



Enrolment		Staff FTE		Budget		
Normalized	525.000	Custodial	3.000000	Salaries	\$3,122,464	94.78%
Weighted	583.138	Exempt	0.000000	Supplies, Equip., Services	\$171,890	05.22%
Regular	525	Support	4.000000			
		Teacher	23.000000			
Year Opened	1966	Total		30.000000	Total \$3,294,354	100.00%

School Philosophy

Through building positive relationships supported by restorative practices, providing high quality classroom learning environments and fostering a dynamic school culture focused on academics, athletics, the arts and leadership; students have the conditions to flourish leading to fulfillment and success, both now and in the future.

Community Profile

École Avalon School is a junior high school located in the Lendrum neighbourhood of Southwest Edmonton. Avalon serves approximately 530 students from the school communities of Lendrum, Malmo, Lansdowne, Brander Gardens, Greenfield, and Richard Secord. École Avalon School serves a broad range of student needs and is a designated site for French Immersion and Connections Programs. At Avalon, we are fortunate to have the extensive support and involvement of an active Parent Council and the Avalon Instrumental Music Society (AIMS). Dedicated parent and community volunteers support student learning and the coaching of interschool sports teams. Avalon is an active site for student-teacher training in collaboration with the University of Alberta and Campus St. Jean.

Programs and Organization

École Avalon School provides programming for approximately 530 students, grades seven to nine in three programs. Our school has a Regular Junior High program, is the largest division site for Junior High French Immersion and has one Connections Classroom (Grades 7-9). We encourage students to accept responsibility for their actions, treat each other with respect and dignity, and be active and engaged school citizens. We provide high-quality experiences in the fine arts (an acclaimed Band program, theatre productions, and a dynamic art program), highly competitive athletics programs, and many opportunities for student leadership and community service initiatives, and school involvement.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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).

Build on outstanding learning opportunities for all students.

By June 2022, Avalon students will demonstrate increased achievement on curricular outcomes as measured by CAT5, HLAT, PAT assessments, and teacher-determined Reading Levels. Additional measures of success include positive responses on Assurance Survey measures of Overall Quality of Education, Student Learning Engagement, and Access to Support, as well as Division Survey measures of High-Quality Teaching and Learning. Through monthly collaboration in communities of practice focused on engagement, Avalon staff will build on outstanding learning opportunities for every student to experience success in the areas of literacy and numeracy.

Results Achieved:

Overall results show ongoing improvement in achievement. An area for consideration is the improvement of computation skills for all grades. communities of practice helped staff with the time and resources to initiate new academic and school traditions such as a cross-curricular project in LA/SS, increased lab opportunities in science, the first annual Franco-Cultural Event, Carnaval, hosting Lendrum students, French Language signage around the school, a Math Fair and monthly math competitions.

PAT

Avalon students in the regular and FIM programs performed above the province in all subjects in acceptable and excellence categories. In comparing the results, the area of computation stands out as an area of attention with an average of 36.5 % of students below acceptable standards (compared to 43.9% province).

CAT5

Data shows general maintenance of achievement growth in reading and math, with a slight decline in computation from Fall to Spring 2023.

HLAT

2022-2023 88.8% at or above, 4.2% below (529) compared to Catchment 80.4% at or above/14.8% below
Above the catchment but a decline from 2021-2022 Avalon results at 91% above or at, 2% below

Reading Level

- 77.2 % at grade level, 9.8% below, 13% above 2021-2022
- Catchment 66.6% at grade level, 16.7% below, 16.7% above
- 72.2% at grade level, 8.2% below, 19.6% above 2022-2023

Assurance Survey

- Overall Quality of Education 84.3% from 84.7% (slight decrease)
- Student Learning Engagement 82.1% from 83.8% (slight decrease)

Division Survey

High-Quality Teaching and Learning

- Students
 - 89% I have the opportunity to be successful in my learning
 - 83% of school staff have high expectations for me to be successful in my learning
 - 81% I know how to get help in my learning
 - 71%The feedback I receive about my learning is helpful
- Family
 - 92% I feel like I have a positive relationship with staff to support my child's learning
 - 92% of the information I receive about my child's learning helps me support learning
 - 78%I feel my child's learning needs are supported at the school
 - 66% my child's IPP goals are appropriate for their development

Advance actions towards anti-racism and reconciliation.

