

*Achieving Success Together! Réussir Ensemble!*



**École Charlie Killam School**  
**Annual Education Results Report**  
**2022-23**  
**Education Plan**  
**2023-24**

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# Alberta Education Assurance Measures

## **What is Assurance?**

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

## **What is measured?**

As you look through this report you will see many different measures including exam results, high school completion rates, Safe and Caring measures, and data specific to our First Nations, Metis, and Inuit students and our English Language Learners. Financial information is also reported in this document.

## **What is “local data”?**

Local data is evidence collected by schools and divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, and surveys from schools that ask questions specifically about our school.

# 2022-2023 Accountability Statement

## Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

## Accountability Statement

The *Ecole Charlie Killam School* Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

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Parent Council Chair

Date

Principal

Date

# École Charlie Killam School

## Profile

We are a Grade 6-8 dual-track school with programming in English, French Immersion, and Late French Immersion available. We offer Hockey Academy and Soccer Academy to students at any level who are interested in joining.

### **Our Vision: "Our House"**

### **Our Mission:**

In Our House, we collaborate to create a safe, welcoming, and inclusive community, where students, parents, and teachers build meaningful relationships and connections, empowering all to excel and grow together.

### **Our Beliefs or Values:**

- We value the power of collaboration and community, where students, parents, and teachers work together to foster a safe, welcoming, and inclusive environment for all.
- We prioritize meaningful relationships and connections as the foundation for growth and excellence in our middle school community
- We are committed to empowering every individual in our community to excel and grow together, embracing diversity and inclusion as core values."

## Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

**Assurance Domains:**

**Student Growth and Achievement-** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching and Learning-** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

**Results: Evidence and Measures Used**

<b>Reading Literacy</b>	<b>School</b>	<b>BRSD</b>
<b>Writing Literacy</b>	<b>School</b>	<b>BRSD</b>
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	78.9%	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	8.9%	15%
<b>Numeracy</b>	<b>School</b>	<b>BRSD</b>
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	71.7%	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	9.4%	8.2%

**Results Analysis:** (achievements, improvements, areas of growth)

Our school has demonstrated notable success in literacy and numeracy, particularly in achieving standards of excellence in numeracy. The consistent performance in both literacy and numeracy reflects a dedication to maintaining high standards. Despite these achievements, the school is committed to fostering further improvement. The focus is on supporting an increased number of students to reach and surpass acceptable standards for literacy and numeracy, with the ultimate goal of exceeding the provincial average.

## Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high-quality teaching.

### Assurance Domains:

**Student Growth and Achievement-** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.


**Teaching and Learning-** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

### Results: Evidence and Measures Used

	School	BRSD
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks.	66.4%	62%
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.	7.5%	11.3%
Overall satisfaction with the quality of basic education.	78%	87%
The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	84.4%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.	58.8%	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	63.4%	79.3%
Overall percentage of stakeholders indicated that their schools and schools in their jurisdiction have improved or stayed the same over the last three years.	<b>51.5%</b>	73.8%

### Results Analysis: (achievements, improvements, areas of growth)

The data reveals a comprehensive view of our school's performance, encompassing academic achievement and stakeholder satisfaction. While there is room for improvement in the percentage of students achieving the acceptable standard on cumulative composite scores (66.4%), the school has shown strength in the percentage of students reaching the standard of excellence (7.5%). Notably, overall satisfaction with the quality of basic education stands at 78%,



indicating a positive perception among stakeholders. A key area for growth is the satisfaction level regarding students demonstrating the knowledge, skills, and attitudes for lifelong learning, where the current percentage is 58.8%. The school aims to increase this figure by implementing strategies that enhance life skills and promote a lifelong learning mindset. Similarly, efforts should be directed towards aligning teacher and parent perceptions on students being taught attitudes and behaviors for success at work (63.4%) to further bolster stakeholder confidence.



## Priority 3: Equity

All students' unique backgrounds will be fostered and honored through high-quality teaching and optimum learning.

### Assurance Domains:

**Learning Supports-** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSD
Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.	75.7%	86.7%
Overall percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.	68.2%	75.2%
Overall percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	70.3%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	69.8%	76.5%
Percentage of teacher, parent, and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services for students in their community.	52%	69.6%
Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	74.3%	80.5%
Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.	60.6%	76.8%

### Results Analysis: (achievements, improvements, areas of growth)

The data from the Alberta Education Assurance (AEA) survey provides valuable insights into various aspects of our school's performance and stakeholder satisfaction. While the percentage of teacher, parent, and student agreement on safety, caring for others, respect, and fair treatment (75.7%) reflects a positive environment, there is room for enhancement. The overall agreement that students have access to appropriate supports and services (68.2%) is commendable, yet the focus area for improvement lies in increasing this percentage to ensure that all students receive the necessary assistance. Similarly, the overall satisfaction with welcoming, caring, respectful,

and safe learning environments (70.3%) is positive, but the school aims to elevate this figure by emphasizing accessibility, effectiveness, and efficiency of services.

