



Enrolment		Staff FTE		Budget		
Normalized	168.500	Custodial	1.500000	Salaries	\$1,821,636	97.32%
Weighted	259.057	Exempt	0.000000	Supplies, Equip., Services	\$50,215	02.68%
Regular	180	Support	6.000000			
		Teacher	11.620000			
Year Opened	1959	Total		19.120000	Total \$1,871,851	100.00%

School Philosophy

Gold Bar School is a community that provides a rich learning environment where students are active citizens who are encouraged and supported as they engage in their journey as lifelong learners. We believe that each of our learners is unique and has diverse strengths, interests and needs which are valued and nurtured, and in so doing, each child will be prepared for increasingly complex life and work environments in the 21st century. We believe strong communities are built through clear and open communication with parents, students and staff and thereby foster safe and secure learning environments for every child to realize their potential. We believe in empowering our students by celebrating their successes, and by using restorative practices which seek to repair relationships that have been damaged, so that every voice is heard, valued and acknowledged. We believe every child has the right and the responsibility to belong to our many communities and that each child has gifts that contribute to and enhance these communities, both within and beyond the walls of the school. We believe success is different for every child and includes processes as well as the product, beyond academics, including social relationships, community building and citizenship. We believe students will be engaged in leadership roles as they navigate their lifelong learning journey.

Community Profile

Gold Bar School is located in Southeast Edmonton, just blocks from the North Saskatchewan River Valley. It serves elementary students from the Gold Bar neighbourhood, many who are children of Gold Bar alumni who have moved back to the neighborhood to be members of a community committed to strong family values and caring for your neighbour. Many of our students begin in kindergarten and continue at Gold Bar through to the end of grade six. Within walking distance, River Valley Townhomes provide affordable housing for many of our families. Gold Bar School leases space to, and is committed to strengthening collaborative relationships with Gold Bar Day Care and Gold Bar Preschool and the many other community relationships that are of benefit to our students.

Programs and Organization

Gold Bar School provides kindergarten to grade six programming and serves as a Division site for three Connections programs, previously known as Behaviour and Learning Assistance programs. Students in grades four, five, and six receive French as a Second Language instruction. A music program for grade one to six students is provided by a music specialist. The vision of Gold Bar School is to build foundational attitudes, skills and knowledge with our community. Students are provided opportunities to develop leadership skills both in and out of the classroom in a variety of ways. All students are supported in and held accountable for meeting our school wide TEAMS expectations.

School Community Relationships

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

E4C Gold Bar Community League Gold Bar Daycare Gold Bar PreSchool Mount Carmel Bible College

### 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).

Through our cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy. By June 2023, students at Gold Bar School will demonstrate growth in the areas of reading, writing and mathematics. Qualitative and quantitative data will be collected from both internal and external sources. Staff will implement and collaborate around strategies, interventions and teaching practices that support the diverse learning needs of all students. All teachers will continually and consistently plan for, implement, monitor, and track student progress. Data will be collected through assessments such as PATs, HLAT Writing, Fountas and Pinnell, CAT4, LeNS, Castles and Coltheart 3 and teacher professional judgment (informed by observation, conversation, and student products) in the determination of school-awarded marks. Data from the Provincial Assurance Survey, Division Feedback Survey, and regular monitoring of other relevant data sources will be used to measure and report this growth. Academic results from provincial assessments will demonstrate improvement in the number of students achieving the acceptable standard and the standard of excellence in Grade 6 on provincial assessments.

#### Results Achieved:

CAT4 - Reading 72 % at Stanine 4 or above. 9% Increase from previous year

CAT4 - Total Numeracy 67% at Stanine 4 or above - Overall down 2%

HLAT - 51% Writing at / above grade level - 6 % Increase from previous year, 72% increased by one grade level in writing overall

Reading Achievement Levels - 55% Reading at grade level. Increase of 5% from previous year

#### As Measured by June 2023 Provincial Achievement Tests:

Math 95% Acceptable Standard

Reading 82% Acceptable Standard

Writing 82% Acceptable Standard

\* Results trending back up to pre-covid percentages

#### According to 2023 Assurance Measures:

Education Quality - Overall Excellent

Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation. By June 2023, Gold Bar staff will demonstrate evidence of action in support of the educational experiences and achievements of Indigenous learners. Qualitative and quantitative data will be collected from both internal and external sources. Evidence of this work will include data that responds to the recommendations in The Organization for Economic Cooperation and Development (OECD) report of promising practices. These include; the continued use of Restorative Practices when engaging with students, families, and colleagues in our learning environments; the focus on overall student well-being and resilience; the continued communication to our learning community regarding high expectations for student achievement; family engagement opportunities, a focus on equity and diversity in the classroom, and providing equitable access to supports and interventions for all students.

