

School: Coronation [0115]  
Address: 10925 139 Street

Profile



Enrolment		Staff FTE		Budget		
Normalized	181.500	Custodial	1.500000	Salaries	\$1,687,758	93.33%
Weighted	235.147	Exempt	0.000000	Supplies, Equip., Services	\$120,636	06.67%
Regular	193	Support	6.000000			
		Teacher	10.077000			
Year Opened	1953	Total		17.577000	Total	\$1,808,394 100.00%

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:

Alberta Reads Network (Wee Read) Boston Pizza Edmonton Mennonite Centre for Newcomers McQueen Seniors Lodge North Glenora Community League Ross Sheppard High School The Learning Partnership 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 SMART goals that were established for 2022-2023, 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 2023, all students in the Ross Sheppard catchment 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 work towards 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. Growth will be measured using the CAT4, HLATs, teacher awarded marks and teacher professional judgment being informed by observations, conversations and products.

#### **Results Achieved:**

##### **Reading Results (At or Above Grade Level):**

School: 69.7% Division: 68.6%

##### **Writing HLAT - Acceptable Level or Higher:**

School: 62.4% Division: 63.8%

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

###### Language Arts:

School: Acceptable Standard: 90.5% Standard of Excellence: 38.1%

Province: Acceptable Standard: 90.4% Standard of Excellence: 21.9%

- Our Acceptable Standard is 0.1% above the Provincial average in Language Arts.
- Our Standard of Excellence is 16.2% above the Provincial average in Language Arts.

###### Math:

School: Acceptable Standard: 76.2% Standard of Excellence: 19.0%

Province: Acceptable Standard: 76.9% Standard of Excellence: 18.8%

- Our Acceptable Standard is 0.7% lower than the Provincial average in Math.
- Our Standard of Excellence is 0.2% higher than the Provincial average in Math.

###### Science:

School: Acceptable Standard: 90.0% Standard of Excellence: 40.0%

Province: Acceptable Standard: 79.9% Standard of Excellence: 22.1%

- Our Acceptable Standard is 10.1% higher than the Provincial average in Science.
- Our Standard of Excellence is 17.9% higher than the Provincial average in Science.

###### Social Studies:

School: Acceptable Standard: 90.0% Standard of Excellence: 35.0%

Province: Acceptable Standard: 79.1% Standard of Excellence: 22.1%

- Our Acceptable Standard is 10.9% higher than the Provincial average in Social Studies.
- Our Standard of Excellence is 12.9% 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 42.9% Division 65.4%
- Grade 5: School 72.7% Division 78.5%
- Grade 6: School 76.0% Division 80.8%

###### Mathematics:

- Grade 4: School 60.0% Division 83.3%
- Grade 5: School 78.8% Division 77.5%

- Grade 6: School 76.0% Division 82.1%

**Computation and Estimation:**

- Grade 4: School 65.7% Division 75.6%
- Grade 5: School 78.8% Division 78.6%
- Grade 6: School 68.0% Division 79.8%

**Total Math**

- Grade 4: School 57.1% Division 79.3%
- Grade 5: School 72.7% Division 78.5%
- Grade 6: School 76.0% Division 80.7%

**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: 87% (Strongly Agree/Agree)
- At school, I feel supported to try my best even when learning is hard: 77% (Strongly Agree/Agree)
- I think I am getting better at math this year: 72% (Strongly Agree/Agree)
- I think I am getting better at reading this year: 79% (Strongly Agree/Agree)
- I think I am getting better at writing this year: 86% (Strongly Agree/Agree)

**Families:**

- The information I receive about my child's learning helps me to support my child in their learning: 94% (Strongly Agree/Agree)
- I feel my child's learning needs are supported at their school: 82% (Strongly Agree/Agree)

**Alberta Assurance Survey Highlights**

**Families:**

- The literacy skills your child is learning at school are useful: 93% (Strongly Agree/Agree)
- The numeracy skills your child is learning at school are useful: 87% (Strongly Agree/Agree)
- Your child is learning what they need to know: 57% (Strongly Agree/Agree)
- Your child is encouraged at school to try their best: 100% (Strongly Agree/Agree)

**By June 2023, the Ross Sheppard Catchment 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. 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.

