

EDUCATION PLAN 2024

Elmer S. Gish School



St. Albert
PUBLIC SCHOOLS



Elmer S. Gish School Education Plan 2022-2026

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Elmer S. Gish School Vision, Key Pillars, Future Commitment
Vision for Elmer S. School**Empowering Lifelong Learners in a Culturally Diverse Community**

At Elmer S. School, we are dedicated to fostering a vibrant, inclusive learning environment where students and staff are inspired to grow, think critically, and embrace the world around them. Rooted in a foundation of strong, meaningful relationships, our school is a place where diversity is celebrated, and every individual—whether student, educator, or community member—feels valued and supported.

Our vision is to cultivate a community where learning is not just a destination but a continuous journey. Students are encouraged to explore, question, and innovate, building the skills they need to thrive both in their academic pursuits and in life. By integrating a rich tapestry of global perspectives, traditions, and languages, Elmer S. School prepares students for the complexities of a multicultural world, helping them develop empathy, respect, and a deep understanding of the diverse cultures that make up our shared global community.

Key Pillars of Our Vision:**1. Diversity as Strength:**

Elmer S. Gish School is a place where diversity is acknowledged and celebrated. Students and staff engage with and learn from various traditions, languages, and experiences. Our culturally rich environment fosters respect, inclusion, and a deeper appreciation for different worldviews, empowering students to become global citizens who contribute meaningfully to society, recognizing that our lived experiences and inherent biases shape our decisions, individually and collectively. With this awareness, we are dedicated to critically examining our systemic biases and actively working to dismantle barriers that may hinder access to opportunities for all learners.

2. Building Strong Relationships:

At Elmer S. Gish School, we understand that learning flourishes in an environment of strong, supportive relationships. We cultivate trust, respect, and collaboration between students, staff, families, and the broader community. These relationships are the foundation of a thriving, positive school culture where every individual's voice is heard, valued, and respected.

3. Commitment to Lifelong Learning:

We believe that learning is a lifelong pursuit. Through our Cogito and Global learning environments, students are equipped with the intellectual curiosity and critical thinking skills to serve them throughout their lives. Likewise, our educators are committed to ongoing professional growth, always evolving and adapting to best support their students' needs.

4. A Holistic Approach to Education:

We are committed to nurturing the whole child—intellectually, emotionally, socially, and ethically. Our curriculum blends academic excellence with a focus on social-emotional development, character education, and ethical decision-making. Students are prepared for

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tests and life, learning to navigate an increasingly interconnected and complex world with confidence, resilience, and compassion.

Our Commitment to Tomorrow:

Elmer S. Gish School is more than just a place to learn; it is a community where individuals are inspired to grow, connect, and contribute. We are a school where learning never ends—where students and staff constantly evolve, push boundaries, and explore new ideas. Together, we create an environment where everyone can achieve at least one year of learning growth each year while positively impacting the world.

At Elmer S. Gish School, we are not just preparing students for the next grade—we are preparing them for life. Through our commitment to diversity, lifelong learning, and strong relationships, we are building a community that thrives on shared values, global understanding, and an unwavering belief in the power of education to transform lives.



At Gish...I behave as though this is the day I will be remembered for.

iLearn, iLead, iDream, We Succeed.

Elmer S. Gish School Profile

Elmer S. Gish School is proud to be one of the most dynamic and culturally rich learning environments in the St. Albert Public School Division. We host our Global Program (English Regular) and the Division's Cogito Program, ensuring a multifaceted education approach.

The **Cogito Program** is a traditional, teacher-directed learning environment that provides students with a strong academic foundation through structured, high-quality instruction. With an expanded curriculum emphasizing rigorous academic standards, this program fosters discipline, critical thinking, and a love for learning. The Cogito approach supports students in achieving excellence through specific instructional practices, enhanced content, and a focus on developing both knowledge and skills across all subject areas. This program currently spans Kindergarten through to Grade 9.

Our **Global Program** emphasizes critical thinking and problem-solving through an inquiry-based approach to learning. Students are encouraged to explore, question, and engage deeply with topics, fostering a sense of curiosity and intellectual independence. The Global Program prepares students to thrive in a complex and interconnected world by developing their ability to collaborate effectively and approach challenges creatively and confidently. Flexible seating arrangements create dynamic and adaptable learning spaces, supporting diverse learning styles and promoting active engagement. This program currently spans Kindergarten through to Gr. 6.

Character Education

In Divisions 1 and 2, our character education programs are guided by blending Stephen Covey's *7 Habits of Healthy Kids* with the *7 Sacred Teachings*, highlighting the attributes of a leader. In

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Division 3, we have adopted a program called *Habitudes*, which is delivered during our connect period every Tuesday. *Habitudes* is a character-education program that uses images and stories to teach leadership, responsibility, and life skills, aiming to cultivate resilience and a growth mindset in young people.

Student leadership is abundant at Elmer S. Gish and is present in many forms including student-led assemblies, a large variety of intramurals, the *Student Advisory Group*, junior high Leadership options, and our iLead team. This supports us in developing a comprehensive approach to supporting social-emotional development. Our ongoing leadership focus aims to promote and recognize behaviours demonstrating positive attitudes, values, and citizenship. Positive behaviour matters, and we reward it at Gish School.

