



| Enrolment | | Staff FTE | | Budget | | |
|-------------|---------|-----------|-----------|----------------------------|-------------------|---------|
| Normalized | 345.000 | Custodial | 2.550000 | Salaries | \$2,667,932 | 97.03% |
| Weighted | 403.265 | Exempt | 0.000000 | Supplies, Equip., Services | \$81,709 | 02.97% |
| Regular | 372 | Support | 7.794000 | | | |
| | | Teacher | 17.205000 | | | |
| Year Opened | 1923 | Total | | 27.549000 | Total \$2,749,641 | 100.00% |

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. Our school community embraces values of inclusion, family involvement, diversity, anti-racism and reconciliation.

Community Profile

Our dual-program school includes our Regular 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 Regular Program serves students in the Garneau, McKernan, Queen Alexandra and MacKay Avenue Neighborhoods. Our instruction focuses on collaboration, creativity, and communication with an emphasis on inquiry approaches 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, cognitive, and social skills 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. Through investigation and hands-on learning students collaboratively build understandings of how sciences shape our world with an emphasis on environmental citizenship. Our Sciences classes are organized in combined grade groupings to foster relationship building and to provide students with opportunities for collaboration and leadership.

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.

School Community Relationships

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

BGCBig - Big Brothers / Big Sisters, Garneau After School Care, Garneau University Early Learning Society, The Garneau Community League

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).

Based on results from 2022-2023 we will continue to focus on a literacy goal centered on growth in writing.

By June 2024, 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 behaviours in class to determine specific areas of writing requiring targeted instruction and interventions. We will identify effective pedagogy in writing instruction and support new staff in building their skills in those areas. We will engage in professional learning to build our skills in supporting English Language Learners in their literacy development, especially as applies to their writing in English.

Results Achieved:

On HLATs:

- 89% of students who had been with us for at least one year demonstrated at least one year's growth (including EAL students)
- 84.3% of grade one students were within grade level scores (including EAL students)
- EAL students overall: 62.5% scored within grade level (up 3% from previous year)
- 19 students with IPPs (not including G&T coding) participated in HLAT writing compared to 4 the year before; 5 of the 19 students achieved grade level (0 had the year before);

On PAT Writing:

- 86.5% acceptable/29.7% excellence overall
- Compared to previous year's cohort, 2.1% less acceptable/4% more in excellence
- 3 of the 4 EAL coded students in Grade Six completed the written portion and all achieved acceptable with one achieving excellence

On Division Survey:

- 85.5% of students agreed/strongly agreed that they think they are getting better at writing (up 5% from previous year)

This data shows us that we have a solid foundation of instructional strategies in literacy programming that transfer to students' written proficiency especially when they are at Garneau for more than one year. Collaboratively, and with input from EAL consultants, teachers began to gather resources and try out instructional strategies to target Level One and Two EAL students in their literacy work in all subject areas. At-risk and coded students in division one also benefited from a 0.5 FTE literacy intervention specialist.

Based on results from 2022-2023, we will continue and extend our goal as follows:

By June 2024, 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 Anti-Racism Leaders, Elders and Knowledge Keepers in the community. Teaching and learning will reflect anti-racism and equity in ways that students can identify including developing understandings of identity and cultural belonging. We will continue to pursue engage in reading and discussion of literature with this focus as a staff and with students. We will incorporate stories of identity through beading and other projects focused on sharing student understandings of anti-racism and reconciliation. We will pursue ways of communicating our work in both anti-racism and reconciliation more clearly with more families.

Results Achieved:

Provincial Assurance Survey:

- Very High/Excellent in Citizenship Measures (maintained)
- Welcoming, Caring, Respectful and Safe Learning Environment (maintained)
 - Parents 95.5%
 - Students 76.8% (all Qs 100% positive except 67% feeling safe to and from school and 82% at school)

On Division Survey:

- Slight increase in number of parents who feel we keep them informed about work in anti-racism and belonging and significant decrease in those who don't know but still about 30% of respondents want us to do more
- About 25% of parent respondents want more representation of diverse cultures
- 70% of students reported seeing their identity/culture reflected in class (up 23%) and those who didn't know decreased by 25.2%.
- 85.5% of students feel like they belong (up by 10%)

Beaded timelines were used in all grade levels to tell personal histories as well as to situate Garneau School's history within the long history of peoples who have lived on this land. Teachers emphasised identity in their instructional planning. Staff participated in Four Seasons of Indigenous Learning monthly webinars; personalised land acknowledgements were one focus of our professional learning together. Purchases for library resources and new curriculum prioritised positive representation of diverse peoples and indigenous ways of knowing. School newsletters were more frequent and highlighted our work in anti-racism and reconciliation.

These results tell us that we are on the right track, but that we have more work to do on this goal.

What were the biggest challenges encountered in 2023-2024?

Increasing enrolment and classroom complexities are challenges that our staff address as a collaborative team (teachers, support staff, admin, families, division consultants). Examining these challenges reveal gaps in our skills with new EAL learners. We also see a need to better understand the impact of social vulnerability on student learning and ways we can support those learners and their families most effectively. Multiple new curriculums to learn and implement also presented a challenge as staff work to apply effective pedagogy with new outcomes using both known and new resources.

