.

The literacy and numeracy screening tools, mandated by Alberta Education, are administered to identify students who may not be meeting grade level standards in these areas. These tools are administered by teachers or a trained Educational Assistant. Once the data has been gathered, students who may be lagging in certain areas can be identified and interventions can be planned. Interventions progress from universal, targeted and specific depending on how the student is progressing. Two intervention specialist teachers work with small groups of students on a daily basis, in English and In French. Collaborative conversations are held between the specialists and the classroom teacher as progress is monitored. Additional assessment tools such as GB+ and Fountas & Pinnell are administered when more information is required. It's important to mention that teachers are well versed in triangulating evidence of achievement, so teachers use observation, product and conversation to determine if a child is meeting outcomes.

Administration and the Learning Supports Facilitator (LSF) meet weekly with grade alike groups. This is an enhancement to the Hive Huddles strategy that was conceived last year. Challenges and questions are discussed and the group works together to devise strategies to support one another. These collaborative response meetings also involve an ongoing digital platform for continued sharing and to highlight growth and success. In all, each grade grouping will meet in Hive Huddles three times a year. Over time, we anticipate that the collaboration between teachers will strengthen and teachers will lean more on each other as they work to support students.

LEH's Literacy Support Plan includes a common writing assignment that is administered at the same time each year. This whole school writing time is preceded by the development of learning standards using the new curriculum and followed by grade alike marking time.

Student success can be attributed to regular attendance at school. Every month, attendance reports are drawn and reviewed by school administration and the LSF. Conversations take place with teachers and families to draw attention to the importance of regular attendance and to problem solve when needed. When these conversations are not enough to impact attendance, Wrap around support through the division's Mental Health Therapist, Health Recovery Facilitator, Family School Liaison can be accessed. A need to address school reluctance with several families led to the School Reluctance Parent Presentation led by Mrs. Jeffrey (LSF) and Jenelle Hobbs from Student Services.

School administration reviews the school survey results provided by the division to adjust strategies that support our goals. This year, results from staff indicated a need for increased support and collaboration to work with our diverse student needs. This led to a renewed commitment and increased, dedicated time to Hive Huddles and Equity in Learning Teams.

Financial Performance 2023-2024

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$137,280

Key elements contributing to this surplus include:

The surplus indicates responsible management of resources from the previous year. Friends of LEH were able to contribute more funds to the outdoor classroom project which reduced expenses from the school budget. Resources to support the new curriculum were purchased through a grant from Alberta Education which led to a reduced amount purchased with school funds. The surplus will be used for future initiatives, awkward class sizes and additional support staff to support our diverse student needs.

Financial Planning 2024-2025

RESOURCE AND DISTRIBUTION

LOIS E HOLE SCHOOL

	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 4,420,118	\$ 4,322,562	\$ 4,455,739
2. Other Revenues			
2.1 Fees	\$ 323,590	\$ 294,498	\$ 318,050
2.2 Donations			
2.3 Fundraising	\$ 5,500	\$ 5,500	\$ 5,500
2.4 Other Revenues	\$ 52,408	\$ 56,110	\$ 56,110
3. Surplus / Deficit Allocation (S/D)	\$ 137,280	\$ 132,990	\$ 125,236
TOTAL REVENUES	\$ 4,938,896	\$ 4,811,660	\$ 4,960,635
	2024-2025	2024-2025	2023-2024
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 3,833,713	\$ 3,811,968	\$ 3,761,227
2. Support Staff	\$ 619,879	\$ 530,892	\$ 668,297
3. Services	\$ 229,315	\$ 232,615	\$ 246,615
4. Supplies	\$ 150,560	\$ 148,876	\$ 166,377
5. Furniture, Equipment & Capital	\$ 10,000	\$ 5,000	\$ 10,000
6. Technology	\$ 22,000	\$ 12,000	\$ 27,000
7. Future Emergent Initiatives	\$ 73,429	\$ 70,309	\$ 81,119
TOTAL EXPENDITURES	\$ 4,938,896	\$ 4,811,660	\$ 4,960,635
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2024-2025	2024-2025	2023-2024
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	659.00	654.00	665.00
	2024-2025	2024-2025	2023-2024
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	33.37	32.93	32.87
Support Staff FTE	10.81	9.11	12.91
Certificated Staff Percentage	84.1%	85.6%	82.1%
Support Staff Percentage	13.6%	11.9%	14.6%
TOTAL STAFFING PERCENTAGE (with S/D)	97.7%	97.5%	96.7%
TOTAL STAFFING PERCENTAGE (without S/D)	100.8%	100.5%	99.4%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

Appendix I –Performance Indicators**Student Performance and Achievement**

The following tables provide the school's results on provincial achievement tests.

