

Profile



Enrolment		Staff FTE		Budget		
Normalized	190.000	Custodial	2.750000	Salaries	\$2,448,292	93.14%
Weighted	365.789	Exempt	0.000000	Supplies, Equip., Services	\$180,388	06.86%
Regular	205	Support	11.000000			
		Teacher	13.457000			
Year Opened	1956	Total		27.207000	Total	\$2,628,680
					100.00%	
				Internal Revenue	\$139,715	

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 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, Avonmore students will demonstrate growth in the areas of reading and writing and mathematics. Qualitative and quantitative data will be collected from both internal and external sources. Assessments such as TOSREC/TOSWRF/TOWRE, CAT4, PATs, HLAT Writing, MIPI, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored support. Data from the Provincial Assurance Survey, District Feedback Survey, and regular monitoring of other relevant sources of data will be used to measure and report this growth. Academic results will demonstrate improvement in the numbers of students achieving the acceptable standard and the standard of excellence in Grades 6 provincial assessments. We will do this by continuing our work with a multi-tiered system of support, providing targeted intervention based on data collected from standardized tests and MIPI results in both literacy and numeracy. We will also provide our parents with information they need to monitor and support the learning of their children.

Results Achieved:

The teaching staff from Avonmore continued to incorporate what they learned from PD sessions to improve reading for every student. These practices included phonological awareness, phonics, reading fluency, vocabulary, comprehension, morphological awareness, structured word inquiry, and English language learner instruction. With this knowledge Avonmore School staff met with students individually to assess their reading ability and skills. By taking this information we gathered we were able to collaborate and identify essential learning outcomes and developed plans together around how to teach our students effectively and then compare results to see what worked best.

Assurance Survey Measures:

- Student Learning Engagement 82.2% this is an increase of 8.9% from the previous year

Reading Results:

- Reading Achievement 36.3 % of students reading at or above grade level a decrease of 1.5% from the previous year
- CAT 4 Reading 74.5% of students scored stanine 4 and above, this is an increase of 23% from the previous year

Writing Results:

- 40.4 % of students are writing at grade level, an increase of 12.1% as compared to the previous years data

As a school we created two processes to ensure we are supporting students' needs. These processes were intervention plans and a transitioning document. With these two documents Avonmore staff are able to target supports and interventions for our students who require extra support and interventions. Also in the early fall, teachers analyzed student results from the Math Intervention Programming Instrument (MIPI) and provided in class interventions for students who were identified as requiring additional support. Monitoring student progress in Math throughout the year allowed us to provide timely interventions to students in need of additional support. Students were able to participate in small group targeted work within the classroom to support them on their math skills.

Mathematics Results:

- CAT 4
 - Total Math 68.6 % scored stanine 4 and above, this is a 5.4% increase as compared to the previous years data
 - Mathematics 80.4% scored stanine 4 and above, this is an increase of 18.6 % compared to the previous years data
 - Computation 56.9% scored stanine 4 and above, this is an increase of 4% compared to the previous years data

Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation. By June 2023, the Avonmore school community 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 and all staff will enhance their instructional practices through engagement in catchment collaboration and job-embedded professional learning. Topics addressed may include, mental health, indigenous understandings, use of technology to enhance learning, differentiation, and leadership development. This will be

measured by the Assurance Survey, staff surveys, staff participation at catchment and individual professional development opportunities, and teacher reflective feedback based on self-identified goals. We will do this by deepening our use of evidence based decision making to support student learning using evidence of student learning to inform and improve instructional practices. We will work collaboratively to meet our school goals and engage in meaningful, job-embedded professional learning.

Results Achieved:

Avonmore staff and students continued to work on advancing our actions toward anti-racism and reconciliation. Avonmore's school theme was Circles all around us. This metaphor includes the people in our circles and how we are kind to everyone. We had guest artists come to our school to share their knowledge about PowWow dancing, singing and drumming. We also made an investment in a diverse collection of books representing First Nation, Metis and Inuit peoples.

