

# EDUCATION PLAN 2024

## Sir Alexander Mackenzie Elementary School



St. Albert  
PUBLIC SCHOOLS

Sir Alexander Mackenzie Elementary School Education Plan 2022-2026	2
<b>Sir Alexander Mackenzie Elementary School: Our Story</b>	<b>3</b>
<b>Sir Alexander Mackenzie Elementary School: Profile</b>	<b>6</b>
<b>Division Priorities and Outcomes 2022-2026</b>	<b>7</b>
<b>Sir Alexander Mackenzie Education Plan</b>	<b>8</b>
<b>Sir Alexander Mackenzie Elementary Objectives 2022-2026</b>	<b>8</b>
<b>School Reflection 2023-2024</b>	<b>13</b>
<b>Financial Performance 2023-2024</b>	<b>18</b>
<b>Financial Planning 2024-2025</b>	<b>19</b>
<b>Appendix I –Performance Indicators</b>	<b>20</b>

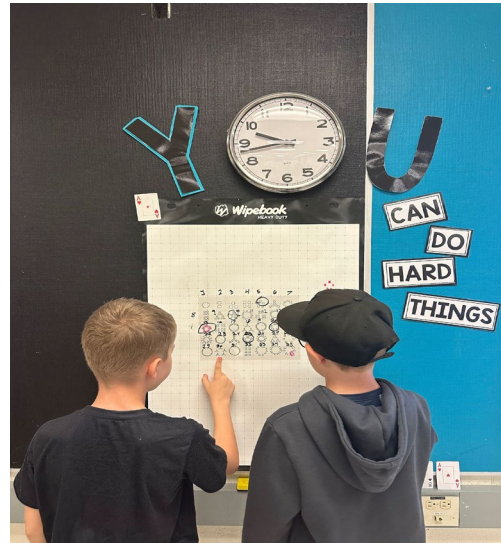
### **Sir Alexander Mackenzie Elementary School: Our Story**

Our journey at Sir Alexander Mackenzie Elementary School (SAM) weaves together three stories: who we have been, who we are now, and who we might become. The voices of our stories include our students, parents, staff, and community. Through our stories of past, present, and future, SAM is a school that:

- empowers learners to lead
- values equitable and inclusive learning opportunities
- creates environments of mutual respect and belonging
- dedicated to meeting the diverse learning needs of our students
- engages our whole community in the joys of teaching and learning
- prioritizes opportunities for students to discover and explore their passions in learning

### **Our Yesterday: Who we have been**

Sir Alexander Mackenzie Elementary School has been a vibrant neighbourhood school since 1958. SAM School has evolved with our surrounding community and has been “a home away from home” for generations of students. For 65 years, our hallways have been filled with the sounds of students, staff, and families laughing and learning alongside each other. You often hear staff speak of their SAM Family (“SAMily”) with pride and it is observed everyday in every classroom. As a result, SAM has a reputation for being a safe, friendly, and welcoming community dedicated to meeting the **diverse learning needs of all our students**. Recognizing that we all have different ways of constructing understanding and connecting to learning, SAM has created spaces that value inclusivity, diversity, innovation, and leadership. SAM is a place where students and staff alike are seen as learners, teachers, and leaders, all having essential, reciprocal impacts on each other. Together, we can take risks in our learning because we have built a solid foundation of trust, respect, and relationship. As such, SAM has been, and will continue to be, a community school that prioritizes opportunities **for students to discover and explore their passions in learning** while becoming our learners and leaders of tomorrow.



### **Our Today: Who we are now**

At SAM, we continue to have a long-standing tradition of both academic excellence and **empowering our learners to lead**. Today, SAM school continues to build upon a legacy of student driven leadership established through our participation in the Leader In Me program. Although SAM has evolved beyond the tenets of the 7 Habits, we continue to recognize the importance of student voice and agency to create opportunities to learn what it means to be a leader and good community partner. Through participation in our Student Leadership Club (formerly known as “Lighthouse”), our students develop their leadership skills, build confidence in their abilities, and foster relationships with our community. Additionally, SAM continues to enrich student learning through varied curricular and extracurricular opportunities throughout the school, including our STEAM lab, Academic Challenge & Enrichment program, land-based learning experiences, as well as various collaborations with our Indigenous partners.



Connected to our strong culture of community and leadership, SAM has made recent commitments to reconciliation and equity in education. Taking the words of the Honourable Murray Sinclair to heart, “Reconciliation is about establishing a relationship of **mutual respect**,” we are in the process of re-imagining how we come together, plan together, and engage with each other. Through our growing relationships with our Indigenous communities, we start to understand a variety of viewpoints and ways of knowing that allow us to re-examine our pedagogical and assessment practices. Accompanied on our learning journey by Asiniwacyi, our *Ambearrister*, we reconsider the ways we can

teach with a recognition of diversity of histories, experiences, and learning needs within the classroom.

