

Profile



Enrolment		Staff FTE		Budget		
Normalized	191.000	Custodial	1.688000	Salaries	\$3,321,716	95.42%
Weighted	443.891	Exempt	0.000000	Supplies, Equip., Services	\$159,580	04.58%
Regular	191	Support	20.000000			
		Teacher	16.800000			
Year Opened	1957	Total		38.488000	Total \$3,481,296	100.00%

School Philosophy

Our school's vision is *Learners who Lead*. Athlone School is committed to building healthy, trusting relationships and adheres to the principles of trauma-informed care. We have built and nurtured strong partnerships between students, staff, parents, and the community. We are a student-centered school community committed to learning and applying research-informed practices that strengthen academics and create an equitable, welcoming, and safe environment. We believe that our school-wide focus on literacy and numeracy provides a foundation for all students to attain their personal optimum levels of achievement across the curriculum.

Community Profile

Athlone School is located in Athlone Community and includes Blanchford Park to the north and Dunvegan Community to the west of the school. Athlone offers a full-day Kindergarten program. Much of our school population resides in low-density multi-family homes in the area. Our school has an inclusive community program and 2 division centre programs. Students in the three Connections classes have been diagnosed with severe emotional/behavioural needs. Students in the Interactions classrooms have been diagnosed with Autism Spectrum Disorder. Athlone School has been identified as a socially vulnerable school and is part of the Edmonton Public Schools Equity Achievement project. Our demographic includes 28% English as an Additional Language Learners and 21% First Nations, Metis, and Inuit students. Our school is very fortunate to have a supportive and hard-working School Council, as well as many valuable community partnerships. We continue to be a part of the Alberta Education School Nutrition Program, meeting the physical and emotional needs of our learners as identified by students, parents, and staff.

Programs and Organization

Athlone offers full-day Kindergarten and grades one through grade six, as well as three designated classrooms for students identified as having severe social/emotional and behavioural challenges (Connections), and three classrooms for students identified as having Autism (Interactions). Our teachers are dedicated to increasing the effectiveness of their literacy and numeracy best practices by participating in school-wide research-based professional learning and collaborative work through the Equity Achievement project. Students, families, and staff have access to a Mental Health Therapist one day per week. We are an Apple School that promotes healthy eating choices by modeling daily physical activity, healthy eating habits and mindfulness practices. Students and staff work towards the goal of "Learners as Leaders" by creating opportunities for students to demonstrate leadership and citizenship within the classroom, school and community.

School Community Relationships

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

APPLE Schools, Action for Healthy Communities (AHC), Athlone Community League, Cargill, E4C, Edmonton Police Service, Edmonton Public Library (EPL), Food for Thought, Indigo Chapters, The Scottish Rite Charitable Foundation of Canada, University of Alberta Student Field Experiences

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, our educators will implement research-based literacy and numeracy practices to provide outstanding learning opportunities that support individual student growth. Students who have been at our school for at least one year, and are reading below grade level will on average demonstrate one year of reading growth. Students will demonstrate improved skills in computation. Achievement of this goal will be supported through:

- Staff ongoing engagement in evidence-based literacy and numeracy professional learning and job-embedded coaching and mentoring of practices through the Equity Achievement project to support all students.
- Literacy lead teacher will focus on building teacher capacity in writing instruction.
- Numeracy lead teacher will focus on building teacher capacity in students' computational skills and understanding.
- Release time for teachers in support of literacy and numeracy collaboration.
- Teachers will continue to use Heggerty, Jolly Phonics, and Reading screeners to monitor student growth with the provision of targeted intervention or support where needed.

