

# EDUCATION PLAN 2024

## Joseph M. Demko School



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## **Joseph M. Demko School Vision, Mission, Beliefs**

### **Mission:**

We All Shine

### **Vision**

To provide a stimulating learning environment whereby students within the Joseph M. Demko School community will become:

- engaged readers, writers and mathematicians with the tools to learn about and enjoy the world around them;
- confident members of our digital world, able to access and manage online information in a responsible way;
- positive caretakers of their bodies, striving to maintain a healthy lifestyle through active living and engagement in a variety of opportunities;
- empathetic problem solvers, able to relate, respond and restore relationships;
- community leaders with a heart for service; and
- global citizens, who can appreciate the contributions that other cultural groups make to our community, country and world.

### **Joseph M. Demko Pillars**

#### **Joy**

- We are happy and excited to come to school
- We are passionate and creative in the learning process
- We nurture curiosity and celebrate successes
- We are inviting and caring in our interactions
- We laugh and have fun together

#### **Mindfulness**

- We are engaged and attentive in our learning
- We are aware of our emotions and strive to be balanced
- We are compassionate and empathetic with others
- We are adaptable and resilient in changing situations and activities
- We respond appropriately and effectively in our interactions

#### **Diversity**

- We foster positive and authentic relationships
- We are an inclusive and safe environment for everyone
- We appreciate individuality and cultivate respect
- We promote diverse learning opportunities
- We encourage classroom opportunities for problem solving, critical thinking and creativity

### **Core Values**

#### **Strength**

- I treat others the way I wish to be treated
- I treat my mind and body with care

- I am resilient and persevere in challenging learning and emotional situations
- I stand up for myself and others
- I regulate my thoughts and actions

### **Teamwork**

- I participate actively in school activities
- I work cooperatively with others
- I include others in learning and play situations
- I value friendships and foster caring relationships
- I encourage others and celebrate their strength

### **Achieving Excellence**

- I strive to do my personal best
- I endeavor to be a productive numeracy and literacy learner
- I contribute to an engaging and nurturing learning environment
- I am a lifelong learner
- I use technology to discover, create and apply my knowledge and skill

### **Respect**

- I celebrate similarities and differences
- I care for the environment
- I am empathetic to others' thoughts and feelings
- I practice good manners and thoughtful actions
- I practice safety and obey the school rules

### **Spirit**

- I am actively engaged in class and school activities
- I am proud to be part of the school community
- I strive to be an active citizen in our global community
- I am a positive and passionate learner
- I support the core values of the school

### **Other program highlights:**

- Star Draws are made once a week celebrating students who have demonstrated the STARS core values. Students receive a STAR prize when their name is drawn.
- All classes have a cross age buddy (older classes working with younger classes).
- Leadership activities and service learning within the realm of becoming an outstanding citizen.

### **Junior High STARS Day:**

The goal of **STARS Day** is to recognize students who are positive, active and contributing citizens of Joseph M. Demko School. Students will have an opportunity to participate if they have demonstrated the following:

- Living out the JMD core values (**S**trength, **T**eamwork, **A**chieving **E**xcellence, **R**espect, and **S**pirit)
- Positive effort codes on progress reports
- Positive choices in school, at lunch and on the bus