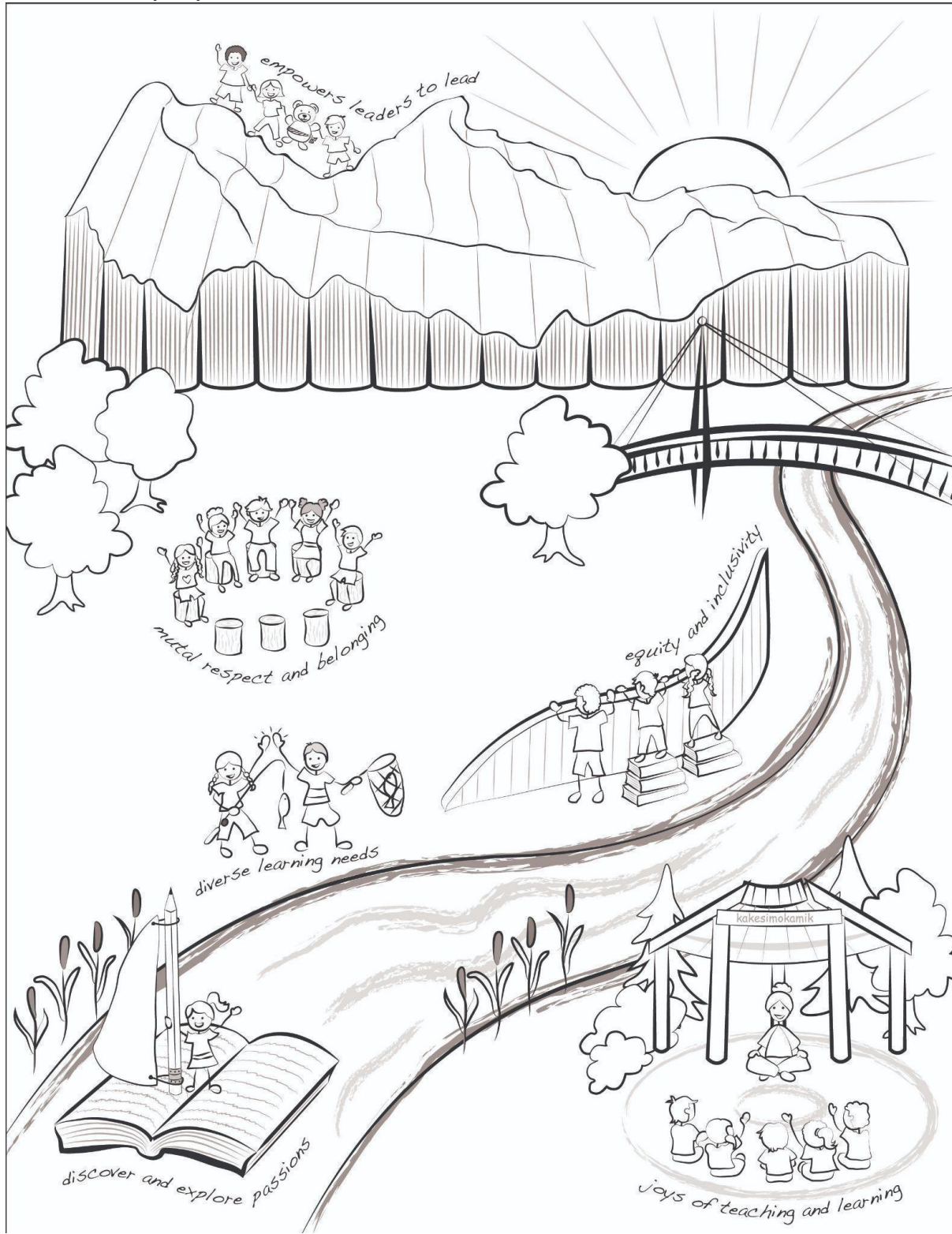
### **Our Tomorrow: Who we might become**

As the community around us changes, so do the learning needs and priorities of our SAM school community. As we move forward, SAM will continue to explore the different ways we teach and learn together using a variety of perspectives and lenses. To create more **equitable and inclusive learning opportunities** for our students, it will be important for us to consider: “Whose voices are missing from these experiences?” “Who might be disadvantaged by the assumptions we make?” “What counts, what matters, what is most important for our young learners and leaders as they move beyond this point in time with us?” Families have shared that one of their primary reasons for choosing SAM has been the sense of love and respect embracing *all* students, families, staff and visitors; as such, a central priority for SAM will be to continue **engaging our whole community in the joys of teaching and learning**.



**Sir Alexander Mackenzie Elementary School: Our Living Map**

Artwork created by Amy Watson.