## **School Year Summary**

*The academic year at Ecole Charlie Killam School has been marked by a series of notable achievements and highlights, reflecting the school's commitment to academic excellence, diverse programming, and a supportive learning environment. With a solid enrollment in Grades 6-8, the school continues to offer a variety of engaging programs, including the increasingly popular Hockey and Soccer Academy. The success of our athletic teams has been a standout feature, showcasing the dedication and skill of our students. Additionally, there has been a noteworthy increase in enrollment in Late French Immersion, reflecting the community's recognition of the value of language education.*

*Academically, the school maintains a strong focus on literacy and numeracy, ensuring high-quality teaching and optimal learning experiences for all students. The dedication to supporting these core skills aligns with the school's goal of providing a well-rounded education.*

*Beyond academics, Ecole Charlie Killam School remains steadfast in its commitment to fostering a positive and inclusive learning environment. The school community actively embraces diversity, emphasizing a sense of belonging and ensuring that all students feel welcomed, cared for, respected, and safe.*

## School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	\$2,789,141.42
Support Staff	\$498,025.63
Substitutes	\$80,745.71
Classroom Resources	\$86,624.24
General Resources	\$19,701.88
Professional Development	\$597.51

! Column 2 must be numeric.



## **Stakeholder Engagement**

Stakeholder engagement at Ecole Charlie Killam School fosters a sense of community and shared commitment to the school's success. Parents, teachers, and community members actively participate by supporting various school initiatives, and contributing their time and resources to enhance the overall educational experience. This collaborative engagement not only strengthens the bond between the school and its community but also plays a crucial role in shaping the educational environment, ensuring that it reflects the values and aspirations of all stakeholders. The active involvement of parents, teachers, and community members contributes to the positive and inclusive atmosphere at Ecole Charlie Killam School, making it a place where everyone feels connected and invested in the success of the students.

## School Education Plan 2023-2024

<p><b>Literacy Goal:</b> Students in Grades 6-8 will demonstrate measurable growth in their literacy skills and proficiency in the use of intervention strategies to support their reading and writing development.</p>	
<p><b>High Quality Teaching involves:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Intentional Planning</li> <li><input checked="" type="checkbox"/> Responsive Instruction</li> <li><input checked="" type="checkbox"/> Purposeful Assessment</li> <li><input type="checkbox"/> Positive Classroom Culture</li> <li><input type="checkbox"/> Engaged Professionalism</li> </ul>	<p><b>Optimum Learning involves:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emotionally, Intellectually, &amp; Physically Safe Environments</li> <li><input checked="" type="checkbox"/> Relevant, rigorous &amp; appropriate content</li> <li><input checked="" type="checkbox"/> Learner agency</li> <li><input checked="" type="checkbox"/> Meets diverse needs</li> <li><input checked="" type="checkbox"/> Scaffolded instruction</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- implementation of targeted interventions based on literacy assessments</li> <li>- Intentional focus on Grade 6 intervention groups</li> <li>- Targeted learning groups to build proficiency with literacy accommodations (ex: Angela, Pat, etc)</li> <li>- work with ECCHS to determine areas of focus for literacy alignment</li> <li>- collaborative planning time</li> </ul>	
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- DIBELS BOY, MOY, and EOY</li> <li>- students will know the best accommodation for them, and advocate for the strategies that work for them</li> </ul>	
<p><b>Implementation Plan:</b></p> <ul style="list-style-type: none"> <li>- Start with Gr. 6 students completing the assessments</li> <li>- At-risk students in Gr. 7&amp;8 followed by all Grade 7 &amp; 8 students</li> <li>- By Jan, targeted groups will be formed and started</li> </ul>	
<p><b>Allocation of Resources:</b></p> <ul style="list-style-type: none"> <li>- BRSD learning support team</li> <li>- various assistive technology</li> <li>- Teacher and Support Staff time dedicated to intervention groups</li> </ul>	<p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>- mClass professional development</li> <li>- literacy professional development supported by BRSD</li> </ul>

**Numeracy Goal:**

Students in Grades 6-8 will build resiliency and rigour to apply critical thinking to mathematical problems, which will transfer into real-world application.

**High Quality Teaching involves:**

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

**Optimum Learning involves:**

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

**Strategies:**

- focus on foundation math concepts and operations
- a collaborative approach to creating year plans
- work with ECCHS to determine areas of focus for numeracy alignment
- vocabulary walls
- collaborative planning time

**Measures:**

- MIPI
- qualitative feedback from students, parents and teachers
- data analysis of PATs for Grade 6 students

**Implementation Plan:**

- MIPI benchmark completed as of Sept
- collaboration days to discuss results early in the year

**Allocation of Resources:**

- manipulatives
- math games
- math apps (Kahoot, MathUP)

**Professional Learning:**

- Math Conference

**Equity Goal:**

Foster an environment where every student experiences equitable access to high quality education, resources, and support ensuring that they have the opportunity to thrive and succeed academically and socially.

**High Quality Teaching involves:**

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- ~~Positive Classroom Culture~~
- Engaged Professionalism

**Optimum Learning involves:**

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

**Strategies:**

- smudging circle
- consistent equity messaging
- awareness and modelling
- discussion at staff meetings about building equity in “our house”
- empower student voice through leadership groups

**Measures:**

- qualitative feedback from students, parents & staff
- more school-based “events” - assemblies, pep rallies, etc.
- active student leadership group

**Implementation Plan:**

- intentional PD in staff meetings and collaborative
- sharing and making diversity visible in the school
- increasing awareness around available opportunities around the school and the community
- universal classroom programming for relevant topics

**Allocation of Resources:**

- Jordan’s Principle
- Nutrition Grant

**Professional Learning:**

- Eric Jensen, Brad Rabbit, Knowledge keeper, indigenous artists
- FSLW, MHC B programming