**Joseph M. Demko School Profile**

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
<b>Certificated Staff</b>					
Teaching	28.3	FTE	Teaching	28.61	FTE
Administration	1.6	FTE	Administration	2.32	FTE
Counseling/Learning Supports Facilitator	.67	FTE	Counseling/Learning Supports Facilitator	0.67	FTE
<b>Total</b>	<b>30.6</b>	<b>FTE</b>	<b>Total</b>	<b>31.6</b>	<b>FTE</b>
<b>Support Staff</b>					
Clerical	2.0	FTE	Clerical	3.0	FTE
Educational Assistants	15.5	FTE	Educational Assistants	10.25	FTE
Library Technicians	.4	FTE	Library Technicians	0.4	FTE
Technical Support	N/A	FTE	Technical Support	N/A	FTE
<b>Total</b>	<b>17.9</b>	<b>FTE</b>	<b>Total</b>	<b>13.65</b>	<b>FTE</b>
<b>Students</b>					
English	340		English	403	
Logos	271		Logos	282	
Students with Special Needs	(82)		Students with Special Needs	(75)	
English as an Additional Language (EAL)	(72)		English as an Additional Language (EAL)	(108)	
Self-Identified First Nations, Métis and Inuit	(54)		Self-Identified First Nations, Métis and Inuit	(58)	
Students identified with Severe Disabilities	(36)		Students identified with Severe Disabilities	(42)	
Students identified with Mild/Moderate Disabilities	(50)		Students identified with Mild/Moderate Disabilities	(39)	
<b>Total</b>	<b>611</b>		<b>Total</b>	<b>685</b>	
<b>Classroom Configuration</b>	<b>2023-2024</b>		<b>Classroom Configuration</b>	<b>2024-2025</b>	
<b>Grade</b>	<b>English</b>	<b>Logos</b>	<b>Grade</b>	<b>English</b>	<b>Logos</b>
Kindergarten	39 (25+14)	22	Kindergarten	37	27
Grade 1	24	21	Grade 1	49 (25+24)	24
Grade 1/2	24 (6+18)	19 (10+9)	Grade 2	27	25
Grade 2		22	Grade 2/3	24 (11+13)	18 (7+11)
	22 (18+4)		Grade 3	23	22
Grade 3	30	22	Grade 4	21	29
		21 (9+12)	Grade 4/5	24 (10+14)	20 (3+17)
Grade 4	41 (21+20)	21	Grade 5	28	—
Grade 5	24	17	Grade 5/6	—	31 (16+15)
Grade 6	28	26	Grade 6	33	—
<b>Total</b>	<b>232</b>	<b>191</b>	<b>Total</b>	<b>266</b>	<b>196</b>
<b>Classroom Configuration</b>	<b>2023-2024</b>		<b>Classroom Configuration</b>	<b>2024-2025</b>	
<b>Grade</b>	<b>English</b>	<b>Logos</b>	<b>Grade</b>	<b>English</b>	<b>Logos</b>

Grade 7	34 (17+17)	29	Grade 7	57 (28+29)	26
Grade 8	37 (17+20)	27	Grade 8	41 (20+21)	31
Grade 9	34 (15+19)	26	Grade 9	39 (20+19)	29
<b>Total</b>	<b>105</b>	<b>82</b>	<b>Total</b>	<b>137</b>	<b>86</b>

**Joseph M. Demko School Profile**

Joseph M. Demko School offers dual-track English and Christian Logos’s programs, where learning encompasses the whole child with a focus on the academic, physical, emotional and artistic needs of the student. We seek opportunities to enhance student learning through collaboration with parents and community members. Talented and enthusiastic staff members strive to continually improve their professional practice through ongoing professional development, collaborative team meetings, and with sound educational research.

Our primary goal is to provide our students with a solid foundation in academics, social responsibility, the arts and physical education. We are advocates for children taking responsibility for their own learning and acquiring the skills to continue future learning. We take pride in our students’ achievements in all aspects of their learning. Our students accept and excel at taking responsibility for their actions and in being conscientious citizens as they progress from Kindergarten to Grade 9.

The excellence that is exemplified in Joseph M. Demko’s teaching and learning is the result of the strong partnership between home and school. Building relationships grounded in trust, honesty, dedication and hard work by all educational stakeholders results in the richness of the educational experience for students. We welcome support, input and interest from parents as participants in the educational process. Together, we will provide excellence in education for all Joseph M. Demko students.

**Discover Demko**

The Demko school community is a bright and welcoming space for students to learn and grow.

<ul style="list-style-type: none"> <li>● English and Logos Christian programs for Kindergarten to Grade 9</li> <li>● Bright, open library and learning common spaces</li> <li>● Two gymnasiums</li> <li>● CTS and Foods labs</li> <li>● Kindergarten only entry door</li> <li>● Counselor and learning supports</li> <li>● Character Education - We All Shine</li> <li>● Specialist teachers</li> <li>● Music and Band room</li> <li>● Custom built drama room</li> </ul>	<ul style="list-style-type: none"> <li>● Engaged and active parent community: School Council, Friends of Joseph M. Demko Fundraising and Logos Steering Committee</li> <li>● Two playgrounds</li> <li>● Childcare &amp; division preschool on site</li> <li>● Demko weekly parent planner</li> <li>● Hot lunch program</li> <li>● Community service projects</li> <li>● Student leadership</li> <li>● State of the art technology</li> <li>● Variety of options</li> <li>● Community connections and services</li> </ul>
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### **Programming and Initiatives**