Results Achieved: The following are indicators of success towards the measures outlined above:

According to Division Feedback survey:

- 100% of staff indicated they have the knowledge and skills to support their students literacy and numeracy learning.
- 100% of staff indicate that school level collaboration is supportive to a large extent (55.6%) or moderate extent (44.4%).
- 92% of students indicate they are improving in reading, (increase of 21%)
- 87.5% of students indicate they are improving in writing, (increase of 10%)
- 79.9% of students indicate they are improving in mathematics, (increase of 11.9%)

According to Assurance measures:

- 7% Increase in education quality from the previous year to 94.9%

According to school- based data:

- an increase of 14.6% of students are reading at or above grade level when compared with the previous year.
- HLAT writing data indicates improvement over the previous school year in all grades, with the exception of grade 6.
- both grades 4 and 5 demonstrated growth in computation based on CAT4 data
- 100% of staff in our inclusive classrooms implemented phonemic awareness and phonics based practices.
- 100% of staff participated in literacy and numeracy Professional learning provided by our Equity Achievement project leads.
- students demonstrated a more positive attitude for and enjoyment of mathematics(based on self-identity reflections).
- students demonstrated an increased mathematics vocabulary (based on self-identity reflections and teacher anecdotal records/observations)

By June 2024, students, staff and parents will demonstrate improved skills, strategies and relationships that contribute to positive mental health, and a sense of belonging.

- Staff will continue to work together towards ongoing improvement in this area through professional learning (trauma-informed care), student/staff/family engagement events/activities, and collaboration with families and SLS team members.
- School-wide focus based on the work of Dr. Ungar and the rugged qualities will be embedded in our professional learning and throughout all classrooms.
- Continue to work along with our partners and seek new partners to support students, staff and families.
- Students will continue to have opportunities to participate in various clubs.
- Catchment-focused work on strategies and ways to build upon students, staff, and families' sense of belonging in schools, will support this goal.

Results Achieved:

According to Alberta Assurance measures (over 3 years):

- 6.2% Increase to 80% in Welcoming, caring, safe & respectful learning environment

<p>-8% increase in parental involvement to 85.2%</p> <p>According to Division feedback survey:</p> <ul style="list-style-type: none">-100% of parents indicated a positive relationship with school staff to support their child's learning-100 of parents feel welcome in their child's school community-89% of students feel they have opportunities at school that support their sense of belonging-90.6% of students feel they have at least one adult they can go to for help, and 85% of students feel the adults at school care about them-92% of families feel the school helps their child develop skills to support wellness-92% of families feel connected to their child's school-100% of staff are aware of supports for their well-being, and feel safe, respected, and a sense of belonging at work. <p>School based Results:</p> <ul style="list-style-type: none">-100% of staff participated in Trauma-Informed practices: Safe, supportive and self-regulated classrooms.-Staff indicated that wellness events and activities planned by a staff committee contributed positively to their wellbeing and sense of belonging throughout the year.-Increased parent attendance at goal setting, meet the staff and conferences over the previous year (+3%+15%)-Increased family attendance at school events such as family math night (+42 attendees), parent coffee/conversations with the principal (+8 attendees), Wichitowin night (130 attendees)-2 lead staff members attended Dr. Ungar Professional learning and collaboratively planned and shared with teachers ways to support student well-being through the building of common classroom/school language.-Teachers accessed mental health modules and presentations for students-Staff engaged in a book study based on the book "Teach Happier this school year". They indicated that the book and the collaborative conversations related to it contributed to their overall sense of well-being	
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<p>What were the biggest challenges encountered in 2023-2024?</p> <p>Welcoming students throughout the year resulted in some restructuring of groupings and adding additional staff.</p> <p>New curriculum implementation meant that students had gaps in skills required to engage in and understand the new concepts being presented. In some instances this meant pre-teaching was required which impacted timelines for completion of curricular outcomes.</p> <p>We continue to work with our specialized learning support's team to support students requiring academic, behavioral and mental health support.</p> <p>We continue to learn new ways to support and work alongside our newcomer families to ensure they are best able to help their children.</p> <p>Student attendance presents an opportunity to enhance engagement and connections, fostering a supportive environment that encourages consistent participation in school activities.</p>
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<p>What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?</p> <ul style="list-style-type: none">-Continue to build opportunities for students to become active participants and leaders in order to support their well-being and mental health.-Continue to seek opportunities to engage with our students and families.-Seek ways to improve student attendance in support of increasing academic results.-Continue to support teachers in high impact teaching strategies that support literacy and numeracy.-Our Literacy lead will continue to support work on identifying student writing skills and next steps in order to support a focus on improving student writing.-Our diversity, wellness, and resiliency teams will continue to work collaboratively in specific areas to promote positive connections that may improve resiliency, the sense of well-being, and an overall sense of belonging.-Continue to seek opportunities to create a greater sense of belonging and feelings of safety for students.-Continue to build on our school-wide Resiliency initiatives through consistency of common language across all grades, celebrations of demonstrations of rugged qualities in action, and by using the Resilience Survey data to build strength in this area.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7104 Athlone School