**Sir Alexander Mackenzie Elementary School: Profile**

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
<b>Certificated Staff</b>					
Teaching	17.24	FTE	Teaching	19.66	FTE
Administration	1.30	FTE	Administration	1.77	FTE
Counseling/Learning Supports Facilitator	0.4	FTE	Counseling/Learning Supports Facilitator	0.57	FTE
<b>Total</b>	<b>18.94</b>	<b>FTE</b>	<b>Total</b>	<b>22.0</b>	<b>FTE</b>
<b>Support Staff</b>					
Clerical	2.0	FTE	Clerical	2.0	FTE
Educational Assistants	8.9	FTE	Educational Assistants	13.7	FTE
Health Recovery Facilitator	1.0		Health Recovery Facilitator	1.0	FTE
Library Technician	0.7	FTE	Library Technician	0.7	FTE
<b>Total</b>	<b>12.6</b>	<b>FTE</b>	<b>Total</b>	<b>17.4</b>	<b>FTE</b>
<b>Students</b>					
English	415		English	470	
Students with Special Needs	22		Students with Special Needs	24	
Learning Supports Program	n/a		Learnings Supports Program	n/a	
Goals	n/a		Goals	n/a	
Academic Challenge	23		Academic Challenge	34	
English as an Additional Language (EAL)	16		English as an Additional Language (EAL)	18	
Self-Identified First Nations, Métis and Inuit	65		Self-Identified First Nations, Métis and Inuit	76	
Students identified with Severe Disabilities	12		Students identified with Severe Disabilities	10	
Students identified with Mild/Moderate Disabilities	10		Students identified with Mild/Moderate Disabilities	15	
<b>Total</b>	<b>415</b>		<b>Total</b>	<b>470</b>	
<b>Classroom Configuration</b>	<b>2023-2024</b>	<b>Classroom Configuration</b>	<b>2024-2025</b>		
Kindergarten: Full Day	22	Kindergarten: Full Day	24		
Kindergarten: Half Day	28	Kindergarten: Half Day	24, 23		
Grade 1	29, 29	Grade 1	26, 26		
Grade 2	21, 21	Grade 2	23, 24, 23		
Grade 3	28, 27, 26	Grade 3	26, 26		
Grade 4	25, 26	Grade 4	25, 26, 27		
Grade 5	29, 30	Grade 5	24, 25		
Grade 6	24, 27	Grade 6	32, 32		
4/5/6 Academic Challenge	23	4/5/6 Academic Challenge	19, 15		
<b>Total Homerooms</b>	<b>16</b>	<b>Total Homerooms</b>	<b>19</b>		

**Division Priorities and Outcomes 2022-2026**



## Sir Alexander Mackenzie Education Plan



### Sir Alexander Mackenzie Elementary School: Objectives and Strategies

The objectives and strategies of Sir Alexander Mackenzie Elementary School's Four Year Education Plan are represented in the concentric circles surrounding the St. Albert Public Schools stated priority areas. Our three overarching *objectives* are surrounded by five interconnected *strategies*. Our Education Plan further breaks our strategies down into stated *actions*, which will take place throughout our four year planning cycle.

### Sir Alexander Mackenzie Elementary Objectives 2022-2026

School objectives are based on the themes of connection, growth and wellness.

Objective 1: Enhance connection, community and culture.

Objective 2: Cultivate learning relationships.

Objective 3: Harness pedagogy and assessment as tools for equity.



**Key Strategies for 2022-2026:**

1. Create equitable and inclusive experiences that reduce barriers for student success.
  - Consider the diverse cultural perspectives within our school community as we reflect on our approaches to teaching and assessment.
  - Identify whose voices are represented—and whose are absent—when gathering feedback, and intentionally seek out quieter or silent perspectives to deepen our understanding of teaching and learning needs.
  - Reflect critically on our systems and assumptions by asking: How do we know what we know? Who is represented and positively impacted by this decision?
  - Engage staff in professional learning that deepens our ability to support neurodiverse learners by applying effective strategies in daily practice, ensuring that approaches are actively integrated into classroom routines and adapted to meet diverse needs.
  - Acknowledge and understand beyond-school factors—such as barriers related to racism and trauma—that can impact students' learning experiences and potential for success.
  - Reflect on how our approaches to literacy and numeracy may either engage or discourage learners from diverse backgrounds and with varied abilities, considering how instructional choices, materials, and assessments can be adapted to create more inclusive and motivating learning experiences for all students.
  - Use a variety of sources that extend beyond academic evidence to inform our learning relationships with students.
  
2. Build relationships grounded in trust and mutual respect, fostering a deep sense of belonging, pride, and community among all members.
  - Embrace and seek to understand the diverse perspectives and ways of knowing within our school community as we cultivate a shared culture and commitment to inclusion.
  - Create inclusive opportunities for every member of our community to participate in meaningful conversations that shape how we support the needs of students and families.
  - Nurture a sense of belonging and connectedness by providing pathways for leadership, voice, and contribution.
  - Establish safe, trusting spaces where everyone feels encouraged to take risks and be vulnerable in their learning journey.
  - Prioritize social-emotional learning to develop cooperation, adaptability, responsibility, empathy, and self-discipline.
  - Provide moments for our school community to come together, celebrate, and experience joy in our collective work of teaching and learning.
  - Offer personalized invitations for families to share insights and feedback, enriching our understanding of student learning and community engagement.

