



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>	
Normalized	125.50	Custodial	3.50	Salaries	\$1,675,787 95%
Weighted	206.70	Exempt	0.00	Supplies, Equip., Services	\$87,228 05%
Regular	135.00	Support	6.40		
		Teacher	10.20		
Year Opened	1956	Total	20.10	Total	\$1,763,015 100%
				Internal Revenue	\$203,000

School Philosophy

Avonmore is a kind, caring and safe school that encourages students to respect others and the learning environment. We encourage students to be their best selves, to take risks, and to be bold and brave. Through our physical activities, citizenship activities and emotional health activities we promote and model physical and emotional health. We are committed to strive with persistence towards excellence and maintaining the highest level of achievement possible. We celebrate diversity and see the goal of learning as a team effort. We believe that parents and stakeholders are valued members of our team and as we communicate openly and work collaboratively, student learning improves. Our slogan, "All Learners/All Teachers/Together" reinforces the importance of learning and honours the strengths and skills that everyone brings to Avonmore's learning community.

Community Profile

Avonmore School is set in the established southeast community of Avonmore. The school borders a large park site with a number of soccer fields. The Avonmore Community League building is adjacent to the shared community playground and spray park. The school serves students from various family and cultural communities. We provide inclusive learning opportunities as well as several self contained classes for our students with special needs and celebrate each child's learning successes. Parents are actively involved in the school through volunteering in classes, fundraising, participating in student conferences and involvement with the school council.

The Avonmore Children's World out-of-school care program leases space in our school and provides out of school care for our students Kindergarten through Grade 6. Metro Continuing Education shares the Avonmore School facility. Metro students and staff utilize the newly renovated two storey south end of the building. Avonmore School uses the north end of the building.

In partnership with the Family Centre, our Inclusive Learning Team, and families we support students, physical, emotional and learning needs.

Programs and Organization

Avonmore's program offerings provide students different paths to achieve academic and personal success. We offer:

- Elementary (Kindergarten-Grade 6 with combined grade groupings).
- French as a Second Language is offered to students in grades 4-9.,
- Nellie McClung All Girls Junior High (Grades 8 and 9),
- Inclusive programming for our community students with identified special needs.,
- Community Living Skills and Community Living Skills-Behaviour and Learning Assistance. Grades 1-6.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Avonmore Children's World Out of School Care, Avonmore Community League, The Family Centre

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2017-2018, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

Through our cornerstone values and in collaboration with our McNally catchment schools we will improve our literacy and numeracy scores for all students. Students will demonstrate one year's growth in writing, as measured by the HLAT assessment in May 2018. In reading and numeracy, students will also demonstrate growth measured by teacher-reported grade level of achievement and other identified assessments.

To increase student achievement, staff will engage in collaborative work and professional learning designed to improve and enhance the teaching of literacy and numeracy practices with a focus on interventions, ELL strategies, assessment and assistive technologies. Leveled Literacy Intervention will be provided to students significantly below grade level. Staff and students will use differentiated technologies to support and enhance teaching and learning to provide equitable opportunities for student success (Chrome Books, Ipads, Apps)

Results Achieved:

88% of students that were on the graded curriculum achieved one year's growth in writing last year. For these same students, 65 % were reading at grade level, however, 77% improved by one grade level in reading.

Accountability Pillar results for this year on School Improvement increased 19% to 81 %, Education quality increased by 5% to 92 % and Program of Studies improved 6% to 79%.

Through our Cornerstone Values, we will build capacity, expertise and leadership. At Avonmore School we will ensure high quality instruction through professional learning, team meetings and collaborative work within the cohort and McNally Catchment School group. Staff will build increased capacity by engaging in ongoing professional learning targeted to support all students with an increased focus on mental health needs of students

.We will increase staff and student awareness around cultural protocols, history and traditions of our indigenous community. 90% of staff will indicate that they have the knowledge and skills to program and support First Nations, Metis and Inuit students on the District Satisfaction Survey. Success will also be measured by staff self-assessment, Accountability Pillar Surveys, District Satisfaction Surveys and student achievement.

Results Achieved:

On our District survey, 74% of staff indicated that they have the knowledge and skills to program for/support students who are First Nations Métis or Inuit. Our Accountability Pillar results show that 94% of our staff believe that our school respects the diversity of all people. This result was echoed by families as 89% of the families agreed that the school respected the diversity of all people.

Through our cornerstone values, we will meaningfully engage McNally Catchment parents and stakeholders. Avonmore staff will work with families and provide opportunities

for meaningful parent engagement in areas such as literacy, numeracy, mental health, community partnerships and effective communication strategies through technology such as Schoolzone and Google classroom.

Measures of success will include increased Schoolzone usage, increased parent responses on the Accountability Pillar, continued growth on the School Improvement measure and participation numbers for school wide events (Meet the teacher, goal setting interviews, Christmas concert, Heritage Night, Pep rallies and Celebration of Learning.) .

Results Achieved:

On the Accountability Pillar, the School Improvement measure improved. School events such as our Christmas concert, Meet the Teacher Night and our Heritage Night had over 75% of families in attendance. Goal setting parent meetings and Celebration of Learning evenings were also well attended with over 80% of elementary parents meeting with teachers. School Zone usage increased over the year even though enrolment has decreased. All but nineteen parents have a School Zone account.

What were the biggest challenges encountered in 2017/18?

