



Enrolment		Staff FTE		Budget		
Normalized	334.000	Custodial	2.376000	Salaries	\$3,461,649	93.85%
Weighted	476.802	Exempt	0.000000	Supplies, Equip., Services	\$226,708	06.15%
Regular	334	Support	14.860000			
		Teacher	20.800000			
Year Opened	1948	Total		38.036000	Total \$3,688,357	100.00%

School Philosophy

awâsisak—Little sky beings that are loaned to us in the most sacred way— encompasses the students at awâsis waciston School. The **awâsis Program** is dedicated to fostering the spiritual, cultural, intellectual, emotional, and physical growth of all students within an inclusive, respectful, safe, and caring environment. We believe that every child learns at their own pace and in diverse ways. Learning flourishes through positive relationships that promote cooperation and engagement among students, parents, school staff, and the broader community.

In alignment with Indigenous cultural teachings, students will succeed under the guidance of the **Code of the Golden Feather**, which emphasizes **Respect, Humility, Integrity, and Honesty**. To ensure success for all students, high expectations for both academic growth and positive behavior are promoted through quality learning and collaborative relationships. We prioritize student mental health and wellness through trauma-informed practices and a focus on resiliency, creating a holistic approach to education that supports every child's journey.

Community Profile

awâsis waciston School offers the awâsis Program for full-day Kindergarten to Grade 6 students living north of the North Saskatchewan River. This alternative program is designed to meet the educational needs of urban First Nations, Métis, and Inuit children while integrating the richness of the nêhiyawêwin (Cree) language and culture. Approximately 85% of our students are Indigenous, and students speaking English as an additional language receive support as needed. Transportation services are provided at no cost through Edmonton Public Schools.

Additionally, all students have access to breakfast and lunch top-ups through the School Nutrition Program in partnership with e4c.

Programs and Organization

All students attending awâsis waciston School participate in the awâsis Program, which strives to implement the Truth and Reconciliation Calls to Action. Action #14 emphasizes the importance of valuing and preserving Indigenous language and culture, this serves as a cornerstone principle of the awâsis program. Elders and Knowledge Keepers play an integral role in leading and teaching protocols for cultural events, such as Pipe Ceremonies, Seasonal Feasts, and the annual mini-educational Round Dance.

awâsis waciston School is part of the Equity Achievement Project, a division initiative focused on literacy and numeracy growth. Students engage in daily guided reading and small group instruction, including individual reading support through targeted intervention and English as an Additional Language learning. Numeracy skills are developed through classroom instruction using Jump Math, First Steps in Math, and cooperative math games. Additionally, students access web-based licensed programs for literacy and numeracy, such as RAZ Kids, Mathletics, Prodigy, Epic!, Readworks, Tumblebooks, Starfall, Teach Your Monster to Read, and Reading Eggs.

As an Apple School, awâsis waciston is committed to promoting healthy eating and encouraging daily physical activity. The holistic health and wellness of every child is prioritized by our dedicated staff, including the Success Coach. Through the implementation of social-emotional learning, we foster self-regulation and empower students to develop essential skills for making positive choices. This comprehensive approach not only supports physical well-being, but also nurtures emotional resilience and social responsibility, helping students thrive in all aspects of their lives.

Students have opportunities to engage through the Student Leadership Committee, PALs, and the Code of the Golden Feather assemblies. They are also encouraged to participate in Guitar and Fiddle, Rainbows, the Indigenous Language and Culture Quiz, Hope Program, and the Coyote Pride Mentorship Program.

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, Bent Arrow Traditional Healing Society, E4C, Rotary Club of Edmonton Urban Spirits, The Family Centre

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 will demonstrate measurable growth in the areas of literacy and numeracy.

- Lead teachers will engage staff in monthly professional learning to support a school-wide literacy focus of *implementing small group instruction* and a numeracy focus of *mathematical models* as part of the Equity Achievement Project.
- Teachers will have access to release time for inter-classroom visitations and planning.
- Benchmark assessment, including Fountas & Pinell tests, data will identify students requiring interventions in literacy and/or English as an Additional Language learner.
- Literacy activities such as, Read In Month, the School Book Tournament, and grade-specific novel studies will facilitate a culture of reading and writing.
- Teachers will utilize Jump Math and First Steps in Math assessments, to identify students for targeted mediation. Learning enrichment activities may include STEM projects, Makerspace, and Family Math Games Night.