#### Results Achieved:

##### As identified through Assurance Measures:

Welcoming, Caring, Respectful and Safe Learning Environments - Maintained (Parent, Student, Teacher)

Active Citizenship - Maintained (Parent, Student, Teacher)

##### As Identified through the Division Feedback Survey:

92% of students agreed that Gold Bar School takes action that supports Truth and Reconciliation

89% of students are aware of work at school that support anti-racism and belonging

##### Within School:

Increased volume of Indigenous books available to students

Taught Land Based Learnings through Science

TIPi Teachings with staff from Indigenous Consultant

Protocol teachings from Indigenous Consultant - used regularly in Gold Bar Park with students

Class created Land Acknowledgements shared weekly during announcements

Family Literacy Night - Metis dancing, Metis music

Indigenous Author presentation - Shelley Nelson

Mental Health Therapist through Family Centre  
Resiliency work with Dr. Unger shared with staff and used with students at all levels

**Through our cornerstone values, the McNally Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being. By June 2023, Gold Bar School will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the whole school community. Qualitative and quantitative data will be collected from both internal and external sources. Indicators of success and measurement of progress may be collected from staff and student opportunities to participate in mental health and wellness school and Catchment events or activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, conversations, our results from internal school surveys, the Dr. Unger resiliency survey, the Assurance Survey and the Division Feedback Survey.**

**Results Achieved:**

Mental Health Therapist from the Family Centre worked with students two days per week  
Resilience - Dr. Unger - Activities in TEAMS approach and mixed class groupings. Resiliency survey data shows more work required to ensure connections and growth of overall resilience needed.  
Rainbows Program led by trained staff  
Community Partnerships - E4C Breakfast Program  
School Leadership - Announcements, Office Support, Food Bank, Fundraising for Pet Rescue, Patrols through AMA, Community Kindness

**According to 2023 Assurance Measures:**

87% of parents, students and staff agree that students have access to the appropriate support and services at school.  
Parent Engagement - overall excellent parent involvement

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

- Academic levels - Gaps at all grade levels.
- Low reading and writing levels. Trying to close the gaps with limited resources and intervention.
- Mathematics - low mathematical thinking and reasoning skills.
- Social / Emotional - Many students are coming to school unregulated due to situations outside of school. Overall school resiliency is low.

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

- We will continue to focus on reading as a key to improvement in all academic areas. Reading results improving in the right direction.
- All staff are now trained in Writer's Workshop and that consistent approach will show growth over time.
- Through participation in the Numeracy portion of LNAF we will develop capacity and apply common instructional processes to develop student mathematical reasoning leading to improved overall academic outcomes. We are exploring First Steps in Math, JUMP Math, Christina Tondevoid, and Pam Harris teachings.
- Use of Pre and Post Mathematician reflections from all students to show growth of confidence.
- Continued work with Dr. Unger Resiliency - Monthly themes and activities through Buddy classes.
- Purposefully use SLS Social Work and Mental Health Therapist to meet some of our needs identified through Resiliency Survey and Observation / Conversation.
- New Curriculum Collaboration among staff at all grades.
- Opportunity to expand classroom libraries and overall library with diverse and high interest reading materials to meet the needs at all levels and represent our demographics
- Promote the 'Love of Reading' alongside phonics and reading skills.
- Literacy Night to promote literacy in Language Arts, Math and Cultural Diversity
- Continue TEAMS Activities and Resiliency work through Buddy Classes to promote overall respect / collaboration amongst staff
- Growth required in area of parent satisfaction that students demonstrate their knowledge, skills and attitudes necessary for lifelong learning - as measured by the Assurance Survey

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7127 Gold Bar School

Assurance Domain	Measure	Gold Bar 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	82.9	82.9	82.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	80.7	83.8	83.5	80.3	81.4	82.3	High	Maintained	Good
	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	69.2	50*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	23.1	13.6*	n/a	16.0	17.7	n/a	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	90.5	92.2	92.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.8	87.3	87.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	86.9	84.6	84.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	84.2	95.6	92.8	79.1	78.8	80.3	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 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