The variety of programming and resources offered at Joseph M. Demko School continues to evolve. We believe that our school is progressing to meet the ever-increasing challenges of today's educational demands, along with providing engaging and enriching programs. Some examples of our high quality programming include physical education with an emphasis on daily physical activity, dynamic music, drama and fine arts experiences, and the integration of technology in learning. While varied, these priorities are in response to the varied interests and passions of our learners. We believe it is essential that our school community models life-long learning and values the knowledge and social skills necessary for our children to meet future challenges and become compassionate and contributing citizens. High staff satisfaction and morale continues to ensure a vibrant and productive work environment as well as a welcoming and supporting learning environment for our students.

Initiatives that enhance the learning of our students include:

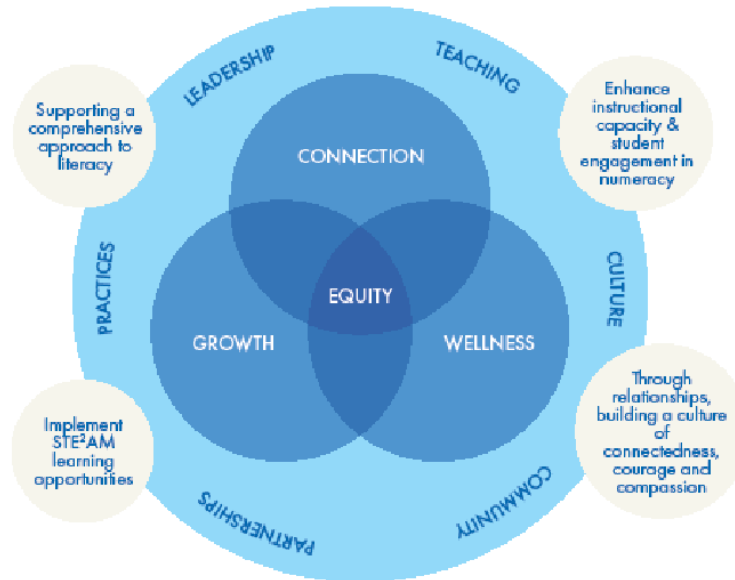
- Comprehensive Literacy Programs
- Supports for academic remediation and extension of learning
- Raz-Kids, Spark, SORA
- Running Records and Division Screening Tool
- LLI (Leveled Literacy Intervention)
- Lexia and small group support for English Language Learners
- Open Houses & Meet the Staff
- Roots of Empathy
- Project Five: Public Speaking Curriculum
- Remembrance Day Ceremony
- Logos Praise Services
- Demko Spirit Days and Star Draws
- JMDTV - video announcements
- Writer's Workshops
- Guest authors, Book Fairs
- Daily 5/Café
- Technology Lead Teachers
- Student Leadership opportunities
- Ben Stelter Day
- Pizza Prance
- Round Dance
- Junior High Stakeholders

**Division Priorities and Outcomes 2022-2026**





**Joseph M. Demko Ed Plan**



**Joseph M. Demko School Objectives 2022-2026**

- Objective 1: Supporting a comprehensive approach to literacy
- Objective 2: Enhance staff instructional capacity as well as student engagement in numeracy
- Objective 3: Building collaborative and caring relationships with students, staff and the school community to foster a culture of connectedness, courage and compassion
- Objective 4: Implement STE:AM (Science, Technology, Engineering, Entrepreneurship, Arts, Math) learning opportunities