Results Achieved: Priority 1

Kindergarten EYE-TA - results increased in the following categories: 23.7% in Awareness of Self and Environment, 11.8 % in Social Skills and Approaches to Learning, 32% in Cognitive Skills, 16.6% in Language and Communication, 30.6% in Fine Motor, and 29.4 in Responsive Tiered Instruction. There was a slight decrease of 0.4% in Gross Motor.

K-3 Numeracy and Literacy Results- Students At-Risk in both assessment administrations Average Change Gr. 1 Numeracy 15.4%, LeNs 9.8%, Gr. 2 Numeracy 12.8%, LeNS 4.6%, Gr. 3 Numeracy 9.2% and CC3 6.3%.

Reading Results Percentage of students reading at grade level Gr. 1, 15.6%; Gr. 2, 35.3%; Gr. 3, 20.5%; Gr. 4, 22%; Gr. 5, 40.9% and Gr. 6, 45%.

Comparing students' reading at grade level scores from 2022-23 to 2023-24: Gr 1 to Gr. 2 +10.8 %, Gr. 2 to Gr. 3 -7.8%, Gr. 3 to Gr 4 +6.4%, Gr. 4 to Gr. 5 +30.9%, Gr. 5 to Gr 6 + 5.6%. Reading scores reflect continuous improvement as students move into Division 2. This trend persists when the reading scores of Grade 5 and 6 students who are reading at grade level are compared with those of other EAP schools.

HLAT Writing Results – Of students in Gr. 1-5, 26.2% wrote At or Above Grade Level (10% below EAP Schools). 72.2 % of Gr. 6 students wrote *At or Above* (40.2% higher than Gr. 6 students in an EAP School).

CAT4 Stanine 4 Results – **Gr. 4** increase in Reading 30.5%, Mathematics 52.9%, Computation 36.7%, Total Math 58.2%. **Gr. 5** had a slight decrease in Reading by 3.5%, increased in Math by 4.0%, Computation by 5.5%, and Total Math by 7.9%. **Gr. 6** increased scores in all strands, Reading 17.9%, Mathematics 16.8%, Computation 31.3%. Total Math 24.4%.

Gr. 6 PAT Results - Science - 75% of students scored at the *Acceptable Standard*, and 25% scored at the *Standard of Excellence*.

Social Studies - 71.4% of students scored at the *Acceptable Standard*, and 3.6% scored at the *Standard of Excellence*.

As part of EAP, teachers engaged in professional development to deepen their awareness of mathematical models and, received coaching and mentoring from the Numeracy Lead Teacher and Division Consultant in First Steps in Math. All teachers utilized Jump Math to teach and assess students.

An increased number of families participated in the annual Family Math Games Night which focused on games using cards and dice. All families took home manipulatives to continue playing at home.

By June 2024, First Nations, Métis, and Inuit students will demonstrate an increased sense of belonging and resiliency.

- Attendance concerns will be addressed through positive contact with families via class newsletters, phone calls, emails, and if possible home visits.
- Staff will participate in professional learning to infuse Indigenous ways of knowing in all areas of the curriculum. nêhiyawêwin (Cree) Language and Cultural program will enrich students learning experiences through participation in pipe ceremonies, seasonal cultural feasts/ceremonies, the Indigenous Language and Culture Quiz, pow wow Dancing, the guitar and fiddle program, smudging, access to Elders/Knowledge Keepers, and land-based teaching practices.
- The Code of the Golden Feather - Respect, Humility, Honesty, and Integrity, will serve as a model to guide and maintain a safe and welcoming learning environment for students and staff.
- Schoolwide implementation of R2 modules to increase student resiliency.
- Students can access mental health support from the School Success Coach, a school-based counselor and Rainbows
- Students will participate in engaging, positive activities including the Kindness Cart, School Bus Positive Riders Program, School Leadership Team, Playground Activity Leaders

Results Achieved: Priority 3

Division Feedback Survey: Students: 77.9% feel they belong at school. 84.5% have opportunities to be involved in activities that support their sense of belonging and they

had at least one adult identified to go to for help. 80.9% stated that school staff had high expectations for them to be successful. 82.1% reported that their school takes action to support truth and reconciliation. Over 90% of students reported that they learned about the contributions and perspectives of Indigenous people and treaties, agreements, and residential schools and their legacy. Students seeing themselves in books and hearing stories of resiliency from speakers has made an everlasting impact.