- Combined grade levels in Grades 3/4, 5/6 and 7/8
- Low enrolment in Grade 7
- Review of Nellie McClung Program -only Grade 8 and 9 Nellie McClung will be offered for 2018-2019
- Support staff turnover

What are the implications from 2017/18 that will impact your current year plan?

1. Although students demonstrated growth in their writing and reading and math scores, these still remain lower than the rest of the catchment. We need to increase and enhance out targeted classroom interventions in reading and math.
2. Our school plan has not articulated the achievements of students with Learner Support Plans. Our teachers developed a combined assessment document to show progress for students. Our current year plan will indicate measures of growth for these students.
3. As a staff, we feel that we need to continue to expand our knowledge and understanding of First Nations, Metis and Inuit cultures and access our community members for additional teaching.
4. We are thankful for the ongoing parent engagement in their child's education. Our district survey indicates that some parents would like increased opportunities for communication with teachers about their child's learning. We are exploring additional opportunities to provide meaningful exchange of student learning with parents.

**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 7501 Avonmore School**



Measure Category	Measure	Avonmore School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.9	86.5	86.0	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.7	73.1	71.1	81.8	81.9	81.7	High	Improved	Good
	Education Quality	92.1	87.8	85.4	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.7	53.8	65.5	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	12.5	10.6	16.4	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	87.5	75.9	76.0	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	87.8	84.2	81.2	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	83.4	79.0	74.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.9	62.4	68.9	80.3	81.4	80.7	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2018/2019 school year. Select the District Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Through our cornerstone values and in collaboration with McNally catchment schools all students will improve in their literacy and numeracy outcomes. By June 2019, all students will demonstrate one year's growth in writing and reading as measured by the HLAT writing assessment in May 2019 and the Fontas and Pinell reading assessment. Using emergent literacy and numeracy assessments, 100% of students in our Community Learning Skills classes will demonstrate growth on their Learner Support Plans by June 2019.

Baseline data and interim measures are gathered for reading, writing and math to chart student progress. New teachers receive professional development in literacy foundations and teachers and support staff receive ongoing professional development for emergent literacy and numeracy practices. Professional learning will be provided for K-4 teachers on the new curriculum and for all teachers with literacy and numeracy progressions. A teacher is being trained and has release time to provide Leveled Literacy Intervention. Targeted small group intervention is provided in class for reading, writing, math and English Language learning.

Priority 1

Through our cornerstone values and in collaboration with our McNally catchment schools we will build staff capacity, expertise and leadership. 90% of staff will indicate that they have the knowledge and skills to program and support First Nations, Metis and Inuit students on the 2018-2019 District Satisfaction Survey. At Avonmore School we will ensure high quality instruction through professional learning, team meetings and collaborative work with catchment schools and specialized programs.

Staff will build increased capacity through Communities of Practice and cohorts within the catchments. Staff from Community Learning Skills will join additional cohorts of teachers and educational assistants. Nellie McClung staff from Avonmore School and Oliver School will work together to provide consistent programming across both campuses. Staff learning and knowledge to support our diverse student needs will be further supported through school wide professional learning in conjunction with our First Nations teacher consultant and our Inclusive Learning teams.

Safety and wellbeing of students and staff will be supported through first aid training and the use of positive behaviour supports.

Priority 2

Through our Cornerstone Values, we will meaningfully engage McNally Catchment stakeholders to foster the growth and success of our students and families. By June 2019, we will provide two sessions of family oriented programming based on parent requests. On the Accountability Pillar Results for 2018-2019 the Parental Involvement measure will improve to 85%.

We will actively involve parents and our community in our special event days, through discussions and meetings about student progress and through School Council events and meetings. Through these discussions we will provide support and education for parents about school based topics. We will work with Inclusive Learning to support families through Family Oriented Programming sessions. Mental health supports are provided in partnership with the Family Centre therapist. We will support and promote community events and extracurricular activities with the local community leagues and stakeholders.

Priority 3

	2018-19 Spring Proposed		2018-19 Fall Revised	
Resources		1,385,031		1,560,015
Internal Revenue		203,000		203,000
REVENUE TOTAL		1,588,031		1,763,015
Classroom	8.288000	851,931	9.199000	945,574
Leadership	1.000000	131,208	1.000000	131,208
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	30,000
TOTAL TEACHER	9.288000	1,013,139	10.199000	1,106,782
(% of Budget)		63.8%		62.78%
Exempt (Hourly/OT)	.000000	8,000	.000000	8,000
Support	5.000000	261,261	6.400000	334,712
Support (Supply/OT)	.000000	5,000	.000000	4,000
Custodial	3.500000	221,293	3.500000	221,293
Custodial (Supply/OT)	.000000	0	.000000	1,000
TOTAL NON-TEACHER	8.500000	495,554	9.900000	569,005
(% of Budget)		31.21%		32.27%
TOTAL STAFF	17.788000	1,508,693	20.099000	1,675,787
(% of Budget)		95%		95.05%
SUPPLIES, EQUIPMENT AND SERVICES		30,246		39,778
INTERNAL SERVICES		-153,908		-155,550
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		-123,662		-115,772
(% of Budget)		-7.79%		-6.57%
TOTAL AMOUNT BUDGETED		1,385,031		1,560,015
Carry Forward Included		0		-11,692
Carry Forward to Future		0		0