

Profile



Enrolment		Staff FTE		Budget		
Normalized	211.500	Custodial	2.938000	Salaries	\$2,922,205	92.99%
Weighted	417.243	Exempt	0.000000	Supplies, Equip., Services	\$220,237	07.01%
Regular	226	Support	15.543000			
		Teacher	15.057000			
Year Opened	1956	Total		33.538000	Total	\$3,142,442 100.00%
				Internal Revenue	\$177,895	

School Philosophy

At Avonmore we support students in "Growing Deeper and Reaching Higher". We create a safe learning environment by celebrating every success. Our staff strives to provide authentic, hands-on learning experiences that encourage students to explore and interact with the natural world around them. We celebrate diversity and see the goal of learning as a team effort. We believe that parents and rights holders are valued members of our team and as we communicate openly and work collaboratively, student learning improves.

Community Profile

Avonmore School is set in the established southeast community of Avonmore. The school borders a large park site with a number of soccer fields. The Avonmore Community League building is adjacent to the shared community playground and spray park. Avonmore School also offers two outdoor classrooms and a smaller park in the courtyard area.

The school serves students from various family and cultural communities. We provide inclusive learning opportunities as well as several classes for our students with special needs and celebrate each child's learning successes. Parents are actively involved in the school through volunteering in classes, fundraising, participating in student conferences and involvement with the school council .

Edmonton Region Child Care Association offers our families childcare from age 3 to 12. Offering a preschool, kindercare and an out of school care. Metro Continuing Education shares the Avonmore School facility. Metro students and staff utilize the two storey south end of the building. Avonmore School uses the north end of the building.

Programs and Organization

Avonmore's program provides students different paths to achieve academic and personal success.

We offer:

- Elementary (Kindergarten-Grade 6 with combined grade groupings).
- French as a Second Language is offered to students in grades 4- 6.
- Inclusive programming for our community students with identified special needs.
- Community Living Skills and Community Living Skills-Connections, 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:

Avonmore Community League, ERCCA (Edmonton Region Child Care Association)

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, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy.

By June 2024, Avonmore students will demonstrate a year's growth in reading and writing.

This will be achieved through:

- Applying reading and writing best practices such as guided reading, small group instruction, targeted support in phonemic awareness and phonics instruction
- Strengthening partnerships with families through the Avonmore Reads home reading program and family literacy nights
- Practice specific reading and writing skills using technology
- Staff participating in Professional Learning to enhance reading and writing instruction and intervention

Results Achieved:

The teaching staff at Avonmore consistently applied insights from professional development sessions to enhance reading skills for all students, utilizing approaches such as phonological awareness, phonics, reading fluency, vocabulary, comprehension, morphological awareness, structured word inquiry, and instruction for English language learners. Armed with this knowledge, Avonmore staff conducted individual assessments to evaluate students' reading abilities and skills. By analyzing the gathered data, the team collaborated to identify key learning outcomes and create effective teaching plans, ultimately comparing results to determine the most successful strategies.

To further support students' needs, we established an intervention plan for reading, writing and mathematics. These interventions enabled Avonmore staff to focus on specific supports for students requiring extra assistance. In early fall, teachers reviewed results from the previous school year along with fall Provincial Screeners and school reader screeners to establish which students to send to intervention. By monitoring student progress throughout the year, we provided timely support, allowing students to engage in small groups and one to one sessions outside of the classroom to effectively enhance their skills.

Reading Results:

- Reading Achievement 50.6 % of students reading at or above grade level an increase of 14.3% from the previous year
- CAT 4 Reading 77.8% of students scored stanine 4 and above in the Spring compared to 59.3 % in the fall, this is an increase of 18.5% throughout the school year

Writing Results:

- HLAT 36.1 % of students are writing at grade level, a decrease of 6% as compared to the previous years data

Mathematics Results:

- CAT 4 Total Math 91.1% scored stanine 4 and above, this is a 11.9 % increase as compared to the previous years data
- Mathematics 89.8 % scored stanine 4 and above, this is an increase of 7.4 % compared to the previous years data
- Computation 81.4 % scored stanine 4 and above, this is an increase of 8.9 % compared to the previous years data

To create a school that listens and takes action toward Anti-Racism and Reconciliation. Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation.