Through our cornerstone values of accountability, collaboration, equity and integrity, staff at Gold Bar School will focus on building capacity and student competency in literacy. Qualitative and quantitative data will be collected from internal and external sources. Staff at Gold Bar will:

- Teach writing through the 'Writer's Workshop' model at all grade levels to develop common language and practices to show growth over time.
- Administer the Alberta Education Literacy Assessments to identify students requiring targeted interventions in grades 1 to 3.
- Complete Fountas and Pinnell reading testing to all students in grades 1-3 as well as students identified below grade level in grades 4-6 by the end of September. Follow up testing to check for growth in May.
- Build a stronger culture of reading through classroom and schoolwide events such as First Chapter Fridays, Read Around the School, Gold Bar Reads, and Gold Bar Literacy Night.
- Analyze HLAT and grade 6 PAT results to identify gaps and adjust instruction where needed.

#### What data will you use to track continuous improvement?

Qualitative and quantitative data will be collected from internal and external sources. Alberta Education Literacy Screeners, Fountas and Pinnell Reading Assessments, HLAT writing levels, June 2024 grade 6 PAT Results, Teacher observation / conversation / assessments, Achievement Levels, Alberta Education Assurance Measures, Division Feedback Survey.

### Division Priority 1

Through our cornerstone values of accountability, collaboration, equity and integrity, staff at Gold Bar School will focus on building capacity and student competency in numeracy. By June 2024, students at Gold Bar School will demonstrate growth in numeracy. Staff at Gold Bar will:

- Engage in monthly professional development practice as guided by the Literacy and Numeracy Achievement Program (LNAP). Collaborative learning will include identifying strategies to support overall mathematical reasoning through the use of First Steps in Math, Jump Math, Christina Tondevold and Pam Harris resources.
- Administer pre and post mathematician surveys to detect shifts in overall enjoyment in math.
- Administer the Alberta Education Numeracy Assessments to identify students requiring targeted interventions in grades 1 to 3.

#### What data will you use to track continuous improvement?

Qualitative and quantitative data will be collected from internal and external sources. Alberta Education Numeracy Screeners, Teacher observation / conversation / assessments, June 2024 grade 6 PAT Results, Mathematician Survey, Alberta Education Assurance Measures, Division Feedback Survey.

Through our cornerstone values of accountability, collaboration, equity and integrity, staff at Gold Bar School will continue to engage in a comprehensive approach to staff and student well-being by continuing to create a positive school culture that supports the social and emotional health of all students. Staff at Gold Bar will:

- Engage in monthly professional development around Dr. Unger's Resiliency work.
- Use Buddy classes or TEAMS activities to implement R2 work throughout the school at all grades through staff-determined monthly themes.
- Identify students that would benefit from the Rainbows program.
- Provide student leadership opportunities including school announcements, office assistance at lunch, AMA Patrol and Community Kindness events.

#### What data will you use to track continuous improvement?

Qualitative and quantitative data will be collected from internal and external sources. Alberta Education Assurance Measures - parent, student and staff results related to Welcoming, Caring, Respectful and Safe Learning Environments, Division Resiliency Survey Results - individual and overall student responses, Division Feedback Results - parent, student and staff results.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,957,459		1,871,851
Internal Revenue		0		0
REVENUE TOTAL		1,957,459		1,871,851
Classroom	10.584000	1,139,612	10.620000	1,143,487
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	48,724	.000000	47,691
TOTAL TEACHER	11.584000	1,326,140	11.620000	1,328,982
(% of Budget)		67.75%		71%
Exempt (Hourly/OT)	.000000	10,000	.000000	10,000
Support	6.900000	421,661	6.000000	368,032
Support (Supply/OT)	.000000	2,500	.000000	2,500
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	6,500	.000000	6,500
TOTAL NON-TEACHER	8.400000	546,283	7.500000	492,654
(% of Budget)		27.91%		26.32%
TOTAL STAFF	19.983999	1,872,423	19.120000	1,821,636
(% of Budget)		95.66%		97.32%
SUPPLIES, EQUIPMENT AND SERVICES		71,663		34,432
INTERNAL SERVICES		12,823		15,233
OTHER INTEREST AND CHARGES		550		550
TOTAL SES		85,036		50,215
(% of Budget)		4.34%		2.68%
TOTAL AMOUNT BUDGETED		1,957,459		1,871,851
Carry Forward Included		0		0
Carry Forward to Future		0		0