

Profile



Enrolment		Staff FTE		Budget		
Normalized	185.500	Custodial	1.500000	Salaries	\$1,692,056	94.43%
Weighted	243.673	Exempt	0.000000	Supplies, Equip., Services	\$99,815	05.57%
Regular	200	Support	5.998396			
		Teacher	10.012000			
Year Opened	1953	Total 17.510396			Total \$1,791,871	100.00%

School Philosophy

Coronation School is committed to creating a community of learners who are inquiring, knowledgeable, and caring individuals. Coronation staff focus on the development of the whole child and take an inquiry-based approach to student learning. Students engage in the curriculum through quality learning opportunities that are engaging, relevant, challenging, significant, and develop international mindedness in keeping with the International Baccalaureate Primary Years Programme (IBPYP). Our mission is to empower all students to succeed; to embrace diversity; and to encourage lifelong-learning.

Community Profile

Coronation serves the demographically mixed communities of North Glenora and McQueen as well as students city-wide. Many students use the private child care center located in the school. The North Glenora area is undergoing a period of revitalization and the school is greatly valued by the residents. Coronation has valuable partnerships with the community and the North Glenora Community League. We have a strong and active School/Parent Council who are partners in education. Our IBPYP offers a transition to the IB Middle Years Program (MYP) at Westminster Junior High and the IB Diploma program at Ross Sheppard High School.

Programs and Organization

Coronation is an inclusive school for students in kindergarten through grade six. The school is an authorized International Baccalaureate Primary Years Programme (IBPYP) School where the focus is on inquiry programming and strong academics through transdisciplinary units of inquiry. A key element of the IB PYP is the development of international-mindedness, global citizenship and literacies for the 21st century. Enriched literacy experiences are provided to students through our PYP exhibition, Coronation Writes, Global Read Aloud, Making Writing, and guided reading strategies. Targeted interventions are provided both in literacy and numeracy. French as a Second Language programming is provided to students from kindergarten through grade six.

School Community Relationships

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

McQueen Seniors Lodge, North Glenora Community League, Ross Sheppard High School, Westminster Junior High School

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, all students in the Coronation School will demonstrate measurable growth in the areas of literacy and numeracy.**  
Coronation school will continue to work on improving in the areas of numeracy and literacy as we enhance our International Baccalaureate Programme goals. Our IB goals focus on effectively planning and implementing Inquiry Based Learning. Staff will also engage in professional learning and collaboration specifically geared towards numeracy and literacy.

Results Achieved:

Reading Results (At or Above Grade Level):

School: 56.6% Division: 86.0%

Writing HLAT - Acceptable Level or Higher:

School: 50.3% Division: 64.1%

Grade 6 PATs Results for Students Who Participated in Writing the PAT Exams:

Science:

School: Acceptable Standard: 72.2% Standard of Excellence: 44.4.0%

Province: Acceptable Standard: 82.2% Standard of Excellence: 31.8%

- Our Acceptable Standard was 10.0% lower than the Provincial average in Science.
- Our Standard of Excellence was 12.6% higher than the Provincial average in Science.

Social Studies:

School: Acceptable Standard: 68.6% Standard of Excellence: 28.6%

Province: Acceptable Standard: 79.6% Standard of Excellence: 23.5%

- Our Acceptable Standard was 11.0% lower than the Provincial average in Social Studies.
- Our Standard of Excellence is 5.10% higher than the Provincial average in Social Studies.

CAT4 Results for Students Who Achieved a Stanine of 4 and Above in the Spring:

Reading:

Grade 4: School 73.9% Division 68.3%

Grade 5: School 91.2% Division 79.1%

Grade 6: School 85.7% Division 81.2%

Mathematics:

Grade 4: School 86.4% Division 86.2%

Grade 5: School 78.8% Division 79.0%

Grade 6: School 85.7% Division 84.9%

Computation and Estimation:

Grade 4: School 81.8% Division 80.7%

Grade 5: School 76.5% Division 82.0%

Grade 6: School 78.8% Division 83.7%

Total Math

Grade 4: School 85.7% Division 89.9%

Grade 5: School 84.8% Division 84.0%

Grade 6: School 87.9% Division 86.6%

### Division Survey Highlights

#### Students

- At school, I have the opportunity to be successful in my learning: 89% (Strongly Agree/Agree)
- I know how to get help with my learning in school: 85% (Strongly Agree/Agree)
- At school, I feel supported to try my best even when learning is hard: 76% (Strongly Agree/Agree)
- I think I am getting better at math this year: 73% (Strongly Agree/Agree)
- I think I am getting better at reading this year: 80% (Strongly Agree/Agree)
- I think I am getting better at writing this year: 78% (Strongly Agree/Agree)