Community Service

Community service initiatives in the Akinsdale and St. Albert areas are long-standing traditions at Elmer S. Gish School. Examples include our Christmas Hampers, Kindness Club, Friendship Club, the annual Rake 'n' Run and volunteering at the St. Albert and Edmonton Food Bank. Yearly, we identify and adopt one major charitable organization directly connected to our school community. We believe in purposeful and targeted service to our school and the larger global community.

Collaboration

Teamwork and collaboration at Elmer S. Gish School further build staff members' capacity to enrich student learning. Often, the best professional development occurs across the hallway. New teachers were provided with three collaboration opportunities, visiting other classrooms from different divisions and programs within our school. Fostering leadership within our staff allows teachers to guide instruction, focusing on equity at Gish School, Indigenous education, and program development. Support from various parent groups provides extension and additional opportunities for our student body. The School Council and Gish Parents' Association (GPA) all work to achieve this end.

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2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
Certificated Staff					
Teaching	39.6	FTE	Teaching	40.0	FTE
Administration	3.0	FTE	Administration	3.0	FTE
Counseling	1.5	FTE	Counseling/Learning Supports Facilitator	1.4	FTE
Total	44.1	FTE	Total	44.4	FTE
Support Staff					
Clerical	4.17	FTE	Clerical	3.57	FTE
Educational Assistants	13.13	FTE	Educational Assistants	12.17	FTE
Library Technicians	1.00	FTE	Library Technicians	1.00	FTE
Technical Support	(0.5)*	FTE	Technical Support	(0.5)	FTE
Total	18.87	FTE	Total	17.24	FTE
Students			*Centrally Coordinated		
English (Global)	161		English (Global)	171	
Cogito	723		Cogito	720	
Learning Supports Program	n/a		Learning Supports Program	n/a	
Special Needs	47		Special Needs	40	
English as an Additional Language (EAL)	313		English as an Additional Language (EAL)	284	
Self-identified First Nations, Métis and Inuit	67		Self-identified First Nations, Métis and Inuit	61	
Students identified with Severe Disabilities	17		Students identified with Severe Disabilities	21	
Students identified with Mild/Moderate Disabilities	19		Students identified with Mild/Moderate Disabilities	18	
Total	884		Total	891	

Elmer S. Gish Profile

Classroom Configuration	2023-2024		Classroom Configuration	2024-2025	
	Global	Cogito		Global	Cogito
Kindergarten	29	64	Kindergarten	18	67
Grade 1	21	75	Grade 1	31	70
Grade 2	24	80	Grade 2	22	76
Grade 3	24	73	Grade 3	26	80
Grade 4	14	67	Grade 4	27	68
Grade 5	28	73	Grade 5	18	68

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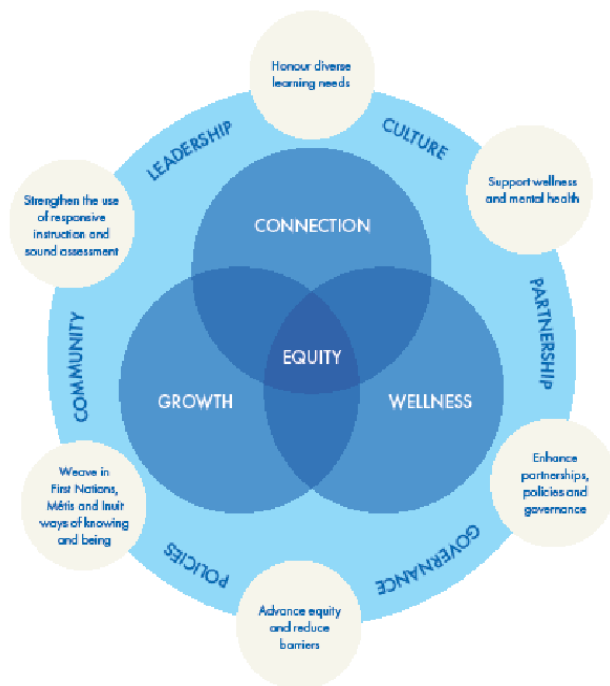
Grade 6	21	78	Grade 6	29	74
Total	161	510	Total	171	503

Classroom Configuration	2023-2024		Classroom Configuration	2024-2025	
	Global	Cogito		Global	Cogito
Grade 7	0	71	Grade 7	n/a	77
Grade 8	0	72	Grade 8	n/a	67
Grade 9	0	70	Grade 9	n/a	73
Total	0	213	Total	171	217

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Division Priorities and Outcomes 2022-2026



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Elmer S. Gish Education Plan**Elmer S. Gish School Objectives 2022-2026**

- Objective 1:** Increase opportunities for staff and student learning and engagement to become well-rounded individuals. **“Growth”**
- Objective 2:** Focusing on and promoting positive student and staff mental health and wellness. **“Wellness”**
- Objective 3:** Highlight and provide opportunities for relationships and community building amongst the student body of our school. **“Connection”**

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

Objective 1: Increase opportunities for staff and student learning and engagement to become well-rounded individuals. “Growth”**Anti-Racism / Equity**