3. Celebrate the joys of teaching and learning by bringing the new curriculum to life in engaging and meaningful ways.
  - Support staff in understanding the curriculum's structure, focusing on how competency, literacy, and numeracy progressions enhance student learning.
  - Explore diverse approaches to making the curriculum dynamic and impactful through thoughtful pedagogy and assessment practices.
  - Use feedback and a range of evidence on student learning to guide informed pedagogical decisions for implementing the new curriculum.
  - Pursue innovative curriculum delivery methods that encourage students to discover and pursue their passions in learning.
  - Deepen our understanding of how student agency and autonomy affect their engagement and success, and address these factors to enhance learning experiences.
  
4. Participate in diverse learning relationships to strengthen our understanding of reconciliation, Indigenization, decolonization, and intersectionality.
  - Foster a shared language and understanding among staff around decolonization and intersectionality to support consistent, meaningful dialogue.
  - Engage in professional learning to further understand our roles and responsibilities in advancing reconciliation, Indigenization, decolonization, and intersectionality through education.
  - Reflect on how decolonization and Indigenization work together to dismantle barriers and create equitable educational experiences.
  - Enhance our awareness of how students' school experiences are shaped by the intersections of privileges or barriers related to gender, race, socio-economic status, culture, and more.
  - Build relationships with knowledge keepers, Indigenous Elders, and community experts within and beyond St. Albert to enrich our learning journey.
  
5. Cultivate diverse opportunities for leadership development across the school community.
  - Provide students with chances to learn and practice leadership skills through student-led events and initiatives.
  - Encourage shared and distributed leadership roles among staff to foster collaboration and innovation.
  - Strengthen leadership development in literacy and numeracy instruction, enabling staff to engage in collaborative inquiry and learn from classroom-based evidence.
  - Identify and support staff passions and expertise to create impactful learning experiences for both students and colleagues.
  - Build collegial partnerships to facilitate smooth leadership transitions and support professional growth.
  - Empower support staff by creating meaningful leadership opportunities within their roles.

## **Key Actions for 2024-2025**

### **Foster Connection, Community, and Culture**

- Continue to create meaningful opportunities for our school community to connect and gather.
- Collect insights on learning experiences and priorities from our community through various Student and Family Voice activities.
- Engage staff, parents, and students in collaborative, advisory roles in school-based decision-making processes.
- Revitalize student leadership initiatives through our Student Leadership Club (SLC) and other opportunities, such as SAM Spirit Assemblies, to empower student voices.
- Implement the Elementary Mental Health Literacy Resource (EMHLR) within the wellness curriculum to provide a cohesive, grade-spanning approach to mental health literacy, fostering progressive learning and resilience in students.
- Support students' growth in digital and media literacy through digital citizenship learning opportunities that are aligned with Alberta's K–6 curriculum outcomes.
- Engage our SAM School Support Team (*Administration, Health Recovery Facilitator & Learning Support Facilitator*) with division and community services to link families to valuable community resources.
- Use our collaboratively developed *Classroom Learning Commitments* as guiding principles for our daily interactions and learning engagement.
- Implement *SAM C.A.R.E.S.* to teach, recognize, and encourage **C**ooperation, **A**daptability, **R**esponsibility, **E**mpathy, and **S**elf-discipline among students and staff.

### **Build Learning Relationships**

- Engage staff in diverse division-based learning opportunities to deepen understanding of equity, inclusion, curriculum, pedagogy, and assessment.
- Provide opportunities for parents to learn more about our work at SAM by hosting student-led activity evenings, such as SAM Loves to Read, Family Math Night, and Family Coding Night.
- Staff are engaging in a five-year *Unlearning Project* in collaboration with Dr. Dwayne Donald, Etienna Moostoos-Lafferty, and other colleagues across the division to reimagine how we integrate Indigenous ways of knowing into our teaching practices by shifting our perspective to learning *from* Indigenous people and communities, rather than focussing only on learning *about* them.
- Continued collaborative learning with Dr. Dustin Louie to explore the impacts of colonization on education – encouraging SAM staff to adopt an intersectional lens for greater equity and inclusiveness.
- Facilitate experiential Indigenous learning for staff, such as sweats, dry sweats, and guided land walks, to foster deeper cultural understanding and connection.