Families: 91.7% reported having a positive relationship with staff to support their child's learning at school, that their child feels like they belong at school, and that they feel welcome in their child's school community. The majority of parents (83.3%) feel well-informed about their child's school's efforts to support truth and reconciliation. 100% of families expressed that the school staff cares about their children. **Staff:** A large majority of staff (93.4%) feel confident in their ability to program effectively for First Nations, Métis, and Inuit students. 80% surveyed that, the school is a place where all students feel like they belong and that it takes steps to support a sense of belonging and inclusion for everyone.

Alberta Education Assurance Survey: In the area of, Student Growth and Achievement 83.9% reported Student Learning Engagement. The measure of Education Quality score was 94.5 %. The Learning Supports section reported 84.5 % for a Welcoming, Caring, Respectful, and Safe Learning Environment, and 83.4% for Access to Supports and Services. And Parental Involvement was 84.8%

Youth Resilience Survey - Grades 4-6 High and Above Average scores for Overall Engagement at 45.5% and Overall Resilience at 28% provide evidence that the school must continue to take proactive steps to address the needs of students and promote their resilience through access to a Success Coach, Rainbows Program, and an onsite Mental Health Therapist.

Students participated in numerous cultural experiences foremost being weekly nêhiyawêwin (Cree) Language and Culture instruction, along with Pipe Ceremonies, Seasonal Feasts, Powwow and Metis Dance instruction, Metis week, fiddle instruction for students in grades 4-6, and the culminating celebration of awâsis Day. The awâsis program provides students with a strong foundation that supports them in their academic, social, and emotional development.

What were the biggest challenges encountered in 2023-2024?

A key challenge encountered was new students, at all grade levels, enrolled in the awâsis program arriving with limited school experience. Assessing students takes time and teachers are constantly implementing their knowledge and skills to plan and differentiate for the diverse learners in their class. The small instructional classrooms, designed for students working up to two years below grade level, became larger than anticipated, making it more challenging to provide individualized attention. Additionally, some students could not be assessed through Specialized Learning Supports due to their chronically poor attendance.

The program also saw an increase in students entering Kindergarten who required speech-language and occupational therapy support. These students often needed more time to adapt to the structures and routines of the classroom. Supporting and managing self-regulation became essential to fostering their literacy and numeracy development, as it helped create a learning environment where they could thrive.

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

The use of research-based literacy and numeracy instructional strategies will continue to be a cornerstone of the awâsis program. Participation in the Equity Achievement Project will enable the lead literacy teacher to mentor and coach teachers in areas such as deepening phonemic awareness, small group instruction, and writing. Teachers will engage in targeted professional development and be given time to collaborate, plan, and share resources and strategies, fostering a culture of continuous improvement. To support students who need additional help beyond universal strategies, academic and behavioral interventions will be implemented promptly, ensuring that these students receive timely and tailored support.

Additionally, staff will work to increase their awareness and understanding of Indigenous Ways of Knowing, enhancing their ability to support the academic, social, and emotional needs of students in a culturally responsive way. Support for students' positive mental health will be facilitated by building strong relationships with all staff, engaging with the School Success Coach, a school-based mental health therapist, and the Rainbows program. These efforts aim to create a holistic and nurturing environment.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7161 Prince Charles School

Assurance Domain	Measure	Prince Charles 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	83.9	83.6	84.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.8	77.9	79.7	79.4	80.3	80.9	High	Maintained	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	46.5	35.3	35.3	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	2.3	5.9	5.9	19.8	18.0	18.0	Very Low	Maintained	Concern
	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	94.5	86.1	85.6	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	81.5	83.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.4	80.7	81.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.8	73.7	68.2	79.5	79.1	78.9	Very High	Improved	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 our school for the 2024-25 school year, will demonstrate one year's growth in reading, writing and math.**