By June 2024, Avonmore School will engage in meaningful learning activities related to anti-racism and reconciliation. We will maintain and /or increase in the areas of Citizenship, Welcoming, Caring, Respectful and Safe Learning Environments as measured on the Assurance measures.

This will be achieved through:

- Ensuring students can see themselves represented in the school and classrooms through guest speakers, presentations, library books, photographs in the hallways and classroom materials
- Embedding Indigenous ways of knowing into classroom activities, nature walks connecting to the land, creating classroom Land Acknowledgments

- Engaging with Elders and having them come into the school/classrooms to work with students and staff
- Recognizing all cultures through the use of the Multifaith Calendar and Diversity months to celebrate Family cultures

Results Achieved:

Our staff made a strong commitment to enhancing inclusivity at our school and supporting our diverse learners as a unified team. We accomplished this by utilizing the Multifaith Calendar and celebrating Diversity months to honor various family cultures. We hosted an Avonmore Multicultural Day where students were encouraged to wear traditional clothing and color the flag of the country they were born in, showcasing the many countries represented in our community.

Through a range of activities—such as inviting a Metis Elder, staff participating in a River Walk with Dwayne Donald, classroom smudging, creating Indigenous prints with an Artist in Residence, and organizing an Indigenous games day—we fostered a deeper understanding of Truth and Reconciliation.

At Avonmore, students feel safe at school, learn the importance of caring for others, respect their peers, and are treated fairly. They agree that their learning environments are welcoming, caring, respectful, and safe. Avonmore students believe their school is a place where everyone feels a sense of belonging.

Division Feedback Survey:

- 70.3 % of students at Avonmore feel their school is a place where all students feel like they belong.
- 73 % of the students at Avonmore feel that the school takes action to support truth and reconciliation
- 85.1 % of the students at Avonmore are aware of the work the school is doing to support anti-racism and belonging in schools
- 37 % of the students see their identity/culture reflected in the materials used in class

Assurance Survey:

- 86.7 % of people surveyed feel that at Avonmore students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 84.6 % of people surveyed agree that their learning environments are welcoming, caring, respectful and safe
- 80.2 % of people surveyed feel that students model the characteristics of active citizenship

What were the biggest challenges encountered in 2023-2024?

Addressing the diverse needs of complex learners, meeting the growing demands within classrooms, as well as the increased enrolment of 60 students, presented a variety of challenges. Furthermore, there is a growing demand for mental health services among our students; however, many are unable to receive the crucial support they require due to the limited resources and availability.

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

As we prepared for the 2024-2025 school year, the Avonmore staff reviewed the progress students made and feedback from various surveys to help establish a plan for moving forward. Looking at our previous years HLAT scores of 36.1% students writing at grade level indicated a need for a more comprehensive and school wide approach to writing instruction.

To address the increasing complexities of our students, we will be hiring a part-time Success Coach to support our mental health initiatives and strengthen our students' resiliency. Another way we can support our students is by establishing a unified approach to fostering their social and emotional regulation, growth, and overall well-being.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7501 Avonmore School

Assurance Domain	Measure	Avonmore 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	71.8	82.2	77.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.2	86.0	81.4	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	58.1	40.0	40.0	68.5	66.2	66.2	Very Low	Improved	Issue
	PAT6: Excellence	6.5	0.0	0.0	19.8	18.0	18.0	Very Low	Improved	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	82.5	95.4	94.3	87.6	88.1	88.6	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.6	89.2	85.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	71.9	88.9	88.7	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	88.6	89.5	91.4	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

Through our cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy.

By June 2025, all students who have been at our school for the 2024-2025 school year, reading and writing below grade level, will demonstrate a year's growth.