**Utilize Pedagogy and Assessment as Tools for Equity**

- Engage staff in learning responsive instructional strategies to better support the diverse needs of students.
- Engage the staff in the collaborative co-construction of criteria (i.e. our *5 Threads*) that guide our shared pedagogical and assessment decisions.
- Engage staff in exploring various methods to triangulate evidence of student learning, including piloting SpacesEDU, to gather and share insights that inform next steps in instruction.
- Continue to weave various cultural perspectives into our students' learning experiences, considering both what we do and how we do it.
- Create collaborative spaces for lead teachers to work with colleagues, building capacity in literacy and numeracy instruction, with support from the Curricular Services team.
- Utilize Peter Liljedahl's *Building Thinking Classrooms* to promote alternative pedagogical and assessment practices in numeracy and strengthen staff leadership.
- Continue to incorporate decolonizing practices and pedagogies in our classrooms and deepen our understanding of how the intersectionality of students' identities can impact their experiences at school.
- Support staff development through Walking Together and HEARD division committees.

### **School Reflection 2023-2024**

#### **Enlivening our Learning**

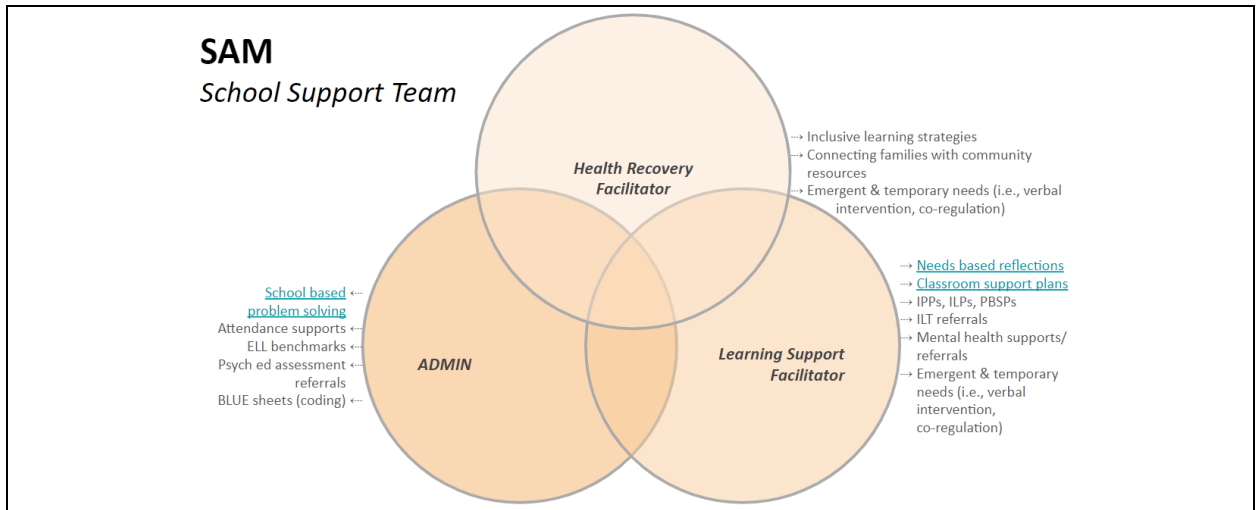
Building upon our momentum from last year, the 2023-2024 school year has ushered in a deepened commitment at SAM School to engage in reflective practices about what we do and why. This year, we continue to move beyond theoretical learning to practically examine the daily practices that shape our community's culture and pedagogy, especially in areas like decolonization, Indigenization, reconciliation, and intersectionality. This shift is guided by influential work with Dr. Dustin Louie and Dr. Dwayne Donald, who have led us in exploring the responsibilities we carry as educators and treaty people on Treaty 6 land. Their teachings inspire us to question not only what we do, but also how we cultivate a school environment where these foundational principles are embodied.

One of our guiding frameworks this year has been *Building Thinking Classrooms*, which encourages active engagement, problem-solving, and inclusivity in student learning. This approach aligns well with our goals of equity and reflective practice by helping students to see themselves as integral contributors to their education. We have also been reflecting on assessment practices, recognizing that assessment can serve as a powerful tool to honour individual student strengths and identities. By viewing assessment through the lens of decolonization and equity, we aim to support diverse learning pathways and redefine what academic success can look like for each student.

Our journey continues as we strive to embed these values into all aspects of school life. We remain committed to ongoing learning, allowing our practices to evolve and our understanding of equity and inclusion to deepen as we navigate the meaningful work of building an enriched learning environment at SAM School.