- A literacy lead teacher will participate in Equity Achievement Project professional development and provide school-wide support. They will collaborate with staff to enhance their capacity through research-based strategies, coaching, and mentoring, while leading a school-wide focus on refining phonemic awareness and phonics instruction.
- The lead teacher will foster students' writing skill development by modeling effective strategies and offering coaching during classroom visits.
- Students will participate in pre- and post-writing prompts throughout the year. Same-grade teachers will review the writing to pinpoint challenges and implement best practices aimed at enhancing students' writing skills. Students will also improve their writing stamina and sustained focus over longer writing tasks.
- Teachers will have the opportunity to participate in catchment professional development to cultivate their skills in supporting early literacy development using resources such as, UFLI.
- Teachers will access release time for inter-classroom visitations and planning.
- Benchmark assessments will identify students requiring interventions in literacy and/or English as an Additional Language learner.
- Literacy activities such as, Read In Month, the School Book Tournament, and grade specific novel studies will facilitate a culture of reading and writing.
- The Assistant Principal will attend EAP Numeracy sessions to keep teachers informed of resources and best practices. Teachers will use Jump Math and First Steps in Math assessments to identify students for targeted intervention. Enrichment activities may include STEM projects and Makerspace
- All students will access "free books" from the Start2Finish book vending machine to support building home libraries and a joy of reading.
- Increasing family engagement will be nurtured through dedicated family nights focused on literacy and math.

What data will you use to track continuous improvement?

Growth in literacy and numeracy will be tracked through teacher-administered summative and formative assessments, which will be integrated into the school-wide data tracker. Data collection tools include LeNS, CC3, and Numeracy Screeners for grades 1-3, as well as TOSREC and CAT4 for Division 2. Teachers will administer three sets of pre- and post-writing prompts and meet to mark them.

Division Priority 3**By June 2025, students will feel more connected and have a greater sense of belonging and resiliency.**

- A proactive approach will enhance communication and relationships with parents. To foster belonging, attendance concerns will be addressed early with the goal of increasing parent engagement. Teachers and administration will invite families to school-wide events like math and literacy nights and family conferences. Communication strategies will include school and class newsletters, phone calls, emails, and, if feasible, home visits.
- The admin team will host coffee and muffins gatherings to cultivate a welcoming environment for parents/guardians. Supporting them in feeling comfortable in the school environment while inspiring them to share their hopes and dreams for their child's future. Parents will also be supported through access to Roots and Wings and various division resources.
- Students' sense of belonging will be enhanced through participation in the nêhiyawêwin (Cree) Language and Cultural Program. Engaging in activities such as pipe ceremonies, seasonal cultural feasts, pow wow dancing, the guitar and fiddle program, smudging, and learning from Elders and Knowledge Keepers will help students develop a positive self-identity and strengthen their connection to culture and community.
- The mental health therapist will lead classroom workshops to foster student resiliency and assist in the schoolwide implementation of R2 modules. Students will have increased access to mental health support from the School Success Coach and the therapist, with parents as partners in supporting their child's positive mental health.
- Teachers will undergo professional development on Responding to Racialized Situations. Monthly assemblies will celebrate student accomplishments and foster a positive school community. Students will participate in enriching activities, including the Kindness Cart, the HOPE Program, School Bus Positive Riders Program, School Leadership Team, Playground Activity Leaders initiative, and school spirit days.

What data will you use to track continuous improvement?

Survey questions in the DFS, YRS, AEAMs related to belonging, engagement and connectedness; Examination of qualitative data indicating improvement in student-school staff relationships; Monthly monitoring of student attendance. The WCRSLE measure results; A collection of student engagement samples that demonstrate progress over time. Feedback from school counselor on students' mental wellbeing.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,624,115		3,688,357
Internal Revenue		0		0
REVENUE TOTAL		3,624,115		3,688,357
Classroom	18.800000	2,031,772	18.800000	2,031,772
Leadership	2.000000	267,468	2.000000	267,497
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	54,400	.000000	54,400
TOTAL TEACHER	20.799999	2,353,640	20.799999	2,353,669
(% of Budget)		64.94%		63.81%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	14.500000	879,977	14.860000	898,333
Support (Supply/OT)	.000000	36,746	.000000	38,428
Custodial	2.376000	153,119	2.376000	153,119
Custodial (Supply/OT)	.000000	15,400	.000000	18,100
TOTAL NON-TEACHER	16.875999	1,085,242	17.236000	1,107,980
(% of Budget)		29.95%		30.04%
TOTAL STAFF	37.675999	3,438,882	38.035999	3,461,649
(% of Budget)		94.89%		93.85%
SUPPLIES, EQUIPMENT AND SERVICES		156,093		197,068
INTERNAL SERVICES		29,140		29,640
TOTAL SES		185,233		226,708
(% of Budget)		5.11%		6.15%
TOTAL AMOUNT BUDGETED		3,624,115		3,688,357