**Results Achieved:**

**Students:**

- My school is a place where all students feel like they belong: 74% (Strongly Agree/Agree)
- I feel like I can be myself at my school: 73% (Strongly Agree/Agree)
- Many diverse cultures are represented in the books and materials at my school: 85% (Strongly Agree/Agree)
- My School takes actions that support truth and reconciliation: 91% (Strongly Agree/Agree)
- I am aware of the work my school is doing to support anti-racism and belonging in schools: 90.5% (Yes)
- At my school, I have opportunities to be involved in activities that support my sense of belonging: 77% (Strongly Agree/Agree)
- I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened: 85% (Strongly Agree/Agree)
- In school, I have the opportunity to:
  - Learn about the contributions of Indigenous people: 100%
  - Learn about Indigenous perspectives: 98.3%
  - Learn about treaties and agreements with First Nations: 96.6%
  - Learn about residential schools and their legacy: 93.2%

**Families:**

- Many diverse cultures are represented in the events, activities and environments of my child's school: 81% (Strongly Agree/Agree)

**By June 2023, Ross Sheppard catchment 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. We will measure our progress through reflections, observations, conversations and products from stakeholders, school based surveys, the Division Resiliency Survey, and the Division Feedback Survey.

**Results Achieved:**

**Students:**

- How are you doing this year? 73% (Very Well/Well)
- Staff at my school know me as a person: 85% (Strongly Agree/Agree)
- My school helps me develop skills that support my wellness: 71% (Strongly Agree/Agree)
- I feel safe at school: 75% (Strongly Agree/Agree)
- I feel like I belong at my school: 77% (Strongly Agree/Agree)
- I have at least one adult in my school who I would go to for help if I need it: 89% (Strongly Agree/Agree)
- I feel adults at my school care about me: 70% (Strongly Agree/Agree)

**Families:**

- School has helped my child develop skills that support their wellness: 75% (Strongly Agree/Agree)
- I feel my child is safe at school: 100% (Strongly Agree/Agree)
- I feel connected to child's school: 81% (Strongly Agree/Agree)
- Through school, my child has built relationships that support their wellness: 75% (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: 82% (Strongly Agree/Agree)

**What were the biggest challenges encountered in 2022-2023?**

- Learning loss due to the years COVID measures were in place were still having an impact on students in the 2022-23 school year - both academically and emotionally.
- Evolving mental health concerns continued to impact students and staff throughout the year.
- Meeting the needs of complex learners continued to be a challenge throughout the year.

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

The staff at Coronation school are very excited to expand their interaction with its larger community in the 2023-24 school year - with an emphasis on expanding our IB Programme, and our knowledge and insights around Racism, Truth and Reconciliation and Mental Health. Coronation school remains committed to enhance support for diverse learners. It is very important to the staff at Coronation that each student and their family feel welcome and cared for at the school. We also make it a priority to identify and support student gaps in learning - especially in the areas of literacy and numeracy.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	77.2	89.0	89.0	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	79.1	87.0	87.0	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	66.7	71.4*	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	25.9	21.4*	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.3	94.4	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	89.6	89.6	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	67.1	81.9	81.9	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	77.0	91.4	92.5	79.1	78.8	80.3	Intermediate	Declined	Issue

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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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 2024, all students in the Coronation School will demonstrate measurable growth in the areas of literacy and numeracy.**  
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**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 1

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	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,698,624		1,808,394
Internal Revenue		0		0
REVENUE TOTAL		1,698,624		1,808,394
Classroom	9.061000	975,625	9.077000	977,348
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	55,000
TOTAL TEACHER	10.061000	1,148,429	10.077000	1,170,152
(% of Budget)		67.61%		64.71%
Exempt (Hourly/OT)	.000000	20,839	.000000	17,476
Support	5.000000	310,420	6.000000	370,008
Support (Supply/OT)	.000000	16,000	.000000	16,000
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	8,500	.000000	8,500
TOTAL NON-TEACHER	6.500000	461,381	7.500000	517,606
(% of Budget)		27.16%		28.62%
TOTAL STAFF	16.561000	1,609,810	17.577000	1,687,758
(% of Budget)		94.77%		93.33%
SUPPLIES, EQUIPMENT AND SERVICES		56,625		83,446
INTERNAL SERVICES		31,389		36,890
OTHER INTEREST AND CHARGES		800		300
TOTAL SES		88,814		120,636
(% of Budget)		5.23%		6.67%
TOTAL AMOUNT BUDGETED		1,698,624		1,808,394
Carry Forward Included		0		0
Carry Forward to Future		0		0