



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	313.000	Custodial	2.500000	Salaries	\$2,421,662	96%
Weighted	368.642	Exempt	0.000000	Supplies, Equip., Services	\$112,918	04%
Regular	328	Support	8.950000			
		Teacher	<u>15.523000</u>			
Year Opened	1923	Total	26.973000	Total	\$2,534,580	100%

School Philosophy

At Garneau school, we recognize that each child has an innate capacity from which to grow. Learning is inspired through nurturing authentic relationships with people, community, the natural world, and ideas. We are dedicated to cultivating meaningful and innovative learning, and fostering academic integrity.

Community Profile

Our dual-program school includes our Community Program and Sciences Program, promoting rich educational experiences for all children, choices for parents and professional growth for staff. Students from both programs come from a variety of backgrounds and participate in community partnerships with Big Brothers/Big Sisters and local University undergraduates and faculty. Parents value the family atmosphere, quality education, cultural diversity, and collaborative approach to classroom management and instruction. Two long-standing lease groups provide out of school care and daycare for many families.

Programs and Organization

Garneau School's kindergarten to grade six community program supports in-depth learning focused on 21st century knowledge, skills and attitudes. Students learn competencies such as collaboration, creativity and communication through an inquiry approach to learning, providing children with meaningful opportunities to be active participants in their learning.

Garneau's grade K to 6 Sciences program supports students in building academic skills through investigation and hands-on learning to understand how the sciences shape our world with an emphasis on environmental citizenship, working collaboratively on research projects, and participating in community service activities. Our Sciences classes are organized in combined grade groupings to foster relationship building and to provide students with opportunities for collaboration and leadership. Using a project approach pedagogy, Sciences students engage in cycles of in-depth study of different research topics to foster improved ability to think logically, to reason, and problem solve.

Literacy and numeracy are central to instruction in all classes in both programs. In both programs, music, physical activity and cultural experiences are emphasized along with engagement with the natural world. French as a Second Language is offered to all students in grades 4 - 6. Our school community embraces values of inclusion, family involvement, diversity and reconciliation.

School Community Relationships

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

Garneau After School Care| Garneau University Early Learning Society

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2022, Garneau students will demonstrate measurable growth in the area of numeracy. All teachers at Garneau School will deepen their understanding of research-based instructional and formative assessment practices, specifically number representation in kindergarten through grade 2 and word problems in grades 3 through grade 6. Interim measures will be in place throughout the year to track student progress. Growth will be measured using internal tracking measures (triangulation of evidence), Alberta Education Learning Loss Screeners, the Canadian Achievement Test Version 4 (CAT4) and the Provincial Assessment Test (PAT).

Results Achieved: CAT 4 and Learning Loss Screeners indicate an increase in students at or above grade level in mathematics (number representation and word problems) measures in all grades tested. On CAT4 spring measure, grades 2, 5, and 6 had over 90% at or above grade level; grade 4 had 89%; and grade three had 74%. Grade 6 PAT scores on Part B indicate 73% acceptable (including 18.9 at standard of excellence) and 27% below acceptable standard.

By June 2022, all Garneau teachers will be provided with opportunities to enhance their professional capacity and leadership with a culture of targeted collaboration. Teachers will focus on research-based formative assessment practices that will support 100% of students to achieve at least one year's growth in writing or meet the writing objectives specified in their Individualized Program Plan. Indicators of success will include internal tracking measures (triangulation of evidence) and measurements from the Highest Level of Achievement Test (HLAT) in Writing.

Results Achieved: HLAT scores from past two years indicate at least one years growth for cohorts in grades 2, 3, 4, and 5; the grade six cohort's level of at or above grade level was down 10% (from 92% to 82%). Internal tracking measures indicate approximately 88% of students school wide made a year's growth in writing.

By June 2022, Garneau School staff will work collaboratively with community partners and agencies (ie. Ros Smith Consulting), to learn, engage in and reflect on the principles of anti-racism and equity to improve stakeholder satisfaction, as measured by the Division survey, the Alberta Education Assurance Measure Results report and internal measures.

Results Achieved: Division Survey results indicate 100% of students and staff who responded feel safe at school. As well, 100% of parent respondents agreed/strongly agreed their children felt included; 88% of students agreed or strongly agreed. On Provincial Assurance Measures, evaluations under "Safe and Caring" were Very High/Excellent; either maintained or improved.

What were the biggest challenges encountered in 2021/22?

Challenges continued to be dominated by impact of COVID restrictions on parent in person involvement in the school and the time taken from instruction to implement COVID protocols. Student and staff absences from school for COVID isolation were also disruptive to student learning and could have been contributing factors to areas where growth did not meet expectations. Collaboration between teachers and cohorts in the catchment did occur, but frequently had to be conducted virtually or were interrupted by COVID absences. Staff, student, and family wellness reflected strain from COVID related stressors including learning gaps and loss of community.