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

Our growth in Language and Literacy needs to better address the needs of Level One and Two EAL newcomers who are only in Canada for a short time (less than two years to a few months), often tied to parents' temporary visas. Knowing that BICS itself can take up to three years and CALP much longer, we need to find a way to target programming for these students efficiently and meaningfully.

We have high expectations for all of our students. We see the diversity of our community as opportunities for growth for all of us (teachers, students, families). We do know though, that we have to stay committed to improving our knowledge and skill sets for supporting an increasingly wide range of learners.

Our commitment to being an anti-racist school that actively engages in reconciliation requires us to:

- continue to deepen our own learning of our students, their families and communities, and the history of indigenous people on River Lot 7 (Garneau School and surrounding area)
- recognize and integrate indigenous values and pedagogies for the benefit of all students

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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 | 83.0 | 80.0 | 80.9 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 88.6 | 85.8 | 87.1 | 79.4 | 80.3 | 80.9 | Very High | Maintained | Excellent |
| | 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 | 75.7 | 70.7 | 70.7 | 68.5 | 66.2 | 66.2 | Intermediate | Maintained | Acceptable |
| | PAT6: Excellence | 37.8 | 29.3 | 29.3 | 19.8 | 18.0 | 18.0 | Very High | Maintained | Excellent |
| | 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 | 92.5 | 96.4 | 95.2 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 88.6 | 89.5 | 90.6 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 65.9 | 74.2 | 78.7 | 79.9 | 80.6 | 81.1 | n/a | Declined | n/a |
| Governance | Parental Involvement | 82.7 | 80.6 | 86.3 | 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

By June 2025, Garneau students who have been with us for at least one year will demonstrate at least one year's growth in writing as measured by HLAT scores or will meet specific goals on individual program plans.

Achievement on this goal will be supported by:

- Using common writing assessments, collaboratively marked in the fall, together with relevant information from other assessments and writing behaviours in class to determine specific areas of writing requiring targeted instruction and interventions for all students.
- Staff engaging in professional learning to build our skills in supporting English Language Learners in their literacy development, especially as it applies to their writing in English.

What data will you use to track continuous improvement?

Success on this goal will be measured by HLAT results in the spring and Review #3 on IPP goals related to writing. We will triangulate this data with writing improvement questions on the Division Feedback Survey and results of the writing component of grade six PATs with a specific view toward our ongoing success with EAL students.

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work, and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, students, parents, and staff will have a stronger sense of belonging and an understanding of what anti-racism and reconciliation looks like at Garneau School.

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation including professional reading, learning from knowledge keepers, and co-learning with our students.
- Using the intentional school-wide focus "We are all connected" to ensure students and their families see themselves reflected in the resources and culture of the school. This will include examining bias, updating resources, incorporating home languages and cultural traditions, implementing indigenous pedagogies specific to our local communities, and focusing on our connections with our Metis namesakes and the land on which we learn.

What data will you use to track continuous improvement?

Our success will be measured by Very High/Excellent or improvement indicators in the Citizenship and WCRSLE (safe and caring) measures on provincial AEAMs as well as improvement in diversity, identity, belonging, and awareness of anti-racism and reconciliation questions on the Division Feedback Surveys.

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources | | 2,553,516 | | 2,749,641 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 2,553,516 | | 2,749,641 |
| Classroom | 14.239000 | 1,538,852 | 15.270000 | 1,650,275 |
| Leadership | 1.500000 | 203,570 | 1.935000 | 250,581 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 52,000 | .000000 | 58,000 |
| TOTAL TEACHER | 15.739000 | 1,794,422 | 17.205000 | 1,958,856 |
| (% of Budget) | | 70.27% | | 71.24% |
| Exempt (Hourly/OT) | .000000 | 25,000 | .000000 | 27,418 |
| Support | 6.814000 | 412,074 | 7.794000 | 476,686 |
| Support (Supply/OT) | .000000 | 15,000 | .000000 | 12,972 |
| Custodial | 2.500000 | 179,368 | 2.550000 | 182,000 |
| Custodial (Supply/OT) | .000000 | 10,000 | .000000 | 10,000 |
| TOTAL NON-TEACHER | 9.314000 | 641,442 | 10.344000 | 709,076 |
| (% of Budget) | | 25.12% | | 25.79% |
| TOTAL STAFF | 25.053000 | 2,435,864 | 27.549000 | 2,667,932 |
| (% of Budget) | | 95.39% | | 97.03% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 91,914 | | 49,357 |
| INTERNAL SERVICES | | 25,027 | | 32,352 |
| OTHER INTEREST AND CHARGES | | 711 | | 0 |
| TOTAL SES | | 117,652 | | 81,709 |
| (% of Budget) | | 4.61% | | 2.97% |
| TOTAL AMOUNT BUDGETED | | 2,553,516 | | 2,749,641 |