#### Families:

The information I receive about my child's learning helps me to support my child in their learning: 84% (Strongly Agree/Agree)  
I feel my child's learning needs are supported at their school: 81% (Strongly Agree/Agree)

### Alberta Assurance Survey Highlights

#### Families

- The literacy skills your child is learning at school are useful: 90% (Strongly Agree/Agree)
- The numeracy skills your child is learning at school are useful: 90% (Strongly Agree/Agree)
- Your child is learning what they need to know: 90% (Strongly Agree/Agree)
- Your child is encouraged at school to try their best: 90% (Strongly Agree/Agree)

### By June 2024, Coronation school will advance action towards anti-racism and reconciliation.

Coronation school will continue to maintain a strong sense of community through its connections amongst staff, students and families. Staff will engage with Division, catchment and school based professional learning on anti-racism and reconciliation. We will participate in activities to address inclusion, anti-racism and to increase the understanding and knowledge of First Nations, Metis and Inuit ways of knowing keeping in mind the age and development of our students.

### Results Achieved:

#### Students:

- My school is a place where all students feel like they belong: 63% (Strongly Agree/Agree)
- I feel like I can be myself at my school: 68% (Strongly Agree/Agree)
- Many diverse cultures are represented in the books and materials at my school: 78% (Strongly Agree/Agree)
- My School takes actions that support truth and reconciliation: 82% (Strongly Agree/Agree)
- I am aware of the work my school is doing to support anti-racism and belonging in schools: 82.3% (Yes)
- At my school, I have opportunities to be involved in activities that support my sense of belonging: 79% (Strongly Agree/Agree)
- I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened: 72% (Strongly Agree/Agree)
- In school,  
I have the opportunity to: Learn about the contributions of Indigenous people: 93.3%
  - Learn about Indigenous perspectives: 91.1%
  - Learn about treaties and agreements with First Nations: 92.3%
  - Learn about residential schools and their legacy: 91.6%

#### Families:

- Many diverse cultures are represented in the events, activities and environments of my child's school: 86% (Strongly Agree/Agree)

### By June 2024, Coronation School will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Coronation school will participate in collaborative and research based activities to address mental health for staff and students.

### Results Achieved:

#### Students:

- How are you doing this year? 67% (Very Well/Well)
- Staff at my school know me as a person: 66% (Strongly Agree/Agree)
- My school helps me develop skills that support my wellness: 72% (Strongly Agree/Agree)
- I feel safe at school: 74% (Strongly Agree/Agree)
- I feel like I belong at my school: 71% (Strongly Agree/Agree)

- I have at least one adult in my school who I would go to for help if I need it: 80% (Strongly Agree/Agree)
- I feel adults at my school care about me: 74% (Strongly Agree/Agree)

**Families:**

- School has helped my child develop skills that support their wellness: 77% (Strongly Agree/Agree)
- I feel my child is safe at school: 86% (Strongly Agree/Agree)
- I feel connected to my child's school: 77% (Strongly Agree/Agree)
- Through school, my child has built relationships that support their wellness: 82% (Strongly Agree/Agree)
- I feel my child has a positive relationship with one or more adults in their school: 88% (Strongly Agree/Agree)
- I feel the staff in my child's school care about my child: 86% (Strongly Agree/Agree)

**What were the biggest challenges encountered in 2023-2024?**

This past year, Coronation School welcomed a significant number of new students, many of whom had limited exposure to English. While this influx enriched our school's cultural diversity, it also posed challenges in meeting the diverse needs of these students.

Effective planning was crucial to support their individual learning journeys. Although basic language acquisition takes time, we have observed that once established, student achievement increases significantly. Our focus remains on creating an inclusive environment where all students can thrive.

The diversity of complex needs among students also increased in the 2023-24 school year. Supporting self-regulation became a primary focus at Coronation School. Effectively managing the regulatory needs in classrooms is essential for fostering literacy and numeracy development. By prioritizing these skills, we aim to create learning environments where all students can succeed.