- Continuing to lead the division in anti-racism and equity work by embracing diversity as our strength, and taking intentional actions to create inclusive learning environments.
- Working with the division to develop an equity panel where diverse voices can unite to identify site-specific challenges while promoting a more equitable school environment.
- Utilizing in-house resources to build teacher capacity (Suraiya Rampuri Ransom), working alongside Division Office (Les Kirchner) to find new voices, including those from students and parents.
- Cultural Diversity data collection to foster the development of more inclusive spaces, social-emotional well-being, and academic success.
- Student Voice presentation by past Gish Students to school staff, to discuss how staff could provide a more equitable learning environment.
- Modeling equity mini lessons during Professional Development and Staff Meeting days that can be embedded into Connect time periods.
- Increase staff awareness of multicultural significance, surrounding history, culture, and current events such as geopolitical conflicts, Ramadan, Diwali, Eid Mubarak, Hanukkah, Lunar New Year, Black History Month, Asian Heritage Month etc.
- Ongoing development of our **“Gish Staff Resources”** website that includes instructional resources for cultural celebrations, SOGI, digital literacy, curriculum, and more.
- Supporting staff development through the HEARD division committee.
- Facilitating student-centered workshops with Division III students, focusing on anti-racism and equity with the support of Helen Agbonison and Toni Harrison, from the African and African Descendant

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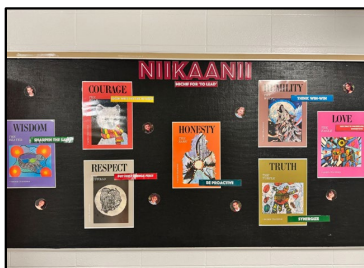
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- Friendship Club of St. Albert.
- Utilizing a structured “Connect time” to employ new learning and strategies with students.



Indigenous Ways of Knowing

- All teachers continue along their journey to developing capacity in weaving Indigenous ways of knowing into their daily routines and activities.
- Walking Together leads consistently provide resources, opportunities, and activities that promote teacher growth.
- Amy Cherewyk and Ashley O’Neill guide art lessons to create finished products of the 7 Sacred symbols and, in turn, create new posters connecting the symbol to the leadership attribute.
- Incorporation of Indigenous perspectives, culture, and celebrations through the National Day of Truth and Reconciliation, Métis Week, Indigenous People’s Day, and more importantly, infusion into the ongoing lesson/unit development.
- Div III students participated in an impactful Blanket Exercise facilitated by the Musee Heritage, gaining a deeper understanding of the effects of colonization on Indigenous and non-Indigenous peoples.
- As part of their long-range plans, teachers have included how they embed Indigenous Ways of Knowing into their regular teaching practice.
- Amy Watson led several classroom-based activities for Métis Week as we celebrated the heritage, history, and contributions of Métis People to Alberta.
 - This included the development of a staff Tea & Bannock initiative inspired by Amy Watson.
- As part of our PE programming, our division’s Lead Teacher for Inuit Programming, James Day, led students through Inuit games to teach and celebrate Inuit culture.



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Leadership

- Gish School provides leadership opportunities for teachers by having Cogito lead teachers in all three divisions and a Global lead teacher to guide programming.
- School leaders consistently gather and use stakeholder voice (student, parent, teacher, counselor) to guide further instruction and activities.
- Administration provides release time and class coverage for staff to observe in colleagues' classes.
- Staff have been highly engaged in many PD opportunities, including Building Thinking Classrooms, the Beginning Teachers Conference, the Autism Conference, and various rich learning experiences offered through curricular services.
- Administration allocates time during site-based PD days to support staff collaboration. This includes sharing best practices at program meetings (Global, Cogito, Junior High) and schoolwide staff meetings.
- Strong staff participation in St. Albert Public Schools annual summer institute.
- School leaders focus on capacity building in program accommodations, specifically within a Cogito environment.

New Endeavours in Growth

- Providing and encouraging student involvement in a variety of leadership activities, namely our Student Advisory Group, school-based events like: Remembrance Day, Gish's Got Talent (GGT), assemblies, the Spring Showcase, the Musical Theatre performance, Arts Gala Showcase, intramural activities, Winter Activity afternoon, and Extracurricular Clubs and Teams.
- Continuing to build teacher capacity in assessment, striving for a well-balanced reflection of student learning (increased variety of assessment, triangulation of evidence based on conversation, observations, and products).
- Expanding the Div III band program into Grade 6 to foster early musical development, allowing younger students to explore and build foundational skills in rhythm, melody, and performance. This has included significant financial investment from the Gish Parents Association.
- In collaboration with Sir Alexander Mackenzie and Lorne Akins, implementing a soccer program twice weekly - it has been well received by students and families.
- Continuing the exploration of ways to create more equitable learning environments by removing barriers to ensure each student can access the resources, support, and opportunities they need to thrive academically, socially, and emotionally.
- Ongoing implementation of government assessments, including the LeNS, CC3, RAN, & PAST.
- visiting similar sites (in other school divisions) to gain insight and understanding.
 - Developing and re-establishing relationships with Cogito sites beyond St. Albert Public Schools.
 - Observing practices in schools with similar demographics (Rosslyn Jr. High School).

Objective 2: Focusing on and promoting positive student and staff mental health and wellness. "Wellness"**Counseling/Student Supports and Wellness**

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- Continue allocating funds to accommodate for much-needed counselor/LSF time.
- Investment in purposeful support strategies for students at all grade levels.
- Continued support for our significant population of English as an Additional Language learners and their teachers.
 - Provide continued support for EAL students' reading comprehension and literacy through an evidenced-based program called Lexia.
- Continued literacy support for identified learners in all divisions via explicit pull-out, utilizing small group instruction to guide students through outcomes and to build independence.
- Investigation of a new diagnostic tool for numeracy, *Math Map*. Currently, one Grade 5 and all Grade 6 classes are engaged in the process.
- Weekly leadership team meetings focused on teacher and student wellness.
- Consistent teacher/EA meetings to determine needs, limitations and areas of growth for neurodivergent learners.
- Updated sensory space for students to utilize (with educational assistants and teachers) to help with emotional regulation.