By June 2023, 100% of teachers and students will have opportunities to deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long-term systemic change. Indicators of success will be improved results on the provincial Assurance Survey in the areas of Quality of Education, School Improvement, Citizenship, and Safe and Caring Schools.

Results Achieved:

Overall, parent and teacher responses indicate maintenance or improvement of results on Assurance Survey measures that could reflect growth in building a more inclusive school culture that represents diversity and works toward taking action toward anti-racism and reconciliation. Students' responses representing grade 7 students on the Assurance Survey show declines from the previous year.

84% of catchment staff indicated PD building capacity in action towards anti-racism supported their learning. Avalon staff participated in professional learning Blanket Exercise, monthly medicine wheel teachings, and learning about the significance of indigenous medicine to cultural practice. Grade 8 students participated in the Division-wide Diversity Day.

Assurance Survey (grade 7 students, parents, and all staff)

- Overall Quality of Education 84.3% from 84.7% (maintained)
 - Parent 83.2% from 83.7% (maintained)
 - Teachers 92.1% quality of education from 89.6%
 - Students 77.6% from 80.8% (declined)*
- School Improvement 63.6% from 72.7% last year
 - Parents 76.0% from 76.4% last year (improved)
 - Teachers 97.6% from 92.2% last year (improved)
 - Students 65.1% from 78.8 % last year (declined)
- Citizenship 79.6% from 82.5% last year
 - Parents 76.0% from 76.4% last year (maintained)
 - Teachers 97.6% from 92.2% last year (improved)
 - Students 65.1% from 78.8% last year (declined*)
- Safe and Caring School 86.1% from 89.6%
 - Parents 89.4% this year from 88.4% (improved)
 - Teachers 95.2% this year from 96.9% (maintained)
 - Students 73.9% this year from 83.7% * (declined)
 - the largest decline in areas of feeling safe in school and other students treat me well (18% and 15% respectively)

Promote a comprehensive approach to student and staff well-being and mental health.

By June 2023, staff, students, and families will indicate a greater sense of belonging, connection, and safety as measured through; Division Survey (Health and Well-being, Family Engagement); Assurance Survey (Parental Involvement, School Improvement); and the Youth Resiliency Survey. We will achieve this by facilitating increased opportunities for staff, students, and parents to participate in shared school experiences.

Results Achieved:

This year saw the restart of the many initiatives that build our school culture and provide opportunities for a place of belonging. Twenty-six staff contributed to facilitating 15 full-year clubs, 16 athletic teams, drama play, jazz band, and ongoing service projects. We started the first grade 9 leadership camp at Warwa and engaged students in running assemblies, visits to the elementary feeder schools, and leading Carnaval. Parents participated in many field trips and were active supports on the school council providing many wonderful appreciation days for staff. Restorative practices were the foundation of helping build school culture post-pandemic and supporting student mental health.

Overall excellent results in the area of health and wellbeing for staff indicated on the Division Survey:

I feel safe at my workplace 100%

I feel a sense of belonging at my workplace (91%)

I feel my workplace is respectful 96%

Concern- I feel there are community supports available to help support the mental health of our students- (53% disagree or strongly disagree)

Division Survey

OVERALL

<ul style="list-style-type: none">• Health and Well-being (students 67% staff 100% parents 89%) (improved) <p>STUDENT SPECIFIC:</p> <ul style="list-style-type: none">• I feel safe at school (71%)• I feel like I belong (67%)• I have opportunities to be involved in activities that support my belonging (78%)• My school helps me develop skills that support my wellness (55%) <p>Assurance Survey</p> <ul style="list-style-type: none">• Student Learning Engagement (83.8% from 82.1%) (improved)• Parental Involvement (77.6 % from 73.9%) (improved)• School Improvement 63.6% from 72.7% last year<ul style="list-style-type: none">• Parents 76.0% from 76.4% last year• Teachers 97.6% from 92.2% last year• Students 65.1% from 78.8 % last year (declined)	
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What were the biggest challenges encountered in 2022-2023?

Based on the review of our results, the biggest challenges for this school year were evident in the area of safe and caring schools, specifically at the grade 7 level. Also of concern are the imbalances of competencies in computation versus overall numeracy skills.

From qualitative data, in the first full year after the COVID pandemic, student maturity deficits required increased restorative and higher-level redirection and consequences. Building of new school culture, and setting and upholding clear expectations and support for students required incredible administration and teacher support.