This will be achieved through:

- Teachers will collaborate using data to identify and support the implementation of high impact reading and writing best practices such as guided reading and writing, small group instruction, targeted support in phonemic awareness, mechanics, word choice and organization of thoughts.
- Regular monitoring of student reading and writing levels through common school assessment trackers (HLAT, Reading Screeners)
- Staff engagement in evidence-based literacy professional learning to build capacity and confidence when working with students who are not yet reading and writing at grade level
- Strengthening partnerships and engagement with families and the community through activities such as the school home reading program, family nights (literacy and numeracy), and Edmonton Public Library programs

What data will you use to track continuous improvement?

This will be measured through Division Reading levels (grades 1-6), Reader Screeners (grades 1-6), Provincial Learning Loss Assessments (grades 1-3), Provincial Achievement Tests (grade 6), HLATs (grades 1-6), CAT 4 (grades 4-6); Student perception of their reading and writing progress from the Division Feedback Survey, family engagement results from the Alberta Education Assurance Survey.

Division Priority 2

To create a school that listens and takes action toward Anti-Racism and Reconciliation. Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation.

By June 2025, Avonmore School will have experienced meaningful learning opportunities and activities centered on anti-racism and reconciliation to enhance understanding and strengthen connections to the land, the people, and the surrounding world.

This will be achieved through:

- Ensuring students can see themselves represented in the school and classrooms through guest speakers, presentations, library books, photographs in the hallways and classroom materials
- Embedding Indigenous teachings into classroom activities such as, engaging with Elders and introducing the Seven Sacred Teachings
- Recognizing all cultures through the use of the Multifaith Calendar, Diversity month posters, and a Multicultural day to celebrate various cultures
- Weekly announcements that share knowledge of diverse cultural groups
- Students experiencing different cultures through hands on activities presented by a cultural expert
- Students engaging in positive culturally appropriate dialogue

What data will you use to track continuous improvement?

Achievement of this goal will be measured through the Alberta Education Assurance Measures and the Division Survey Measures.

Division Priority 3

Through our cornerstone values, staff in the McNally Catchment will celebrate, recognize and reinforce a positive school culture.

By June 2025, Avonmore School will have established a stronger sense of belonging and community through the development of focused skills and strategies that cultivate

healthy connections, promote emotional and physical well-being, as well as positive mental health. We will maintain and /or increase in the areas of Citizenship, Welcoming, Caring, Respectful and Safe Learning Environments as measured by various surveys.

- This will be achieved through:
- Student run monthly assemblies
 - Student jobs
 - Kindness tickets
 - Connection to literature (“Magical Yet”, “Invisible Boy” and “Kindest Red”) through monthly activities
 - Accessing a Success Coach
 - Staff Stars
 - Field Trips
 - Lunch with the Principal
 - Principal communication with parents
 - Staff one to one meetings
 - Ongoing initiatives to engage parents

What data will you use to track continuous improvement?

Achievement of this goal will be measured through the Alberta Education Assurance Measures, the Division Survey Measures, staff survey and Youth Resilience Survey.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,685,676		2,964,547
Internal Revenue		135,000		177,895
REVENUE TOTAL		2,820,676		3,142,442
Classroom	12.657000	1,367,880	13.057000	1,411,110
Leadership	2.000000	258,326	2.000000	258,222
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	36,963	.000000	33,929
TOTAL TEACHER	14.657000	1,663,169	15.057000	1,703,261
(% of Budget)		58.96%		54.2%
Exempt (Hourly/OT)	.000000	26,400	.000000	26,208
Support	12.143000	749,435	15.543000	945,513
Support (Supply/OT)	.000000	16,000	.000000	16,000
Custodial	2.750000	207,319	2.938000	220,923
Custodial (Supply/OT)	.000000	6,500	.000000	10,300
TOTAL NON-TEACHER	14.893000	1,005,654	18.481001	1,218,944
(% of Budget)		35.65%		38.79%
TOTAL STAFF	29.549999	2,668,823	33.538001	2,922,205
(% of Budget)		94.62%		92.99%
SUPPLIES, EQUIPMENT AND SERVICES		82,903		131,524
INTERNAL SERVICES		68,950		88,713
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		151,853		220,237
(% of Budget)		5.38%		7.01%
TOTAL AMOUNT BUDGETED		2,820,676		3,142,442