Student, Staff, Family Wellness

- We recognize students in assemblies for promoting leadership characteristics, kind and caring acts, and recognizing those who go over and above for their school.
- We highlight student leadership in Division 1 and 2 by displaying pictures on our "Niikaanii" board and a write-up in our school newsletter.
- We provide opportunities for staff to get together and celebrate accomplishments and relationships made through informal staff functions every 6 weeks.
- Our Compassion Committee works with the school to help some Gish families who are experiencing personal hardships.
- We provide both formal and informal mentorship opportunities with new and experienced staff.
- There is a concerted effort to appeal to the extra-curricular interests of all students, including athletic and non-athletic options.
 - Tea and Puzzle Club, Anime Club, Reading Club, Div II/III SOGI Club, Lego Club, Science Olympics, Coding Club, STEAM Club, Math Club, Eco Club, D&D Club, Rubik's Cube Club, Singing Club, Schoolwide Athletics, Homeroom Havoc, Intramurals, Pickleball Club, Ski Club, Yoga Club.
- Administration and Division Office repurposed the Science Prep room to an *Active Living Space* to enhance student and staff wellness through PE, Fit for Life, and Yoga classes.
- Our cohort of Mental Health & Mindfulness lead teachers build capacity by developing classroom-based strategies and lessons to manage stress, foster resilience, and support well-being.
- There is a continued focus on developing digital citizenship, including a deep dive into this topic during Digital Citizenship Week.
- 35 teachers voluntarily engaged in a book study of *The Anxious Generation*, intending to generate a deeper understanding of the impact that adolescent technology has on mental health and wellness.
- SRO Constable Tran supported grade 6-9 students' understanding in the areas of drug awareness (tobacco/vaping/cannabis), decision-making, digital citizenship, stress/anxiety, and mental health.
- Div III students participated in presentations led by the Sexual Assault Center of Edmonton (SACE) on topics including sexual harassment, sexual assault, and non-

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consensual photo sharing. Div III students participated in workshops facilitated by the SAIF Society (Stop Abuse in Families) on healthy boundaries, relationships, and friendship breakups.



Objective 3: Highlight and provide opportunities for relationships and community building amongst the student body of our school. *“Connection”*

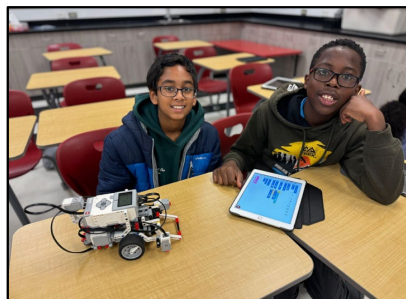
School Wide

- Our Everactive Leadership team plans and prepares school-wide activities that include exercise, teamwork and fun.
- Each year, our iLead Anchor team (committee of teachers dedicated to promoting leadership) provides opportunities for students of all ages to become involved in school events.
- The SOGI committee has weekly meetings at lunch and creates a safe place for both allies and community members. They collaborate and work hard to educate our school population on the 2SLGBTQIA+ community.
 - Teachers share an equitable, collective approach by providing transparent and detailed plans to our school community for instruction during Pride Week.
 - ESG, with the support of St. Albert Public Schools facilities, redeveloped one of its washroom locations to become gender-neutral for students and staff.
- We have a strong cross-age, cross-program approach, fostering collaboration between Cogito and Global students to enhance learning through shared projects and diverse perspectives.
- Homeroom Havoc for our Div III students was introduced. It includes class challenges centered on PE activities, creative art projects, and exciting problem-solving challenges to engage students while fostering teamwork and connection.
- This year's specific fundraising initiative supports Autism Edmonton. We aim to raise awareness and resources for individuals and families affected by autism.
- Students are actively promoting caring for our community and our world by participating in our monthly schoolyard clean-up.
- Gish School is developing strong relationships with local businesses and organizations such as the African Descendant Friendship Club of St. Albert, the Jewish Federation of Edmonton, and the Canadian Palestine Cultural Association.

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- Equity-focused activities were explored such as the Beaver, Otter, Retriever, Lion Personality Test, a staff/student Identity Map Exercise, and an Unearned Advantages activity to promote awareness and inclusivity within our school community.



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School Reflection 2024-2025

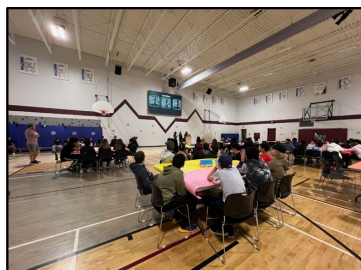
Gish is a very successful school with respect to our Ed Plan objectives. We continue to have a strong focus on equity and use it as a foundation for each of the three pillars (Growth, Wellness and Connection). Students recognize that E.S. Gish is truly a family, and they feel supported in school. We ensure that there are several touchpoints for connection, many opportunities to support wellness, as well as a strong focus on growth.