Our school takes pride in its diversity, which enriches our community. The vast diversity also presents challenges that require thoughtful engagement and support to ensure that all voices are heard and respected. We are committed to addressing these challenges to foster an inclusive and harmonious environment for everyone.

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

Opportunities for improvement from 2023-2024 that will inform our 2024-2025 plan include:

**Enhanced Literacy and Numeracy Support:**  
Staff will implement research-based instructional strategies and use assessment to ensure every student receives tailored support to thrive academically.

**Ongoing Professional Development:**  
We will continue to deepen our understanding of racism, truth and reconciliation, and mental health through a variety of professional development opportunities.

**Focus on Self-Regulation and Co-Regulation:**  
Staff will explore self-regulation and co-regulation as key areas of interest, providing tools to support students' emotional and social development.

**Community Engagement:**  
Our staff is eager to enhance engagement with families and the larger community, fostering connections that support student learning and well-being.

These initiatives will help create a more inclusive and supportive environment for all students.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7115 Coronation School

Assurance Domain	Measure	Coronation 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	82.8	77.2	83.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	75.6	79.1	83.1	79.4	80.3	80.9	Intermediate	Declined	Issue
	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	63.2	66.7	66.7	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	26.3	25.9	25.9	19.8	18.0	18.0	High	Maintained	Good
	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	89.4	90.3	92.3	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.6	83.4	86.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	63.1	67.1	74.5	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	75.3	77.0	84.2	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

## 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 at Coronation School will demonstrate measurable growth in literacy and numeracy.**  
We will continue to focus on enhancing these areas as we advance our International Baccalaureate Programme goals, emphasizing effective planning and implementation of Inquiry-Based Learning. Staff will engage in targeted professional learning and collaboration specifically designed to improve our approaches to literacy and numeracy, ensuring that every student receives the support they need to succeed.

What data will you use to track continuous improvement?

Growth will be measured using the CAT4, HLATs, PATs, teacher awarded marks and teacher professional judgment - being informed by observations, conversations and products.

Division Priority 2

**By June 2025, Coronation School will take meaningful action towards anti-racism and reconciliation.**  
We will continue to foster a strong sense of community among staff, students, and families. Our staff will engage in professional learning through division, catchment, and school-based initiatives focused on anti-racism and reconciliation. Additionally, we will participate in activities aimed at promoting inclusion and enhancing our understanding of First Nations, Métis, and Inuit ways of knowing, tailored to the age and developmental needs of our students.

What data will you use to track continuous improvement?

We will measure our progress with reflections, observations, conversations and products of all stakeholders, school-based surveys, the Assurance Survey and the Division Feedback Survey.

Division Priority 3

**By June 2025, Coronation School will support students and staff in developing skills, strategies, and relationships that contribute to positive mental health.**  
We will engage in collaborative, research-based activities focused on mental health initiatives for both staff and students, fostering a supportive environment that promotes well-being and resilience throughout our school community.

What data will you use to track continuous improvement?

We will measure our progress through reflections, observations, conversations and products from stakeholders, school-based surveys, and the Division Feedback Survey.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,606,637		1,791,871
Internal Revenue		0		0
REVENUE TOTAL		1,606,637		1,791,871
Classroom	7.332000	792,391	8.012000	865,880
Leadership	1.200000	169,221	2.000000	255,679
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	45,000
TOTAL TEACHER	8.532000	1,006,612	10.012000	1,166,559
(% of Budget)		62.65%		65.1%
Exempt (Hourly/OT)	.000000	17,476	.000000	17,476
Support	6.000000	376,609	5.998396	376,512
Support (Supply/OT)	.000000	16,000	.000000	16,000
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	8,500	.000000	8,500
TOTAL NON-TEACHER	7.500000	525,594	7.498396	525,497
(% of Budget)		32.71%		29.33%
TOTAL STAFF	16.032000	1,532,206	17.510396	1,692,056
(% of Budget)		95.37%		94.43%
SUPPLIES, EQUIPMENT AND SERVICES		50,590		71,325
INTERNAL SERVICES		23,541		28,190
OTHER INTEREST AND CHARGES		300		300
TOTAL SES		74,431		99,815
(% of Budget)		4.63%		5.57%
TOTAL AMOUNT BUDGETED		1,606,637		1,791,871