**Objective 1:** Supporting a comprehensive approach to literacy

**Key Strategies for 2022-2026:**

- Enhance teacher instructional capacity through professional development opportunities and administration release time (implementation and analysis of diagnostic reading assessments, provincial literacy screening tools: LeNS (Letter Name Sound) and CC3 (Castles and Coltheart 3 - word identification)
- Incorporate class structures and classroom libraries to promote reading (Raz-kids; Spark; SORA)
- Develop, plan and host Reading and Writing workshops
- Integrate comprehensive literacy instruction
- Expand and refine the components of Jolly Phonics in K-3, layer in From Sounds to Spelling
- Implement reading interventions and targeted literacy supports (LLI, Words Their Way)
- Explore writing development at all grade levels-scope and sequence/novel exploration
- Promote literacy through our library, librarian, author visits and book fairs
- Continue to build student and staff resources within Logos & English programming
- Focus on integrating Educational technology in literacy (eg Read & Write for Google, dedicated iPads for EAL students), Lexia, device technology, 1:1 devices for grades 4-9

**Objective 2:** Enhance staff instructional capacity as well as student engagement in numeracy

**Key Strategies for 2022-2026:**

- Provide professional development opportunities to all staff with the support of our numeracy leads and outside experts in this field
- Implement the provincial numeracy screening tool in division 1 and diagnostic numeracy assessments
- Incorporate new resources (Mathology) into class instruction
- Design and implement Numeracy Games to reinforce numeracy outcomes, and math talks that can be used in the assessment process

**Objective 3:** Building collaborative and caring relationships with students, staff and the school community to foster a culture of connectedness, courage and compassion

**Key Strategies for 2022-2026:**

- Highlight and foster an environment where the core values of the JMD STARS (Strength, Teamwork, Achieving Excellence, Respect and Spirit) and pillars (Joy, Mindfulness and Diversity) are lived and celebrated by all
- Provide experiences and learning opportunities that foster a school culture of learning, caring, safety and belonging
- Provide special opportunities to highlight individual and collective strengths from our mission (We All Shine)
- Promote diverse representations in class based resources and literature
- Increase staff capacity on Indigenous Knowledge through JMD's Walking Together committee
- Provide meaning and experiential learning activities for staff and students on foundational Indigenous knowledge - with support from Division Cultural advisors James Day and Amy Watson
- Increase awareness of periods of significance around BIPOC history, culture and current events; such as, Black History Month, holiday celebrations around the world

- Promote practices to ensure a safe, caring and inclusive environment for Lesbian, Gay, Bisexual, Transgender, Queer (2S+LGBTQ) students in an educational setting, and provide supports to students, families and staff
- Incorporate cross age activities and student leadership opportunities
- Enhance communication and foster a collective responsibility among staff for our most at risk children with the JMD Collaborative Response Model
- Work with division teams when implementing Pyramids of Supports (Universal, Targeted and Intensive) for children and families
- Promote positive mental health literacy and wellness amongst staff and students
- Promote professional growth and a collective responsibility for teacher development with student teacher cohorts
- Foster connections and reciprocal relationships with the Jensen Lakes community
- Foster parent partnerships and connections through community events, volunteer experiences, School Council, Logos Steering Committee, Praise Services and Joseph M. Demko Fundraising Society

**Objective 4:** Implement STE<sup>2</sup>AM (Science, Technology, Engineering, Entrepreneurship, Arts, Math) Learning Opportunities

**Key Strategies for 2022-2026:**

- Reignite intentions for STE<sup>2</sup>AM (Science, Technology, Engineering, Entrepreneurship, Arts and Math) at JMD. STE<sup>2</sup>AM learning provides opportunities for students to investigate the world around them, take thoughtful risks, engage in experiential learning, persist in problem solving, embrace collaboration and work through the creative process. Students are afforded time and space to wonder, critique, inquire and innovate
- Develop mobile STE<sup>2</sup>AM kits that will be available for staff to use in their classes
- Incorporate culinary STE<sup>2</sup>AM activities using the harvest from our school gardens
- Incorporate STE<sup>2</sup>AM activities in an environmental setting to encourage depth of learning. Develop projects and activities for each grade level to be accessed at Wilderness school, our school gardens and in our community.
- Explore grants and initiatives connected to environmental education (eg. trout hatchery, Three Sisters garden, bee houses)

**School Reflection 2023-2024**

The reflections of the school year demonstrate that JMD is a great place for our staff and students as we prioritize connections, wellness and growth opportunities.

