



Enrolment		Staff FTE		Budget		
Normalized	168.500	Custodial	1.500000	Salaries	\$1,820,553	96.73%
Weighted	268.392	Exempt	0.000000	Supplies, Equip., Services	\$61,576	03.27%
Regular	178	Support	5.790000			
		Teacher	11.671320			
Year Opened	1959	Total		18.961320	Total	\$1,882,129 100.00%

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 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).

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.

### Results Achieved:

**CAT4** - Reading levels indicated we had 13.8 % growth throughout the year of students achieving at a Stanine 4 and above level

**HLAT** - 1 % growth over the past year. Over the past 3 years have shown continuous growth with 5.6 % improvement in writing.

**Reading Achievement Levels** - 2.8 % growth of students reading at grade level.

**Division Feedback Survey** - According to students, 88% feel they are getting better at reading. Growth of 2% from the previous year. 89% feel they are getting better at writing. Growth of 4% increase from the previous year.

**Assurance Measures** - 82.9 % result in student Learning Engagement

- 89.7 % result in Education Quality - Very High

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 Tondevdol 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.

### Results Achieved:

**CAT4** - Total Math scores indicate a 9.8 % increase throughout the year in the number of students achieving at a Stanine 4 and above level

**Mathematician Self Identity Reflections** - demonstrates an overall increase of student engagement and learner identity in math.

**Division Feedback Survey** - According to students, 89% feel they are getting better at math. This is a 9% increase from the previous year.

**Assurance Measures** - 82.9 % result in student Learning Engagement

89.7 % result in Education Quality

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.

**Results Achieved:**

**Division Feedback Survey -  
According to students:**

88% feel school is a place where all students feel like they belong. Growth of 16% from previous year.

79% feel like they can be themselves at school. Growth of 18% from previous year.

93% feel there are opportunities to be involved in activities that support a sense of belonging. Growth of 28% from previous year.

88% feel safe at school. Growth of 11% from previous year.

83% feel like they belong - Growth of 11 % previous year.

88% feel the adults at school care about them. Growth of 2% from previous year.

**Assurance Measures** - 90.3% result in Welcoming, Caring, Respectful and Safe Learning Environments. Growth of 6.5% increase from previous year.

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

- **Reading** - families have limited resources to supplement reading materials outside of school. Limited ability for small group or one-on-one targeted intervention to meet all diverse learner needs.
- **Writing** - sustaining momentum as a full school with a wide range of writers in each class.
- **Math** - surface level mathematical thinking and reasoning skills.
- **Social / Emotional** - complexity of needs in all classes was difficult to meet with less access to supports and services. We were unable to retain our Mental Health Worker.
- New curriculum implementation
- Growing levels of academic gaps in the same classrooms

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

- Continued growth in reading to improve overall reading scores. We will focus on reading gaps with specific interventions for our Division I students. We will also promote the love of reading alongside reading practice at all grade levels. .
- Continued growth in math. We will continue the work started through the Numeracy Achievement Project to move teacher practices and promote mathematical thinking among students.
- Continue to work at maintaining a welcoming, safe and caring community specifically with our vulnerable families.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	85.7	82.9	82.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.7	80.7	82.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	70.8	69.2	69.2	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	8.3	23.1	23.1	19.8	18.0	18.0	Low	Declined	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	89.7	90.5	91.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.3	83.8	85.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.2	86.9	85.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	83.5	84.2	89.9	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, Gold Bar students will demonstrate overall growth in the area of reading. The following indicators will assist in monitoring for progress:**

- As measured by the CAT4, overall growth of students reading at grade level will increase by 3% to a minimum of 76.5%. (Spring 2024 Results - 73.5 %)
- As measured by Reading Achievement Levels, the percentage of gold bar students reading at grade level will increase by 3% to a minimum of 63.7%. (June 2024 Results - 60.7%)
- As Identified in the Division Feedback Survey, we will see a 2% increase in the percentage of students agreeing they are getting better at reading. (Spring 2024 Results - 88%)

**Achievement of this goal will be supported by:**

- All staff will continue to deepen their practices in reading instruction through monthly collaboration meetings and creation of school wide reading activities.
- Division I classes will have daily intervention blocks scheduled to allow teachers to work in small groups with students to provide targeted literacy support. We will use previous year reading levels, teacher observation and provincial literacy screeners to identify specific target areas for small group intervention.
- To grow our reading culture, staff will continue to encourage reading for enjoyment through our Gold Bar Reads initiative.
- A Reading Rockstars Program in partnership with our local Edmonton Public Library has been set up for students weekly.
- Buddy class reading.
- Engaging families through our Gold Bar Family Literacy events.

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

Qualitative and quantitative data will be collected from internal and external sources to show increased growth. CAT4 results, Reading Achievement Levels, Division Feedback Survey, Assurance Measures, Teacher Observation / Conversation / Assessments and Alberta Education Literacy Screeners.

### Division Priority 1

**By June 2025, students at Gold Bar School will demonstrate growth in their skills and confidence in effectively participating in math. The following indicators will assist in monitoring for progress:**

- As measured by CAT4, computational scores in math will increase by 5% to a minimum of 74.2%. (Spring 2024 Results - 69.2 %)
- As measured by CAT4, total math scores will increase by 12% between the fall and spring administrations. (Growth in 2023/24 - 9.8%)
- As identified in the Division Feedback Survey, we will see a 5% increase in the percentage of students agreeing they are getting better at math. (Spring 2024 Results - 90%)

**Achievement of this goal will be supported by:**

- Continuing school wide work started through the Numeracy Achievement Project to move teacher practices and promote mathematical thinking among students.
- Our math lead teacher will model best practices in each classroom on a weekly basis to demonstrate new hands-on and engaging activities for students at all levels.
- Mathematicians pre and post self reflections to monitor students identifying their overall growth and confidence in mathematical thinking throughout the year.

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

Qualitative and quantitative data will be collected from internal and external sources to show increased growth. CAT4 results, Division Feedback Survey, Assurance Measures, Teacher Observation / Conversation / Assessments, Alberta Education Numeracy Screeners, Student Mathematician self reflection forms.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,840,045		1,882,129
Internal Revenue		0		0
REVENUE TOTAL		1,840,045		1,882,129
Classroom	10.630000	1,148,815	10.671320	1,153,282
Leadership	1.000000	138,472	1.000000	138,472
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	31,500	.000000	36,726
TOTAL TEACHER	11.630000	1,318,787	11.671320	1,328,480
(% of Budget)		71.67%		70.58%
Exempt (Hourly/OT)	.000000	9,000	.000000	9,000
Support	5.500000	346,264	5.790000	363,864
Support (Supply/OT)	.000000	2,500	.000000	5,500
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	4,000	.000000	6,700
TOTAL NON-TEACHER	7.000000	468,773	7.290000	492,073
(% of Budget)		25.48%		26.14%
TOTAL STAFF	18.630000	1,787,560	18.961320	1,820,553
(% of Budget)		97.15%		96.73%
SUPPLIES, EQUIPMENT AND SERVICES		25,946		34,723
INTERNAL SERVICES		26,539		26,853
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		52,485		61,576
(% of Budget)		2.85%		3.27%
TOTAL AMOUNT BUDGETED		1,840,045		1,882,129