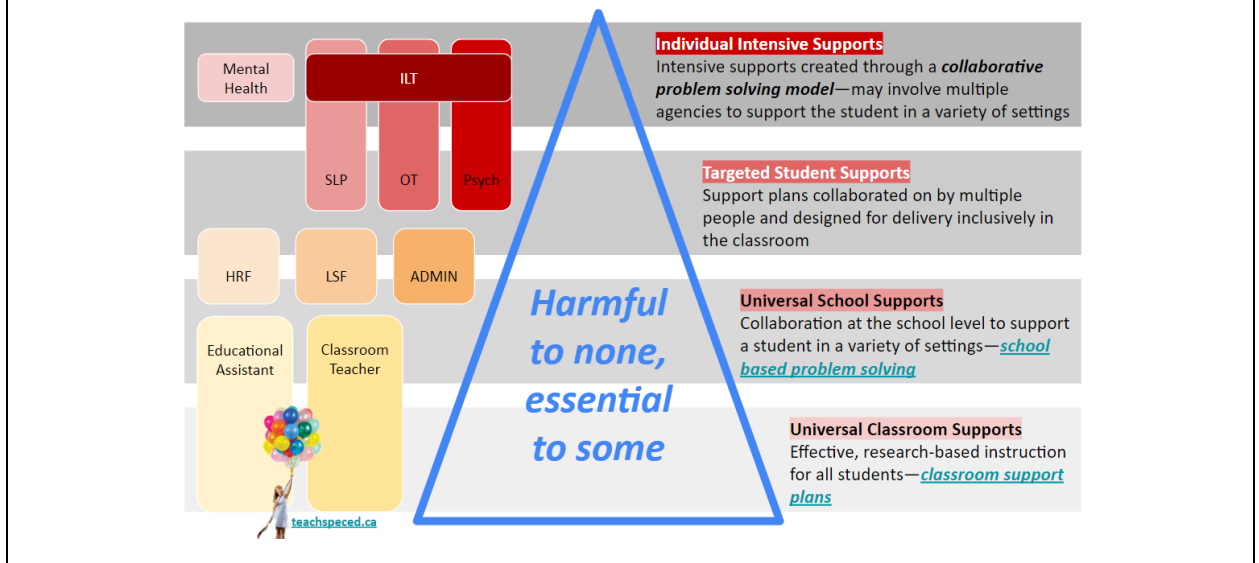
#### **School Support Team**

As SAM School evolves to meet the increasing diversity of student needs, both academically and socially-emotionally, our redesigned *School Support Team* framework has proven instrumental in creating responsive, multi-layered support structures. Last year, we moved towards a model that intentionally integrates overlapping supports, incorporating *Responsive Classrooms*, *Response to Intervention* (RTI), and an expanded network of school, division, and community resources. This holistic model allows us to help address the complexity of students' needs in a way that is both proactive and collaborative.



A significant shift to our School Support Team last year was the addition of a Health Recovery Facilitator (HRF). This role has enriched our capacity to connect deeply with students, parents, and families. The HRF has been invaluable in gaining insights into the family stories that shape our students' lives, facilitating an authentic and compassionate connection with our school community. Through this connection, we can more effectively link families with essential community resources, ensuring they feel supported and empowered. This bridge between home and school strengthens our entire community, reinforcing our commitment to holistic support for each student.

Our redesigned School Support Team structure also streamlines the identification process for students who may not be thriving within the Universal School Supports. Through regular collaboration and shared insights, we can more quickly pinpoint students in need of targeted or intensive individual interventions. This proactive approach, informed by the combined expertise of our Learning Support Facilitator (LSF) and Health Recovery Facilitator, allows us to deliver support that is timely, appropriate, and respectful of each student's unique context.



Aligning the roles of our LSF and HRF to support both our teaching and support staff has been another transformational shift. This alignment has strengthened the tone and culture at SAM School, as staff now feel more equipped and empowered to address the nuanced needs of our students. Teachers and support staff are working closely with our facilitators to build their capacity in implementing universal classroom strategies, thereby creating a more inclusive and supportive environment for all.

### **Reflecting on Evidence: Informing School Outcomes**

At SAM School, our approach to developing school outcomes and strategies has been grounded in evidence collected through various methods, ensuring that our practices reflect the needs and goals of our staff, students, families, and broader community. By analyzing data from the Provincial Assurance Survey, Division surveys, School Council input, and other partner feedback, we are able to identify key areas of focus for our school. This comprehensive data collection allows us to create targeted initiatives and adjust our strategies to foster growth in both academic achievement and social-emotional well-being.

### **Addressing Social-Emotional Growth: SAM C.A.R.E.S Qualities**

Our commitment to nurturing students' social-emotional growth is embodied in the *SAM C.A.R.E.S.* qualities: **Cooperation, Adaptability, Responsibility, Empathy, and Self-Control**. Anecdotal evidence from teachers and staff, combined with survey feedback from students and families, underscores the growing need for explicit instruction in these areas. Each SAM C.A.R.E.S. quality supports students in building relationships, resolving conflicts, valuing diversity, and fostering a positive classroom and school environment. By focusing on these qualities, we aim to empower students to:

- Maintain positive relationships
- Resolve conflicts and embrace differences
- Be motivated, set goals, and choose positive solutions
- Appreciate diversity and embrace new perspectives
- Recognize and regulate their thoughts, emotions, and behaviors

To reinforce these qualities, we celebrate students who exemplify them by allowing peers and staff to nominate one another for demonstrating SAM C.A.R.E.S. attributes. During monthly *SAM Spirit Assemblies*, we honor our nominated students with an opportunity to play Plinko for a prize. This initiative fosters a culture of mutual recognition and encouragement, creating a positive atmosphere where students are inspired to support and uplift one another – and it's just fun – the entire school loves PLINKO!

