

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	413.000	Custodial	2.281000	Salaries	\$3,303,943	96.63%
Weighted	538.338	Exempt	0.000000	Supplies, Equip., Services	\$115,252	03.37%
Regular	443	Support	11.196000			
		Teacher	<u>21.500000</u>			
Year Opened	1976	Total	34.977000	Total	\$3,419,195	100.00%

School Philosophy

At Caernarvon school, we believe that all students can succeed. We provide quality learning experiences which meet the individual needs of students and opportunities that foster the development of the whole child while cultivating a joy of learning. We believe that we can best achieve our goals by working collaboratively with our parents and greater community. We cherish our relationships with parents and appreciate their partnership. We acknowledge the school's responsibility to advance students' academic, physical, emotional and social growth so that they become the best they can be in school, work and life. We strive to create a welcoming, inclusive, safe and healthy learning environment where all members of our school community treat each other with dignity and respect.

Community Profile

Caernarvon School is located in the Castle Downs area. Caernarvon School serves a broad range of students' needs and is diverse in population and cultural background. In addition to a regular kindergarten to grade six program, in September 1997, Caernarvon opened a Chinese Bilingual program. In September 2022, Caernarvon was designed as a Division site for an Interactions program. This program supports students with autism spectrum disorder. Caernarvon School celebrates diversity and uniqueness in recognizing the diverse population of students with First Nations, Metis and Inuit heritage, English Language Learners, and students with varying special needs. Caernarvon school celebrates its diversity, academics and community through school-wide events, including Meet the Staff, Conferences and Celebration of Learning, Winter Carnival, Indigenous Day and Lunar New Year celebrations.

Programs and Organization

- Community K-6
- Mandarin Bilingual K-6
- Interactions Grades 1-6

School Community Relationships

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

Confucius Institute in Edmonton, Edmonton Chinese Bilingual Education Association, Save On Foods

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).

Building on Outstanding Learning Opportunities for all Students

Caernarvon staff are committed to building outstanding learning opportunities for all students with a strong focus on literacy. By June 2024, Caernarvon students will demonstrate growth in the areas of reading and writing. We will measure individual student growth, as well as growth in our total student population. Professional learning opportunities and resources will be made available to staff in order to build capacity in the area of data collection and developing next steps while monitoring literacy targets. Collaborative groups will facilitate next steps to support students' growth. Various literacy resources, including the First Nations, Metis and Inuit Literacy Tool kit, will be made available for teachers to further support literacy development. Universal and targeted strategies will be implemented into teacher practice and into school wide supports.

Results Achieved:

Reading

Reading at, above or below:

- Total number of students, at or above, was 56%.
 - Total number of students, at or above, in the Bilingual Program increased by 18%.
 - Total number of English as Another Language students that were reading at or above, was 45% which was maintained from the previous year.

CAT4 reading levels increased 5.8% from the fall to the spring administration.

Grade 1 CC3: 10.3% of "at risk" students in September were no longer considered "at risk" in the May 2025 assessment.
Grade 1 LENS: 14.7% of "at risk" students in September were no longer considered "at risk" in the May 2025 assessment.
Grade 2 CC3: 19% of students "at risk" in September were no longer considered "at risk" in the May 2025 assessment.
Grade 2 LENS: 19% of students "at risk" in September were no longer considered "at risk" in the May 2025 assessment.
Grade 3 CC3: 15.6% of students "at risk" in September were no longer considered "at risk" in the May 2025 assessment.

Kindergarten EYE-TA: 81% of students achieved appropriate development in their language and communication skills. An increase of 6% from the fall to the spring assessments.

As reported through the Division feedback survey:

- 89% of students report they are getting better at reading this year.

Teachers used guided reading and leveled books, Orton-Gillingham's approach to phonemic awareness, FlyLeaf and UFLi resources to support their students' reading growth.

Writing

51.3% of students achieved at or above grade level on their spring 2024 HLATs

As reported through the Division feedback survey:

- 77% of students report they are getting better at writing this year.

Teachers incorporated Writer's Workshop approach, Empowering Writers, 6 + 1 Write Traits and Balanced Literacy writing centers to support students' writing. Collaborative planning and assessment time was provided for teachers.

As reported through the Division feedback survey, students' efficacy around their learning at school is demonstrated in that:

- 80% of students report that they had the opportunity to be successful in their learning.
- 81% of students report that school staff have high expectations for them to be successful in their learning.
- 82% of students report that they know how to get help with their learning in school.

Advance Actions Towards Anti-Racism and Reconciliation

Caernarvon school will engage in targeted action that supports long-term, positive change towards anti-racism and reconciliation. By June 2024, students and staff will have engaged in meaningful learning that supports our Division's Anti-Racism and Equity Plan. Through collaborative teams and professional learning, plans will be developed to embed authentic activities and learning into our daily teaching practice which will support systemic change. We will continue to provide an inclusive environment that honors and celebrates the diversity of our students and community. Opportunities to build relationships, increase a sense of belonging, promote a positive school culture and engage in activities that support social and emotional well-being will be made available to students, community and staff.