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	82.1	n/a	n/a	67.8	68.0	68.9
Standard of Excellence %	16.4	n/a	n/a	10.3	13.4	9.8

Division Performance and Achievement

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	82.8	n/a	n/a	71	72.2	73.6
Standard of Excellence %	28.4	n/a	n/a	16.9	13.7	15.7

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4, 5 and 6)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	96	97	95	99	99
The school is.	96	94	97	98	97
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	86	88	87	94	92
That their teachers care about them.	87	86	86	94	92
That their school is a place where they feel like they belong.	81	81	86	84	81
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	93	97	96	99	98
I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	97	97
My school provides opportunities to learn about people from different races and cultures	NA	NA	NA	98	97

Division Student Survey Results

(Based on an annual online survey available for all students)

	% of students who responded	% of students who responded	% of students who responded	% of students who responded	% of students who responded good/very good

	good/very good	good/very good	good/very good	good/very good	
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	95	97	94	95	95
The school is	95	92	93	92	92
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	84	84	84	95	81
That their teachers care about them.	87	86	86	88	85
That their school is a place where they feel like they belong.	79.8	82.7	82	77.2	77.6
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	95	96	96.6	96	98.4
I am learning about Indigenous cultures, identities and ways of knowing at school.	NA	NA	NA	96.1	98.4
My school provides opportunities to learn about people from different races and cultures.	NA	NA	NA	96.5	96.7

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	93	98	99	91	86
With the choice of courses and programs available in their school.	95	96	94	94	92
With the support and resources available to meet the diverse needs of students.	81	83	78	77	75
That the school helps their child become a good, caring citizen.	95	93	96	91	93
That the school is safe.	93	95	99	92	93
That their child's school is a positive, caring, and welcoming place.	93	95	99	92	94
That their input is considered, respected, and valued by their school.	59	88	87	84	86
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	85	89
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	83	84

With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	64	69
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	86	81

Division Parent Survey Results

(Based on an annual online survey available for all parents)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	93.1	92.7	92.0	90.8	88
With the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
With the support and resources available to meet the diverse needs of students.	80.5	82.0	78.8	74.8	73.2
That the school helps their child become a good, caring citizen.	89.6	87.6	86.4	87.4	84.9
That the school is safe.	93.3	92.3	91	91.1	89
That their child's school is a positive, caring, and welcoming place.	91.6	92.1	90.5	90.2	88.3
That their input is considered, respected, and valued by their school.	79.5	80.4	84.2	76.4	73.2
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	80.1	79
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	78.3	78.2
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	64.1	65.5
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	79.9	79.2

Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	97	100	100	98	94
With the provision of the support and resources needed to meet the diverse needs of students.	94	77	77	63	56
That the school helps students become good, caring citizens.	97	90	96	94	91
That their input is considered, respected, and valued by my school.	90	93	85	74	86
That they feel safe in the school.	94	97	96	100	91
That the school is a positive, caring, and welcoming place.	93	100	100	100	100

With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	91	97
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	85	97
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	81	89
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	83	91

Division Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95.3	94.8	98.0	97.5	92.4
With the provision of the support and resources needed to meet the diverse needs of students.	95.4	93.0	98.5	93.8	91.4
That the school helps students become good, caring citizens.	94.1	93.9	82	71.8	66.8
That their input is considered, respected, and valued by my school.	88.1	85.1	85.4	81.6	75.2
That they feel safe in the school.	96.4	93.5	96.4	96.3	91.8
That the school is a positive, caring, and welcoming place.	95.6	94.4	94.2	95.6	89.1
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.2	82.9	86.9	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91.8	90.3