With all of our success, there continues to be challenging areas and objectives that we focus on. We strive to ensure that all students are not only respected, but celebrated for their identity. Staff and students are building the capacity of compassion and embracing individuality, and our work will continue to ensure that we develop stronger student voices as they are a major component of our school community.

Our building, with its many moving parts, calls for an active effort in attempting to build a unified staff environment. It is vital that we continue to make school culture a priority as we feel it is directly linked to overall staff wellness.

How is the school using/reflecting on evidence to inform school outcomes and/or strategies? (Consider demographic profile, survey data, standardized assessment, attendance, and local school gathered data)

- Parent demographics survey is heavily utilized.
 - Guides us while navigating the geo-political climate.
 - Provides direction when seeking outside assistance
 - Relationship building with external organizations.
 - Celebration recognition and empathy.
- The Student Advisory Group was consulted every 6 weeks as a check-in for what it feels like to be a student in our school. At the end of the year, we collected street data through our Student Voice Event, and used student ideas to guide practice and “be prepared.”
 - Proactive when dealing with cultural conflicts.



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ESG: Survey Results Summary and Insights

We are proud of the survey data from the Accountability Pillar and Division surveys, which highlight areas of strength and opportunities for growth.

Parent Feedback

Parents report high satisfaction with the quality of education and the variety of programs available at the school. They appreciate the school's role in fostering good citizenship and maintaining a safe, caring, and welcoming environment. Parents value meaningful learning opportunities for Indigenous ways of knowing and diverse cultures. However, they expressed lower satisfaction with age-appropriate opportunities for their children to learn about gender identity, sexual orientation, and family diversity. Overall, parents feel respected and valued, with strong results across most areas.

Staff Feedback

Staff feedback is overwhelmingly positive, with 100% of respondents satisfied with the quality of education offered. They believe the school fosters good citizenship, ensures safety, and creates a caring environment. A noted area of need is access to resources and support for meeting the diverse needs of students, a concern seen across the division. Staff also report progress in learning about anti-racism, culturally responsive practices, Sexual Orientation and Gender Identity, Indigenous worldviews, and neurodiverse learner support. Additionally, staff feel their input is valued in decision-making processes.

Student Feedback

Most students expressed satisfaction with the quality of education they receive and the overall value it provides. They appreciate the variety of courses offered and feel that the school respects cultural, identity, gender, and religious differences. Many students also reported positive learning experiences related to Indigenous cultures and ways of knowing. However, areas for improvement were noted, including the need to increase the percentage of students who feel safe at school, believe their teachers care about them, and feel a strong sense of belonging. While students are generally satisfied with their school experience, these highlighted concerns indicate opportunities for growth in fostering a supportive and inclusive environment.

Focus Areas Moving Forward

- Continue to create an inclusive and equitable learning environment.
- Provide additional support and resources for diverse student needs.
- Strengthen student safety, belonging, and teacher-student connections.
- Address issues of racism and homophobia through proactive interventions.

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ESG: Provincial Achievement Test Data

	2023-2024			
	School		Province	
	Acceptable	Excellence	Acceptable	Excellence
Language Arts 9	98.6%	28.6%	69.5%	11.8%
<i>Reading</i>	95.7%	32.9%	79.9%	20.3%
<i>Writing</i>	100.0%	34.3%	87.4%	16.7%
Math 9	85.7%	32.9%	51.4%	13.7%
Science 9	97.1%	51.4%	66.8%	20.9%
Social Studies 9	91.4%	35.7%	60.0%	15.9%
Social Studies 6	83.8%	27.3%	68.7%	20.4%
<i>Note: Students did not write PAT's in grade 6 Language Arts, Mathematics, or Science during the 2023-2024 school year.</i>				

Elmer S. Gish School has consistently achieved exceptional results on Provincial Achievement Tests, with student performance significantly surpassing the provincial average in both the acceptable and standard of excellence categories, showcasing our dedication to academic excellence. Student successes across various measures sparked valuable conversations among staff about student engagement. Elmer S. Gish has navigated academic recovery well in recent years, showcasing its effectiveness in helping students regain learning progress after significant disruptions, including the pandemic.

Additionally, the school achieved high participation rates in Provincial Achievement Tests, with 100% of Grade 9 students and 98% of Grade 6 students participating. These participation rates highlighted the school's inclusive approach and commitment to involving all students in meaningful assessments, reflecting its dedication to fostering accountability and excellence at all grade levels.

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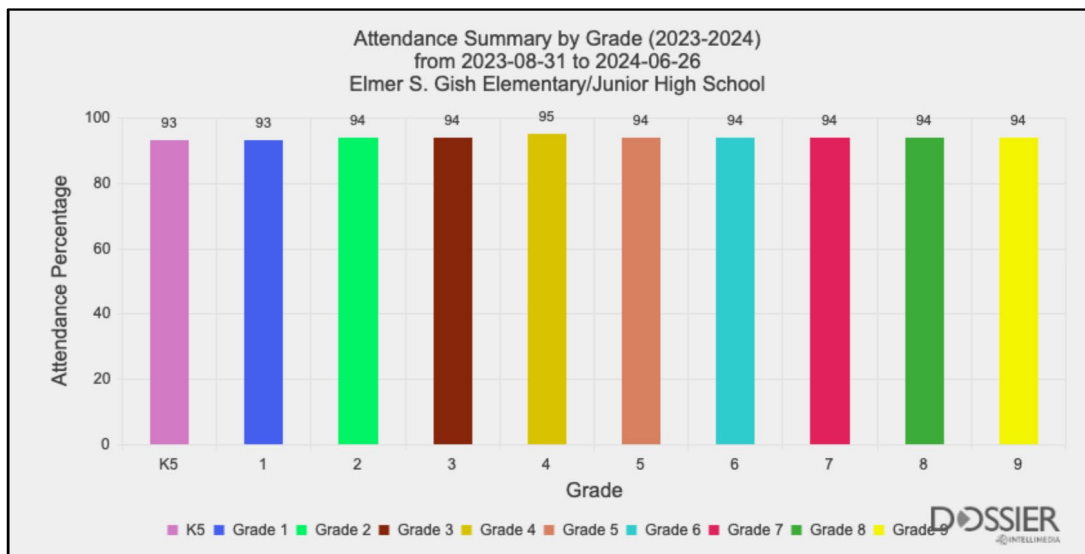
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ESG: Attendance Data