Results and Implications

What are the implications from 2021/22 that will impact your current year plan?

Grade one student HLATs and Grade 3/4 Internal Measures indicate writing is still an area that would benefit from continued work. Our school community is keen to continue to work on measures of safe and caring schools especially in terms of inclusion, reconciliation, and anti-racism. We also see a need to continue to support student, staff, and community wellness.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7509 Garneau School

Assurance Domain	Measure	Garneau 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	81.9	88.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	88.4	88.2	83.4	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	75.0	n/a	79.9	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	25.0	n/a	40.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.1	95.0	90.2	89.0	89.6	90.3	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.7	91.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.2	84.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	92.1	92.1	85.7	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

Based on evidence of work toward school goals last year, we will continue to work toward a literacy specific goal in writing.

By June 2023, Garneau students will demonstrate at least one year's growth in writing as measured by HLAT scores or specific goals on individual program plans. Garneau teachers will use common writing assessments, collaboratively marked in the fall, together with relevant information from PATs and writing behaviors in class to determine specific areas of writing requiring targeted instruction and interventions. Professional learning will support teachers in adapting writing assessments and instructional strategies to align with new curriculum.

Success on this goal will be measured by writing components of PATs and HLAT results in the spring as well as internal measures utilizing triangulation of school-based evidence of learning.

Division Priority 1

By June 2023, students, staff and families will be able to identify and participate in actions that align with the Division's Anti-Racism and Equity Action Plan to work toward meaningful, long term, systemic change. Staff will be involved in professional learning that includes catchment and division sessions on anti-racism and reconciliation, book studies, communities of practice, and building relationships with Elders and Knowledge Keepers in the community. Teaching and learning will reflect anti-racism and equity in ways that students can identify including engagement with Elders/Knowledge Keepers, literature and discussion, and projects focused on sharing their understandings of the Division AREAP. Families will be invited to learn with us through conversation, observation, and products that result from teaching and learning actions and meetings with families.

Success on this goal will be measured by continued very high/excellent ratings in Safe and Caring measures on the Provincial Assurance Survey as well as results specific to anti-racism and reconciliation on Division Surveys. School level data will be collected through feedback from staff, students, and families and evidence of student learning that indicates a deeper understanding of, and actions that reflect, equity, anti-racism, and reconciliation.

Division Priority 2

By June 2023, Garneau staff will demonstrate increased capacity to identify and address their own, families', and students' needs for connection and sense of well-being. This will be addressed by strategically inviting families to engage with us in the school or virtually throughout the year. Staff will be invited to identify their own learning needs and be supported to build their capacity in understanding self and student self-regulation and mental health through training that may include formal (NVCI, Mental Health First Aid; VTRA) or informal (communities of practice, professional reading, catchment PL days) programs. Garneau staff and students will engage in studies of our connection to the land through our school-wide theme, "listening to the land," emphasizing physical involvement with the natural world both in class and outside the school.

Success on this goal will be measured by wellness indicators on Division Surveys; Assurance Surveys; Resilience Survey results; school gathered feedback from staff, students, and families; and data collected on absenteeism.

Division Priority 3

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,205,178		2,534,580
Internal Revenue		0		0
REVENUE TOTAL		2,205,178		2,534,580
Classroom	12.700000	1,305,966	14.023000	1,442,013
Leadership	1.500000	191,673	1.500000	193,586
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	48,000	.000000	60,000
TOTAL TEACHER	14.200000	1,545,639	15.523000	1,695,599
(% of Budget)		70.09%		66.9%
Exempt (Hourly/OT)	.000000	23,378	.000000	23,378
Support	7.000000	395,671	8.950000	503,890
Support (Supply/OT)	.000000	6,000	.000000	19,013
Custodial	2.500000	169,782	2.500000	169,782
Custodial (Supply/OT)	.000000	7,500	.000000	10,000
TOTAL NON-TEACHER	9.500000	602,331	11.450000	726,063
(% of Budget)		27.31%		28.65%
TOTAL STAFF	23.700000	2,147,970	26.973000	2,421,662
(% of Budget)		97.41%		95.54%
SUPPLIES, EQUIPMENT AND SERVICES		33,108		71,516
INTERNAL SERVICES		24,100		41,402
TOTAL SES		57,208		112,918
(% of Budget)		2.59%		4.46%
TOTAL AMOUNT BUDGETED		2,205,178		2,534,580
Carry Forward Included		0		0
Carry Forward to Future		0		0