Results Achieved:

Students and staff engaged in targeted learning focusing on anti-racism, equity and reconciliation which resulted in authentic activities being embedded into everyday activities and learning. Diversity consultants lead staff through professional learning such as creating personalized Land Acknowledgements, choosing books for the classroom and library which represents the many cultures that make up our Caernarvon community, learning about and connecting with the 7 Grandfather Teachings and learning to embed Sharing Circles into our classroom and staff routines. Students created Indigenous style artwork and experienced Indigenous games during physical education time and special activity days. Lunch time Lion dance and drumming lessons were available for all students. A school wide multicultural day was celebrated and Lunar New Year as well. A Ramadan presentation was provided for staff and students. Acknowledgement of many cultures was recognized daily on our morning announcements. A series of staff professional learning was developed around SOGIE, by our Diversity consultants, which built capacity in staff to further create an inclusive school community. To support our new to Canada families, we had an in-house Settlement Practitioner available.

As measured by the Alberta Education Assurance Measures:

- Overall summary: 81.9% reported that Caernarvon School is a welcoming, caring, respectful and safe learning environment.

As measured by the Division's Feedback survey:

- 81.3% of students feel that Caernarvon school takes actions that support truth and reconciliation.
- 95.5% of parents feel that a variety of diverse cultures are represented in the events, activities and environment.

What were the biggest challenges encountered in 2023-2024?

Increasing enrollment throughout the year in the regular program. Students and families having little or no English, in addition, are new to Canada and to the education system. Communicating with families that do not speak English. Increasing diverse student needs in the inclusive classroom setting.

- 24% of our student population are English as Another Language Learners (EAL), 70% of these students are in the regular program. (76 EAL students out of 276 students in the regular program)
- 10% of our EAL student population have Refugee status.
- 19% of our student population have met special needs criteria.

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

Improving students' reading levels will continue to be a focus.

- As a school, we want to focus on supporting students who are reading below grade level by building relationships with families, building our capacity to respond to the diverse literacy (reading) needs of the students.

Communicating with parents/guardians.

- Approximately only 40% of parents/guardians access SchoolZone on a regular basis.
 - Regular being approximately once a month.
- Implementing more communication strategies in order to reach more parents/guardians.
 - A plan to address our increasing EAL population.

Continue our work in Advancing Actions Towards Anti-Racism and Reconciliation

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7225 Caernarvon School

Assurance Domain	Measure	Caernarvon 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	77.8	86.8	83.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.0	83.2	82.3	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	81.4	71.7	71.7	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	22.0	18.3	18.3	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	85.9	92.0	91.3	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	85.8	85.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	69.6	69.0	72.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	68.1	75.4	72.6	79.5	79.1	78.9	Very Low	Maintained	Concern

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

Build on outstanding learning opportunities for all students

Caernarvon staff are committed to building outstanding learning opportunities for all students with a strong focus on literacy. By June 2025, Caernarvon students will demonstrate one year's growth in the area of reading. We will measure individual student growth, as well as growth in our total student population. Professional learning opportunities and resources will be made available to staff in order to build capacity in the area of improving students' reading levels. Staff will respond to data and will develop next steps while monitoring literacy targets. Teachers will collaborate around student reading data to identify and support the implementation of high impact strategies. Various literacy resources, including the First Nations, Metis and Inuit Literacy Tool kit, will be made available for teachers to further support literacy development. Teachers will utilize universal and targeted strategies when addressing the diverse learning needs of students. Supporting student achievement will also be addressed by engaging in whole school approaches to capacity building in First Nations, Metis and Inuit education.

What data will you use to track continuous improvement?

Progress will be measured through provincial screening assessments; literacy intervention results; triangulated evidence; teacher awarded grades; at, above or below reading scores; Canadian Achievement Test 4; staff perception of their capacities & student perception of their reading progress from the Division Feedback Survey; family engagement results from the Alberta Education Assurance survey.

Division Priority 2

Advance Actions Towards Anti-Racism and Reconciliation

Caernarvon school will engage in targeted action that supports long-term, positive change towards anti-racism and reconciliation. By June 2025, students and staff will have engaged in meaningful learning that supports our Division's Anti-Racism and Equity Plan. Through collaborative teams and professional learning, plans will be developed to embed authentic activities and learning into our daily teaching practice which will support systemic change. We will continue to provide an inclusive environment that honors and celebrates the diversity of our students and community. Opportunities to build relationships, increase a sense of belonging, promote a positive school culture and engage in activities that support social and emotional well-being will be made available to students, community and staff.

What data will you use to track continuous improvement?

A safe, welcoming, high-quality learning and working environment with increased engagement will be reported through the Alberta Education Assurance Survey and the Division's Feedback Survey and school level data, specifically in the area of truth and reconciliation. This will also be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,258,590		3,419,195
Internal Revenue		0		0
REVENUE TOTAL		3,258,590		3,419,195
Classroom	19.000000	2,053,388	19.500000	2,107,424
Leadership	2.000000	269,687	2.000000	269,499
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	50,000	.000000	57,075
TOTAL TEACHER	21.000000	2,373,075	21.500000	2,433,998
(% of Budget)		72.83%		71.19%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	9.571000	588,201	11.196000	686,824
Support (Supply/OT)	.000000	9,000	.000000	14,000
Custodial	2.281000	163,521	2.281000	163,521
Custodial (Supply/OT)	.000000	4,200	.000000	5,600
TOTAL NON-TEACHER	11.852000	764,922	13.477000	869,945
(% of Budget)		23.47%		25.44%
TOTAL STAFF	32.852000	3,137,997	34.977000	3,303,943
(% of Budget)		96.3%		96.63%
SUPPLIES, EQUIPMENT AND SERVICES		62,600		51,800
INTERNAL SERVICES		57,993		63,452
TOTAL SES		120,593		115,252
(% of Budget)		3.7%		3.37%
TOTAL AMOUNT BUDGETED		3,258,590		3,419,195