Assurance Survey Measures:

- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): 89.2% an increase of 4.5% from the previous year
- Access to supports and Services: 88.9% an increase of .5% from the previous year
- Safe and Caring: 91.5% an increase of 7.2% from the previous year
- Satisfaction with Program Access: 87.3% an increase of 7% from the previous year

Division Feedback Survey:

- 78% of students feel Avonmore staff know them as a person
- 70% of students feel Avonmore is a place where all students feel like they belong

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, Avonmore school community 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. Measurements may include the number of opportunities to participate in mental and physical health school/Catchment events/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, one on one conversations, mental health support in the building and the Assurance Survey and the Division Feedback Survey.

Results Achieved:

Once a month our staff worked collaboratively on our best practices as a school community that was enhanced by accessing outside support and consultants to provide guidance on how to support our students' mental health. This was done through the use of three social worker practicum students, a mental health therapist and mental health professional development at staff meetings. Through these opportunities staff were able to enhance their leadership capacity by taking the lead in these areas.

Our staff also worked on how to be more inclusive as a school and how we can support the diverse learners as a whole team. This was achieved by having the CLS classes open their doors and allowing us to be part of their practice. Our CLS team along with the all Division CLS classes collaboratively wrote a resource to support the work in our Division sites.

We created a mental health classroom with one of our teachers on staff. The goal was to work with our students who were having difficulties with transitions and the ability to focus in class.

Our Mental Health Therapist also supported small group therapy for students who needed extra support with relationships, working through their anger, anxiety and trauma.

Division Feedback Survey:

- 64% of students at Avonmore feel many diverse cultures are represented in the books and materials
- 71 % 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

What were the biggest challenges encountered in 2022-2023?

Meeting the needs of complex learners continued to be a challenge. The number of students reading below grade level increased despite significant interventions and smaller class sizes. An increasing number of students required mental health services. Many students struggled with regulation.

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

As we continue to have a high number of students reading and writing below grade level we will continue to make literacy a focus of our school. We will continue to work together to ensure our students are receiving high quality access to teaching and learning. We will develop a more robust system of intervention to provide additional support to students both inside the classroom (push in intervention) and outside of the classroom (pull out intervention). We will continue to build community through our work on Anti-racism, a greater sense of pride in our school, through this we could see an improvement on attendance and achievement.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	82.2	73.3	73.3	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	86.0	76.7	78.3	80.3	81.4	82.3	Very High	Improved	Excellent
	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	40.0	42.9 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	4.8 *	n/a	16.0	17.7	n/a	Very Low	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	95.4	93.2	92.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	82.6	82.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.9	88.4	88.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	89.5	93.3	93.5	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, 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

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), EYE-TA (K), CAT 4(grades 4-6), and classroom level assessments along with teacher professional judgment.

Division Priority 1

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

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.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,138,742		2,488,965
Internal Revenue		142,000		139,715
REVENUE TOTAL		2,280,742		2,628,680
Classroom	11.200000	1,205,938	11.657000	1,255,144
Leadership	1.200000	168,571	1.800000	234,410
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	36,963
TOTAL TEACHER	12.400000	1,404,509	13.457000	1,526,517
(% of Budget)		61.58%		58.07%
Exempt (Hourly/OT)	.000000	22,000	.000000	26,400
Support	8.400000	513,019	11.000000	667,947
Support (Supply/OT)	.000000	11,000	.000000	16,000
Custodial	2.750000	204,928	2.750000	204,928
Custodial (Supply/OT)	.000000	5,000	.000000	6,500
TOTAL NON-TEACHER	11.150000	755,947	13.750000	921,775
(% of Budget)		33.14%		35.07%
TOTAL STAFF	23.549999	2,160,456	27.207000	2,448,292
(% of Budget)		94.73%		93.14%
SUPPLIES, EQUIPMENT AND SERVICES		106,186		116,638
INTERNAL SERVICES		13,300		63,750
OTHER INTEREST AND CHARGES		800		0
TOTAL SES		120,286		180,388
(% of Budget)		5.27%		6.86%
TOTAL AMOUNT BUDGETED		2,280,742		2,628,680
Carry Forward Included		0		0
Carry Forward to Future		0		0