**Connection:**

- **Staggered Entry:** Students began their school year by attending in small groups to ease students into their new learning environment. This format allowed teachers to get to know their students in smaller groups and for students to experience a calm entry to the new school year.
- **Communication:** Staff were informed through monthly staff meetings, an open door policy with administration, weekly Joe's Dispatch, and email updates. All students were informed of the day's activities and important social events through JMDTV (a student-led announcement channel). Parent communication continued to be a priority through the weekly Demko Parent Planner, shared through School Messenger, School Council and the new school website. Teachers shared class based information with parents through weekly or monthly class newsletters and email updates.
- **Teamwork:** The students at JMD showed their ability to work as part of a team in athletics. The school had junior and senior teams in Junior High volleyball and basketball. Students participated in cross country events, track and field and badminton. Elementary students participated in the division track meet, inter school events and intramurals. Students worked together in other domains such as the Science Olympics, in community service events, in assemblies, musical and dramatic performances and in Logos praise services.
- **Creativity:** Students benefited from drama, music and fine arts specialists who provided creative outlets. Junior High students worked together on projects such as the drama production of the Beauty and the Beast. Creative elements were incorporated in virtual presentations such as the Remembrance Day Assembly. JMD students continued to shine creatively through the multitude of art projects that were created and displayed in the school throughout the year. Also celebrated are Art Night, Choirs, Band.
- **Learning Experiences and Field trips:** Students reconnected with the community through hands-on learning opportunities. Classes connected with the outdoors and with environmental learning. Student engagement and connection with learning outcomes was increased with challenges such as Arbour Day, Grade 3 bridge testing, Grade 6 Egg Drop Challenge, Grade 8 Rainbow Trout hatchery, wheelchair races, and Pi Day. Our grade 9s visited the Reconciliation garden and Outdoor Pursuits options had excursions to surrounding parks and ponds.
- **Acts of Service:** Connections with the community were reinforced through activities and service projects, such as the Terry Fox Run, Food Bank Drive and Giving Tree. A school wide Ben Steller Day was planned along with the 2nd annual Cake Walk, which was very popular.
- **Indigenous Knowledge, Understanding and Appreciation:** 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. Along with the various teachings a focus was on Project of Heart, Round Dance and Dallas Arcand, Hoop Dancer.

- **Spirit Days:** Week-long intramural activities, Demko Days, emerged as a highlight of the school year connecting students across all homerooms for good-natured and silly competitions. Floor Hockey and World Cup soccer intramurals also took place. JMD staff and students engaged in our own Stakeholders event, with a focus on equity, to help define areas where we can grow and create a space of belonging for all.
- **Establishing New Traditions:** With the school still fairly new in establishing traditions, we planned our first school-wide Ben Stelter Day, Cake Walk, Candy-grams, Waves of Kindness and JMD's Got Talent. We will reflect on the values and purposes of other events as we refine and reinforce important events such as Grade 9 farewell, Junior High Awards night.

### Wellness

- **Building Trust:** The staff at JMD 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 learning and relationships. Teachers are able to more confidently focus on addressing the needs of their students when they are provided with the resources and agency to support their students' growth. 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 Parent Fundraising Committee. The Logos Steering Committee meets three to four times a year with a focus on promotion of the program, support of teachers and creating opportunities for fellowship.
- **Reestablishing parent partnerships:** Parents are encouraged to engage actively as partners in education by volunteering in classrooms, assisting with field trips and events in the school. Opportunities to connect families with the school and to celebrate learning include Meet the Staff, Fine Arts Night, praise services, celebrations of learning, assemblies and praise services. Kindergarten Information Evening and the Junior High Open House invite new students and their families to learn about Demko School.
- **Support of Leadership:** The support of Senior Administration, Student Services, Facilities and the Curricular Division have been unwavering throughout the year in support of students and staff.
- **Month of Gratitude:** October marked our Month of Gratitude, whereby students and staff identified ways in which they were grateful and healthy ways of sharing this gratitude with those around them. Gratitude is a powerful way of eliciting hope from small, recognizable moments or actions. This was just one of the ways we promoted wellness in our school community.
- **Physical activity and Nutrition** - Physical Education, Wellness, Fit for Life and Outdoor Pursuits teams, promote active lifestyles, healthy eating, mindfulness and self-regulation strategies in our students. All our classes regularly go on Community Walks to provide a well-needed break and connection to the community. Health-minded staff teach not just grade-level outcomes, but strive to instill life-long practices so students can grow as healthy and happy people, and contributing members of our society. The Nutrition Grant provides lunch and snacks for our students so they can focus on learning.