School	School Year	Absences 10% +	Absences 15% +	Absences 20% +	Absences 30% +
ESG	2023/2024 (Full Year)	16.7%	5.0%	1.5%	0.2%
SAPS		39.4%	20.1%	10.9%	4.0%

During the 2023-2024 school year, ESG maintained excellent attendance from kindergarten through grade 9, which we believe to be foundational for student success at all grade levels. Last year, just 16.7% of students at ESG had an absenteeism rate of 10% or greater. At all levels of absenteeism, ESG attendance rates remain well below the St. Albert Public Schools average. Notably, attendance is strong in both our Global and Cogito programs at ESG, with higher attendance in the Cogito program. While our attendance rate is something we are proud of, we have yet to fully return to pre-pandemic levels. Since poor attendance patterns often begin early, ensuring consistent attendance across grades is a significant accomplishment for ESG.

Strong attendance is essential for academic achievement and growth, developing social skills, building peer connections, and fostering healthy habits around responsibility—skills that benefit students beyond school life. We strongly feel that our attendance rate reflects our community's value on education, a commitment that distinguishes ESG in meaningful ways. By prioritizing attendance, we create an environment where students thrive academically, socially, and emotionally.



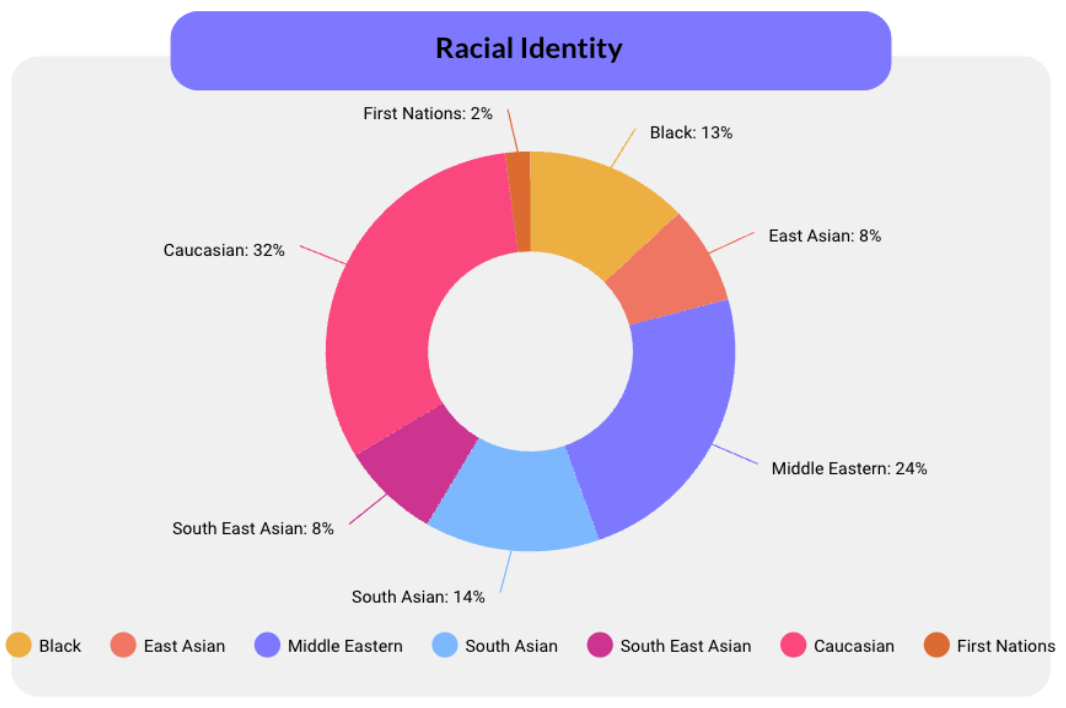
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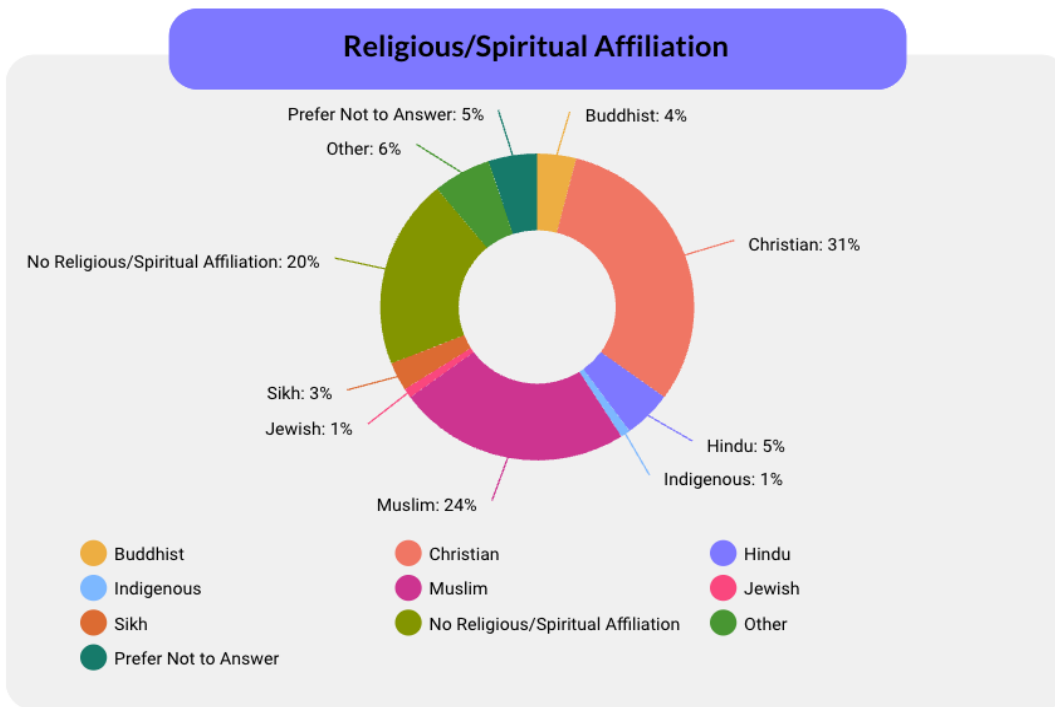
ESG: Student Demographic Survey