Parents, staff, and students indicated repeated concern and disappointment at the lack of access to mental health support for students through a success or wellness coach or school counselor, or at the community level.

Providing quality support for students arriving through the year with little or no English Language competency was also a challenge and concern for the school community. Not having an Educational Assistant or any other extra staff time to provide one one-on-one or small group support and intervention for students with specialized learning needs contributed to concerns about the overall quality of education.

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

- We are targeting providing regular in-class support for building fluency and fluidity in computation skills.
- We are also engaging in more explicit conversations to elicit student voice and engagement around issues of school safety, belonging, and wellness.
- We have increased class sizes to be able to provide support from one Educational Assistant and some support time in both the regular and FIM programs by teaching staff.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7550 Avalon Junior School

Assurance Domain	Measure	Avalon Junior 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	83.8	82.1	82.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.6	82.5	83.9	80.3	81.4	82.3	High	Declined	Acceptable
	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	73.9	82.6 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	21.1	33.3 *	n/a	16.0	17.7	n/a	High	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	84.3	84.7	88.7	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.7	87.7	87.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	67.2	70.5	70.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.6	73.9	77.4	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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

By June 2024, students at our school will demonstrate growth in numeracy as measured by the following data:

- All students who participate in the CAT5 and who are below the Canadian norm, will demonstrate growth toward average or above average scores (stanine 4 and above). 50 percent of students who are just below average (stanine 3) will achieve average or above average (stanine 4 and above)
- There will be an increase in the percentage of students achieving the acceptable standard and standard of excellence on the Grade 9 Math PAT Part A and Part B

Achievement of this goal will be supported by:

- Increased intentional practice and engagement of students to develop fluidity in Number Sense through the allocation of dedicated class time where teachers engage directly with students to discuss learning outcomes related to computation, estimation, and mental math strategies.
- Using the Canadian Achievement Test 5 (CAT5), PAT analysis, and teacher observations to identify specific areas for targeted supports/interventions in math and computation & estimation for students

What data will you use to track continuous improvement?
Canadian Achievement Test (CAT5) - specifically the Spring Math and computation and estimation subtests results, teacher observations and student work as indicators of progress, and attendance data. Additionally, the 2024 Provincial Achievement Test (PATs) results will be analyzed as a final indicator of success toward our goal.

Division Priority 1

By June 2024, students at our school will demonstrate growth in their sense of safety, belonging, and connection to the school.
Achievement of this goal will be supported by:

- Co-construction and implementation of further initiatives towards building diverse school-wide traditions and school culture that support meaningful relationship building between staff, students, and parents.
- Intentional collaboration time for staff, students, and parents to review progress towards the school plan based on indicators related to student engagement; teacher, student, and parent observations and data. Conversations between these stakeholders will be foundational. Strategies will be adjusted, and responsive to student needs.

What data will you use to track continuous improvement?
Monitoring monthly attendance data, and teacher observations related to student connectedness. We will hear directly from students through student focus groups and formal organizations. Data from the 2024 Division Feedback Survey results, Alberta Education Assurance Survey, and student attendance data for the year will provide long term progress indicators.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,254,063		3,294,354
Internal Revenue		0		0
REVENUE TOTAL		3,254,063		3,294,354
Classroom	21.000000	2,261,133	21.000000	2,261,133
Leadership	2.000000	268,779	2.000000	269,673
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	100,000	.000000	110,000
TOTAL TEACHER	23.000000	2,629,912	23.000000	2,640,806
(% of Budget)		80.82%		80.16%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	4.000000	250,832	4.000000	250,832
Support (Supply/OT)	.000000	5,000	.000000	3,000
Custodial	3.000000	222,826	3.000000	222,826
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	7.000000	483,658	7.000000	481,658
(% of Budget)		14.86%		14.62%
TOTAL STAFF	30.000000	3,113,570	30.000000	3,122,464
(% of Budget)		95.68%		94.78%
Not Classified		0		0
TRANSFERS AND OTHER		0		0
SUPPLIES, EQUIPMENT AND SERVICES		79,700		110,275
INTERNAL SERVICES		60,793		61,615
TOTAL SES		140,493		171,890
(% of Budget)		4.32%		5.22%
TOTAL AMOUNT BUDGETED		3,254,063		3,294,354
Carry Forward Included		0		0
Carry Forward to Future		0		0