### Growth

- **Learning opportunities:** Our staff devoted much of their non-instructional time towards preparing engaging learning opportunities that meet students where they were at. Sound assessment practices were essential to being able to address lagging skills and to propel student learning forward. Highly effective collaborative teams ensure teachers are working smarter to meet the complex and diverse needs of their students.

- Celebrating Growth: An important aspect of growth is to celebrate it. Opportunities are provided to highlight and celebrate the growth of our Junior High students such as STARS Days, Honours Lunch, Awards, Pep Rallies for teams, Fine Arts Night and Grade 9 Farewell. Celebration of Learning is provided for many Elementary classes as well as Holiday Special and assembly performances, and Star Draws.
- **Professional Growth Plans:** All staff develop 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 reviews these plans with staff in individual meetings and provides sessions, resources and time for staff to achieve their goals.
- **Collaborative Response Model:** The model used at JMD to support students involves sound assessment practices, team meetings and pyramids of support. Students are identified as having made gains to be celebrated as well as determining those at risk, are focused on by teams developing action plans for growth, and are monitored for successes or areas needing additional support.
- **Lead Teachers:** Part of the support available to staff are Lead Teachers in the areas of Healthy Interactions, technology, Sexual Orientation and Gender Identity (SOGI), Walking Together and SAPEC. 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 teachers. These teacher leaders are part of a distributive leadership model whereby leadership is supported by multiple leaders.
- **Citizenship:** In their growth as future voters, decision makers and leaders of our communities, students put their learning of the democratic process into play when they participated in the National Student Vote. Students are reminded to consider the needs of others, and not just their own needs when working as part of a group.
- **Eco School:** Our staff continue to foster environmental stewardship in our students, as they will eventually be the decision-makers and caretakers of the land and our communities.

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

#### **Priorities for 2024-25 School Year**

Based on survey data, assessments, formal and informal feedback, and demographic insights, we have identified the following priorities for the upcoming school year:

1. Establishing a cohesive school culture while effectively managing both the English and Logos programs.
2. Enhancing communication between home and school.
3. Fostering a school culture where Junior High students truly feel a sense of belonging.

#### **Action Plan for Achieving These Priorities**

##### **1. Building a Cohesive School Environment**

To strengthen unity between the English and Logos programs, we will collaborate closely with staff from both programs to set shared goals and implement joint initiatives. For example, we are

launching a character education program that aligns the two programs: English students will explore the "Seven Sacred Teachings," while Logos students will study "Heroes from the Bible." Additionally, we will host four school-wide assemblies to bring all students together and nurture a collective sense of community. We are also working to align curricular opportunities, ensuring both programs provide similar experiences for their students.

## **2. Enhancing Communication**

Clear and transparent communication between home and school is essential. We will establish regular communication channels, including the Parent Planner newsletter and updates through "From the Desk of Mrs. Anderson," to keep families informed of key events and developments. Additionally, we will host bi-monthly Google Meets sessions titled "Chat with Sue," where parents can engage directly with us to discuss topics of interest and share feedback. These efforts aim to create an open, two-way dialogue that fosters collaboration and ensures everyone's voice is heard.

## **3. Fostering a Positive School Culture for Junior High Students**

Creating an environment where Junior High students feel truly connected and valued is a top priority. As a staff, we will organize regular activities and events specifically for Junior High students to build camaraderie and promote a strong sense of belonging. These initiatives will include team-building exercises, social gatherings, and student-led projects to engage and empower our young learners.