Last year, Elmer Gish School surveyed the Grade 4–9 population to gather detailed data about student demographics. This data collection aimed to gain deeper insights into the diversity of the school community and to support educational planning that fosters equitable experiences for all students. Additionally, the information was intended to guide efforts to engage families in meaningful and culturally relevant ways, strengthening the connection between home and school.

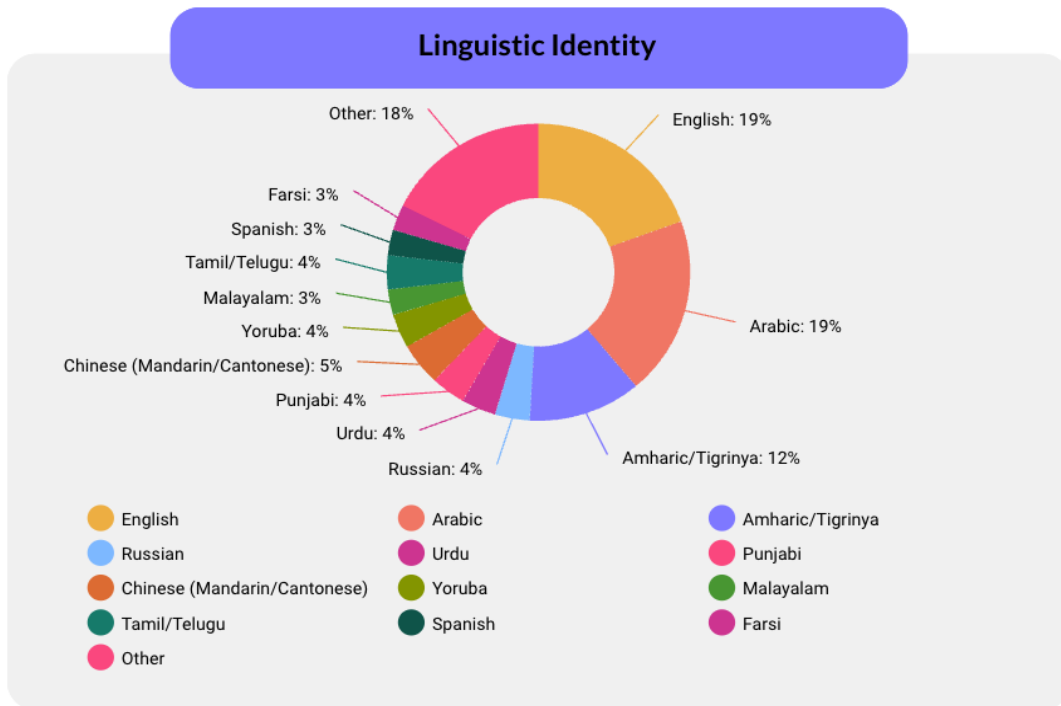
The survey focused on several key demographic areas, including racial identity, ethnic or cultural origin, religious or spiritual affiliation, and linguistic identity. A total of 210 family responses were collected, providing a significant response set. These insights will enable the school to better understand and meet students' diverse needs by creating a more inclusive environment that celebrates and respects their unique backgrounds.

Graph (A)

Graph (B)



Graph (C)



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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:

2023-2024 Carry Forward Amount: \$153,968

Key elements contributing to this surplus include:

Our school has been fortunate to have been able to carry over a surplus year after year. This past year has been no different, and I believe prudent budgeting by past administrators is the main contributing factor to this year's surplus. The amount carried forward from last year aims to accommodate for the potential of an added staff member (if needed).