Assurance Domain	Measure	Athlone 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
Student Growth and Achievement	Student Learning Engagement	79.8	74.5	76.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.2	76.8	70.7	79.4	80.3	80.9	High	Improved	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	33.3	38.1	38.1	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	4.8	0.0	0.0	19.8	18.0	18.0	Very Low	Improved	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.9	92.9	89.4	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.0	77.4	72.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.4	80.8	75.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	85.2	83.3	77.1	79.5	79.1	78.9	Very High	Maintained	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2025, all students who have been at Athlone School for the 2024-25 school year, and were writing below grade level, will demonstrate one year's writing growth.

Achievement of this goal will be supported by:

- Teachers will collaborate around student writing to identify and support the implementation of high impact strategies to support student growth in literacy.
- The lead teacher will foster students' writing skill development by modeling effective strategies and offering coaching during classroom visits.
- Teachers will regularly monitor student writing levels and growth through the use of a common tool.
- Staff will engage in evidence based literacy professional learning to build knowledge and confidence when teaching writing.
- All students with LSP's who are not yet on the graded curriculum will meet their Literacy and Language goals as measured through observation, tracking, input from consultants and any other appropriate assessments.

What data will you use to track continuous improvement?

HLAT writing, school based on-demand writing assessments, Provincial Achievement Tests, teacher professional judgement, and school wide tracking document including student writing growth charts, EAL benchmarks

Division Priority 3

By June 2025, students and staff at our school will feel more connected and a greater sense of belonging to their school community.

This will be achieved by supporting students and staff in building skills, strategies and relationships that contribute to positive mental health including;

- Engagement in school initiatives, participation in after school activities, clubs and leadership opportunities.
- Parents will be invited to school events and conferences, by using multiple means of communication (agendas, newsletters, school messenger, social media).
- Staff Wellness collaborative team will continue to build upon previous and new opportunities to engage students, staff and families.
- Engagement with community partners who may provide families and students with supports (ie: Rainbows grief counselling or after school activities) that promote or increase mental health and well-being.
- School assemblies will celebrate student accomplishments and foster a positive school community.
- Students will have the opportunity to participate in enriching activities, including clubs, office helpers, buddies, community initiatives (ie: socktober, Food bank), and leadership.

What data will you use to track continuous improvement?

The following indicators will serve as targets to help monitor for progress: Attendance data, Division Feedback results, Assurance measures, Youth Resiliency survey, monitoring of mental health supports requested and provided. Data will be looked at as it relates to belonging, engagement and connectedness.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,956,632		3,481,296
Internal Revenue		0		0
REVENUE TOTAL		2,956,632		3,481,296
Classroom	13.260000	1,433,048	14.800000	1,599,480
Leadership	1.750000	238,461	2.000000	266,426
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	42,710	.000000	50,000
TOTAL TEACHER	15.010000	1,714,219	16.799999	1,915,906
(% of Budget)		57.98%		55.03%
Exempt (Hourly/OT)	.000000	4,972	.000000	4,972
Support	16.000000	983,519	20.000000	1,226,283
Support (Supply/OT)	.000000	36,250	.000000	51,250
Custodial	1.688000	116,905	1.688000	116,905
Custodial (Supply/OT)	.000000	6,400	.000000	6,400
TOTAL NON-TEACHER	17.688000	1,148,046	21.688000	1,405,810
(% of Budget)		38.83%		40.38%
TOTAL STAFF	32.698000	2,862,265	38.487999	3,321,716
(% of Budget)		96.81%		95.42%
SUPPLIES, EQUIPMENT AND SERVICES		61,411		129,624
INTERNAL SERVICES		32,050		29,050
OTHER INTEREST AND CHARGES		906		906
TOTAL SES		94,367		159,580
(% of Budget)		3.19%		4.58%
TOTAL AMOUNT BUDGETED		2,956,632		3,481,296