**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: \$ -760

Key elements contributing to this surplus include: n/a



**Financial Planning 2024-2025**

<b>RESOURCE AND DISTRIBUTION</b>			
<b>JOSEPH M. DEMKO SCHOOL</b>			
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>REVENUES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Basic Program Allocation	\$ 4,349,541	\$ 3,814,503	\$ 3,845,670
2. Other Revenues			
2.1 Fees	\$ 222,020	\$ 234,235	\$ 234,235
2.2 Donations	\$ 12,000	\$ 12,000	\$ 12,000
2.3 Fundraising	\$ 1,500	\$ 1,500	\$ 1,500
2.4 Other Revenues	\$ 27,053	\$ 21,242	\$ 52,492
3. Surplus / Deficit Allocation (S/D)	\$ (760)	\$ (34,409)	\$ 66,439
<b>TOTAL REVENUES</b>	<b>\$ 4,611,354</b>	<b>\$ 4,049,071</b>	<b>\$ 4,212,336</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>EXPENDITURES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Certificated Staff	\$ 3,655,846	\$ 3,503,566	\$ 3,495,834
2. Support Staff	\$ 608,620	\$ 402,473	\$ 439,449
3. Services	\$ 167,706	\$ 143,085	\$ 141,085
4. Supplies	\$ 123,783	\$ 115,402	\$ 115,402
5. Furniture, Equipment & Capital		\$ -	\$ -
6. Technology	\$ 20,500	\$ 20,500	\$ 20,500
7. Future Emergent Initiatives	\$ 34,899	\$ (135,955)	\$ 66
<b>TOTAL EXPENDITURES</b>	<b>\$ 4,611,354</b>	<b>\$ 4,049,071</b>	<b>\$ 4,212,336</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>ENROLMENT</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
<b>FTE Enrolment (ECS @ .5)</b>	<b>654.00</b>	<b>581.00</b>	<b>581.00</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>STAFFING PERCENTAGES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
Certificated Staff FTE	<b>31.60</b>	<b>30.52</b>	<b>30.60</b>
Support Staff FTE	<b>10.75</b>	<b>7.11</b>	<b>8.39</b>
Certificated Staff Percentage	84.1%	92.7%	89.4%
Support Staff Percentage	14.0%	10.6%	11.2%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>98.1%</b>	<b>103.3%</b>	<b>100.6%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>98.0%</b>	<b>102.4%</b>	<b>102.3%</b>
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.

Grade 6	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	n/a	n/a	n/a	89.1	83.6	88.9
Standard of Excellence %	n/a	n/a	n/a	17.4	9.1	14.8
Grade 9	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	n/a	n/a	n/a	75.0	76.3	74.2
Standard of Excellence %	n/a	n/a	n/a	11.4	17.1	20.4

**Division Performance and Achievement**

Grade 6	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
Grade 9	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	80.7	n/a	n/a	72.0	73.1	75.2
Standard of Excellence %	25.5	n/a	n/a	20.6	17.2	17.1

**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	98	94	98	91
The school is	97	92	94	93	84
	% 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.	83	85	85	77	72

That their teachers care about them.	90	92	90	91	81
That their school is a place where they feel like they belong.	75	76	77	72	67
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	97	97	98	93	93
I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	92	95
My school provides opportunities to learn about people from different races and cultures	NA	NA	NA	94	96

**Division 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.	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	806	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	<b>New Indicator</b>			96.1	98.4
My school provides opportunities to learn about people from different races and cultures.	<b>New Indicator</b>			96.5	96.7

**Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7, 8 and 9)

	% 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
That the quality of teaching at their school.	92	99	94	91	91
That the overall education received at school.	94	98	95	96	95
That the variety of courses available at school	95	90	85	88	80
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	
They feel safe at school.	75	87	80	80	76
That their teachers care about them.	85	90	83	84	90
That their school is a place where they feel like they belong.	70	74	71	77	66
My school is a safe place for all students.	NA	NA	NA	Almost Always 39% Frequently 36% Sometimes 19% Once in a While 5% Almost Never 1%	Almost Always 28% Frequently 35% Sometimes 26% Once in a While 4% Almost Never 7%
In the last year, I have witnessed or experienced racism at school	NA	NA	Always 5% Often 5% Sometimes 19% Rarely 24% Never 47%	Almost Always 8% Frequently 10% Sometimes 25% Once in a While 22% Almost Never 35%	Almost Always 14% Frequently 13% Sometimes 17% Once in a While 13% Almost Never 43%
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender diversities, religions).	96	93	94	Almost Always 47% Frequently 26% Sometimes 17% Once in a While 7% Almost Never 3%	Almost Always 39% Frequently 34% Sometimes 11% Once in a While 10% Almost Never 6%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	Almost Always 8% Frequently 21% Sometimes 21% Once in a While 25% Almost Never 25%	Almost Always 10% Frequently 16% Sometimes 27% Once in a While 19% Almost Never 28%