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Financial Planning 2024-2025**RESOURCE AND DISTRIBUTION****ELMER S. GISH SCHOOL**

	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 5,905,638	\$ 5,713,165	\$ 5,777,575
2. Other Revenues			
2.1 Fees	\$ 377,719	\$ 392,163	\$ 392,163
2.2 Donations	\$ 20,000		
2.3 Fundraising	\$ 23,700	\$ 23,700	\$ 23,700
2.4 Other Revenues	\$ 33,327	\$ 41,721	\$ 41,721
3. Surplus / Deficit Allocation (S/D)	\$ 153,968	\$ 215,938	\$ 109,597
TOTAL REVENUES	\$ 6,514,352	\$ 6,386,687	\$ 6,344,756
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 5,167,875	\$ 5,181,469	\$ 5,058,480
2. Support Staff	\$ 648,313	\$ 662,634	\$ 602,922
3. Services	\$ 276,680	\$ 284,680	\$ 328,680
4. Supplies	\$ 279,620	\$ 223,052	\$ 260,052
5. Furniture, Equipment & Capital	\$ 22,000	\$ 5,000	\$ 5,000
6. Technology	\$ 33,000	\$ 23,000	\$ 38,000
7. Future Emergent Initiatives	\$ 86,864	\$ 6,852	\$ 51,622
TOTAL EXPENDITURES	\$ 6,514,352	\$ 6,386,687	\$ 6,344,756
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2024-2025	2024-2025	2023-2024
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	848.50	833.50	837.50
	2024-2025	2024-2025	2023-2024
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	44.42	44.60	44.14
Support Staff FTE	9.83	10.79	10.07
Certificated Staff Percentage	85.3%	87.4%	85.9%
Support Staff Percentage	10.7%	11.2%	10.2%
TOTAL STAFFING PERCENTAGE (with S/D)	96.0%	98.6%	96.2%
TOTAL STAFFING PERCENTAGE (without S/D)	98.5%	102.3%	98.0%
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.			

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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 %	90.1	n/a	n/a	85.0	75.3	83.8
Standard of Excellence %	28.4	n/a	n/a	26.0	17.2	27.3
Grade 9	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	87.0	n/a	n/a	93.5	86.9	93.2
Standard of Excellence %	28.0	n/a	n/a	47.8	27.6	37.1

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

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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.	94	97	93	93	89
The school is	92	94	94	90	89
	% 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	83	75
That their teachers care about them.	81	86	86	85	84
That their school is a place where they feel like they belong.	78	74	72	75	67
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	94	96	97	94	92
I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	98	94
My school provides opportunities to learn about people from different races and cultures	NA	NA	NA	95	89

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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	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	New Indicator			96.1	98.4
My school provides opportunities to learn about people from different races and cultures.	New Indicator			96.5	96.7

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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	% 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	% of students who agreed
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.	New Indicator			90.8	81.5
In the last year, I have witnessed or experienced racism at school	New Indicator		44.5	52.7	57
That their school is a place where differences are respected (cultures, identities, gender, religions).	85.5	84.1	86.31	85.3	82.7
At school, I am learning about gender diversity and sexual orientation.	New Indicator			69.1	68.2
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator			58	56
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator			85	83.4

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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.	New Indicator			90.8	81.5
In the last year, I have witnessed or experienced racism at school	New Indicator		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.	New Indicator			69.1	68.2
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator			58	56
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator			85	83.4

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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.	95	97	95	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.	84	88	85	NA	NA
That the school helps their child become a good, caring citizen.	94	93	89	NA	NA
That the school is safe.	92	93	89	NA	NA
That their child's school is a positive, caring, and welcoming place.	90	96	92	NA	NA
That their input is considered, respected, and valued by their school.	89	90	80	NA	NA
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	NA	NA
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	NA	NA
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	NA	NA
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	NA	NA

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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.	97	98	95	NA	NA
With the choice of courses and programs available in their school.	93	98	91	NA	NA
With the support and resources available to meet the diverse needs of students.	89	92	91	NA	NA
That the school helps their child become a good, caring citizen.	94	94	88	NA	NA
That the school is safe.	95	100	93	NA	NA
That their child's school is a positive, caring, and welcoming place.	96	98	88	NA	NA
That their input is considered, respected, and valued by their school.	82	83	90	NA	NA
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	NA	NA
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	NA	NA
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	NA	NA
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	NA	NA

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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	97	93
With the choice of courses and programs available in their school.	NA	NA	NA	97	89
With the support and resources available to meet the diverse needs of students.	NA	NA	NA	87	82
That the school helps their child become a good, caring citizen.	NA	NA	NA	92	90
That the school is safe.	NA	NA	NA	93	92
That their child's school is a positive, caring, and welcoming place.	NA	NA	NA	93	89
That their input is considered, respected, and valued by their school.	NA	NA	NA	87	84
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	87	92
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	89	92
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	67	73
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	89	86

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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

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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.	96	94	97	96	100
With the provision of the support and resources needed to meet the diverse needs of students.	84	90	88	76	77
That the school helps students become good, caring citizens.	98	90	91	93	94
That their input is considered, respected, and valued by my school.	94	81	85	80	89
That they feel safe in the school.	98	97	97	100	97
That the school is a positive, caring, and welcoming place.	94	90	94	94	94
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	93	97
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	87	86
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	93	97
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	87	94

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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