### **Addressing Technological Challenges: Digital Citizenship and Wellness**

With increasing concerns about the impact of technology on student well-being, we have analyzed feedback from teachers, families, and students to implement a structured *Digital Citizenship* program. Evidence gathered by teachers highlights the need for clear guidance and consistent expectations regarding responsible technology use. To address this, we have instituted *Tech Tuesdays*, where the school community engages in specific digital citizenship lessons, integrated into the *Wellness* curriculum and aligned with *Common Sense Education's K-12 Digital Citizenship Curriculum*. This curriculum, designed with research from Harvard's Project Zero, equips students with the skills to navigate digital environments responsibly.

Based on staff feedback, our school identified three core priorities for digital citizenship:

1. Explicitly teach responsible technology use and engagement in digital environments.
2. Establish clear expectations for screen time within the school.
3. Support families in making informed decisions about screen time at home.

These lessons cover essential topics throughout the school year, such as *Media Balance & Well-Being*, *Privacy & Security*, *Digital Footprint & Identity*, *Relationships & Communication*, and *Cyberbullying and Digital Drama*. Homeroom teachers deliver these lessons, dedicating 1-2 periods per session and sharing resources with families to extend learning at home. This comprehensive approach not only addresses the immediate challenges of technology use, but also prepares students to become responsible digital citizens.

### **Academic Data and PAT Analysis: Guiding Instructional Changes**

At SAM School, academic data, including *Provincial Achievement Test (PAT)* analysis, as well as other *Literacy and Numeracy Assessment* data, plays a crucial role in shaping our instructional strategies. Our recent PAT analysis across subject areas in 2022-23 highlighted specific areas for growth, particularly in moderate and high complexity problems, higher-order thinking tasks, and synthesizing information. These findings prompted us to refine our instructional approach to incorporate rich thinking tasks inspired by *Peter Liljedahl's Building Thinking Classrooms*, increased our focus on inquiry-based learning, and provided more opportunities for students to practice synthesizing information across contexts.

Together with our commitment to equity, this data-driven approach led us to reflect deeply on our pedagogical and assessment practices, ultimately guiding the collaborative development of our five *Anchoring Statements*—or *Threads*—which now weave through our instructional decisions.

### **Developing Anchoring Statements: Our 5 Threads**

Our staff engaged in a co-constructive process to define five foundational *Threads* that serve as guiding principles for instruction, pedagogy, and assessment for equity at SAM School. These *Threads* include:

1. [\*Build Learner Agency\*](#)
2. *Cultivate Connections*



3. *Elevate Critical Thinking and Curiosity*
4. *Honour Diverse Ways of Learning, Thinking, and Being*
5. *Be Courageous in Learning and Unlearning*

These *Threads* represent our shared vision for fostering a reflective, supportive, and inclusive school culture. Each thread provides a lens for evaluating curriculum choices, instructional methods, and assessment practices, ensuring a cohesive approach to teaching and learning across classrooms and grades.

Informed by data and anchored in our *Threads*, SAM School strives to create a dynamic learning environment that equips students to thrive academically and develop the skills essential for thoughtful, engaged citizenship.

**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: \$90,377

Key elements contributing to this surplus include:

- For the 2023-24 school year, the school prioritized its budget to focus on putting people directly in front of students by increasing certified teaching staff (FTE) and Educational Assistant time, while reducing Administrative FTE.
- We strategically planned to reserve close to the maximum allowable surplus to carry over into the 2024-25 school year to enable us to continue prioritizing enhanced support in our classrooms through certified teacher FTE and Educational Assistant time.
- Late-in-the-year funding through Jordan's Principle enabled us to extend additional support to a few students with unique needs.