In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	<b>Almost Always</b> 17% <b>Frequently</b> 13% <b>Sometimes</b> 23% <b>Once in a While</b> 11% <b>Almost Never</b> 36%	<b>Almost Always</b> 20% <b>Frequently</b> 10% <b>Sometimes</b> 23% <b>Once in a While</b> 12% <b>Almost Never</b> 35%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	<b>Almost Always</b> 40% <b>Frequently</b> 29% <b>Sometimes</b> 17% <b>Once in a While</b> 7% <b>Almost Never</b> 7%	<b>Almost Always</b> 36% <b>Frequently</b> 38% <b>Sometimes</b> 16% <b>Once in a While</b> 6% <b>Almost Never</b> 4%

**Division Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7's)

	% 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
That the quality of teaching at their school.	86	91	90	94	89
That the overall education received at school.	92	92	92	96	93
That the variety of courses available at school	88	79	90	93	91
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed (Frequency Scale)	% of students who agreed (Frequency Scale)
They feel safe at school.	73	82	77	86.3	83.4
That their teachers care about them.	73	79	76	85.8	82.5
That their school is a place where they feel like they belong.	65.6	71.8	73.1	70.5	73.8
My school is a safe place for all students.	<b>New Indicator</b>			90.8	81.5
In the last year, I have witnessed or experienced racism at school			44.5	52.7	57
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender, diversities, religions).	85.5	84.1	86.31	85.3	82.7
At school, I am learning about gender diversity and sexual orientation.	<b>New Indicator</b>			69.1	68.2
In the last year, I have witnessed or experienced	<b>New Indicator</b>			58	56

homophobia and/or transphobia at school.			
At school, I am learning about Indigenous cultures, identities and ways of knowing.	<b>New Indicator</b>	<b>85</b>	<b>83.4</b>

**Elementary 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.	94	91	94	NA	NA
With the choice of courses and programs available in their school.	94	94	94	NA	NA
With the support and resources available to meet the diverse needs of students.	90	80	86	NA	NA
That the school helps their child become a good, caring citizen.	98	93	94	NA	NA
That the school is safe.	99	94	98	NA	NA
That their child's school is a positive, caring, and welcoming place.	89	94	97	NA	NA
That their input is considered, respected, and valued by their school.	83	86	81	NA	NA

**Junior High Parent Survey Results**

(Based on an annual online survey)

	% 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	94	87	NA	NA
With the choice of courses and programs available in their school.	89	94	88	NA	NA
With the support and resources available to meet the diverse needs of students.	73	90	77	NA	NA
That the school helps their child become a good, caring citizen.	89	94	88	NA	NA
That the school is safe.	93	97	97	NA	NA
That their child's school is a positive, caring, and welcoming place.	73	97	95	NA	NA
That their input is considered, respected, and valued by their school.	64	84	78	NA	NA

**Combined Junior & Elementary High Parent Survey Results**

(Based on an annual online survey)

	% 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.	NA	NA	NA	85	66
With the choice of courses and programs available in their school.	NA	NA	NA	85	88

With the support and resources available to meet the diverse needs of students.	NA	NA	NA	62	59
That the school helps their child become a good, caring citizen.	NA	NA	NA	80	81
That the school is safe.	NA	NA	NA	87	78
That their child's school is a positive, caring, and welcoming place.	NA	NA	NA	78	74
That their input is considered, respected, and valued by their school.	NA	NA	NA	60	53
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	78	69
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	77	78
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	53	59
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	66	72

**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.	84	100	100	97	77
With the provision of the support and resources needed to meet the diverse needs of students.	76	97	87	91	36
That the school helps students become good, caring citizens.	96	100	96	97	75
That their input is considered, respected, and valued by my school.	96	100	93	77	59
That they feel safe in the school.	92	100	100	86	89
That the school is a positive, caring, and welcoming place.	96	100	98	83	70
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	97	91
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	86	86
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	80	91
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91	81

**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