**Financial Planning 2024-2025**

<b>RESOURCE AND DISTRIBUTION</b>			
<b>SIR ALEXANDER MACKENZIE SCHOOL</b>			
	2024-2025	2024-2025	2023-2024
<b>REVENUES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Basic Program Allocation	\$ 2,941,712	\$ 2,907,583	\$ 2,626,395
2. Other Revenues			
2.1 Fees	\$ 157,583	\$ 157,583	\$ 154,738
2.2 Donations	\$ -	\$ -	\$ -
2.3 Fundraising	\$ 800	\$ 800	\$ 800
2.4 Other Revenues	\$ 21,923	\$ 21,923	\$ 21,923
3. Surplus / Deficit Allocation (S/D)	\$ 90,377	\$ 98,058	\$ 49,725
<b>TOTAL REVENUES</b>	<b>\$ 3,212,395</b>	<b>\$ 3,185,947</b>	<b>\$ 2,853,581</b>
	2024-2025	2024-2025	2023-2024
<b>EXPENDITURES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Certificated Staff	\$ 2,546,978	\$ 2,474,422	\$ 2,196,572
2. Support Staff	\$ 412,932	\$ 405,604	\$ 375,259
3. Services	\$ 110,084	\$ 107,084	\$ 112,584
4. Supplies	\$ 77,610	\$ 71,810	\$ 113,010
5. Furniture, Equipment & Capital	\$ 8,127	\$ 6,000	\$ 10,000
6. Technology	\$ 38,500	\$ 18,500	\$ 34,500
7. Future Emergent Initiatives	\$ 18,164	\$ 102,527	\$ 11,656
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,212,395</b>	<b>\$ 3,185,947</b>	<b>\$ 2,853,581</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	2024-2025	2024-2025	2023-2024
<b>ENROLMENT</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
FTE Enrolment (ECS @ .5)	435.00	436.00	390.00
	2024-2025	2024-2025	2023-2024
<b>STAFFING PERCENTAGES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
Certificated Staff FTE	22.00	21.26	18.94
Support Staff FTE	6.79	6.79	6.64
Certificated Staff Percentage	84.0%	82.3%	82.1%
Support Staff Percentage	13.6%	13.5%	14.0%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>97.6%</b>	<b>95.8%</b>	<b>96.1%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>100.6%</b>	<b>99.1%</b>	<b>97.9%</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**

The following tables provide results on provincial achievement tests. The tables only include results for Social Studies as Sir Alexander Mackenzie Elementary School students participated in piloting the new Grade 6 Science curriculum in the 2023-24 school year. Additionally, grade 6 students at SAM also participated in the digital implementation of the Math and ELAL digital provincial achievement tests (results not published).

<b>Social Studies</b>	<b>Results Based on Number Enrolled</b>					
	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Acceptable Standard %	<b>89.0</b>	<b>n/a</b>	<b>n/a</b>	<b>89.1</b>	<b>84.0</b>	<b>78.9</b>
Standard of Excellence %	<b>37.0</b>	<b>n/a</b>	<b>n/a</b>	<b>18.8</b>	<b>16.0</b>	<b>12.3</b>

### **Division Performance and Achievement**

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

### **Student Survey Results**

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

	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>
	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
The teachers at my school are.	<b>96</b>	<b>98</b>	<b>93</b>	<b>93</b>	<b>95</b>
The school is	<b>98</b>	<b>93</b>	<b>93</b>	<b>95</b>	<b>97</b>
	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>
They feel safe at school.	<b>87</b>	<b>84</b>	<b>83</b>	<b>85</b>	<b>84</b>
That their teachers care about them.	<b>89</b>	<b>87</b>	<b>85</b>	<b>88</b>	<b>93</b>
That their school is a place where they feel like they belong.	<b>84</b>	<b>82</b>	<b>78</b>	<b>74</b>	<b>76</b>
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	<b>97</b>	<b>97</b>	<b>97</b>	<b>96</b>	<b>95</b>

I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	98	95
My school provides opportunities to learn about people from different races and cultures	NA	NA	NA	98	98

### Division Student Survey Results

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

	% 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	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	96	95	90	95
With the choice of courses and programs available in their school.	96	94	84	92	94
With the support and resources available to meet the diverse needs of students.	78	80	74	74	83
That the school helps their child become a good, caring citizen.	93	95	91	92	95

That the school is safe.	93	96	93	95	95
That their child's school is a positive, caring, and welcoming place.	96	94	92	93	93
That their input is considered, respected, and valued by their school.	85	86	72	82	81
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	80	87
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	87	91
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	63	67
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	83	88

### 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.	<b>90</b>	<b>95</b>	<b>100</b>	<b>100</b>	<b>96</b>
With the provision of the support and resources needed to meet the diverse needs of students.	<b>55</b>	<b>81</b>	<b>70</b>	<b>52</b>	<b>67</b>
That the school helps students become good, caring citizens.	<b>95</b>	<b>100</b>	<b>100</b>	<b>93</b>	<b>92</b>
That their input is considered, respected, and valued by my school.	<b>85</b>	<b>90</b>	<b>86</b>	<b>83</b>	<b>79</b>
That they feel safe in the school.	<b>90</b>	<b>100</b>	<b>95</b>	<b>93</b>	<b>92</b>
That the school is a positive, caring, and welcoming place.	<b>95</b>	<b>100</b>	<b>100</b>	<b>97</b>	<b>96</b>
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	97	<b>96</b>
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	93	<b>83</b>
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	83	<b>79</b>
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	93	<b>96</b>

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