

Profile



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 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).

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

Results Achieved:

The Avalon math department focused on lessons with 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.

Provincial Achievement Results in Math:

Written in English:

- Students at acceptable standard 70.9% (+4.2%)
- Students at standard of excellence 19.8% (+3.1%)

Written in French:

- Students at acceptable standard 90.1% (+9.4%)
- Students at standard of excellence 36.3% (+18.1%)

CAT4 Results

Overall slight decline in CAT 4 Math computation and estimation results from Fall to Spring.

Division Survey Results

On the question: I think I am getting better at math this year. Slight 3% decline from previous year.

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.

Results Achieved:

This year was a celebration of the 'Tapestry of Avalon'; the unique fabric of programs, arts, clubs, athletics and leadership opportunities. Avalon is built on a culture that provides numerous, varied and unique opportunities for a place to belong. Students were able to participate in 15 full year clubs, 16 athletic clubs, drama play, jazz band and leadership service projects. A student advisory group called the Knights of the Round Table was established to provide feedback and input to school administrative staff. We continued with the grade 9 leadership camp at Warwa, and started our first year of the grade 7 friendship camp at Birch Bay. We maintained relationships with our feeder schools by visiting them during Read in Week. We continued to promote a French Immersion community through a variety of cultural events such as Franco 7 and Carnaval. Parents participated in many field trips, coaching and were active supporters on the school council providing many wonderful appreciation days for staff. Connections and sense of belonging we created with our First Nations, Inuit and Metis communities through a variety of cultural events such as Orange Shirt Day, Elder visits and Tipi Teachings.

Overall, parent, student and teacher responses indicate maintenance of results on Assurance Survey measures that could reflect an inclusive school culture that represents diversity and works towards taking action toward anti-racism and reconciliation.

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

- Citizenship 83.1% from 79.6% last year (maintained)
 - Parents 83.1% from 76.0% last year (maintained)
 - Teachers 98.7% from 97.6% last year (maintained)
 - Students 67.5% from 65.1% last year (maintained)
- Safe and Caring School 86.7% from 86.1% (maintained)
 - Parents 89.8% from 89.3% (maintained)
 - Teachers 95.6% from 95.2% (maintained)
 - Students 74.3% from 73.9% (maintained)
- School Improvement 73.1% from 63.6% (improved)
 - Parents 71.9% from 50.0% (improved)
 - Teachers 69.2% from 64.7% (maintained)
 - Students 78.3% from 76.0% (maintained)
- Overall Quality of Education 87.6% from 84.3% (maintained)
 - Parents 87.9% from 83.2% (maintained)
 - Teachers 96.6% from 92.1% (maintained)
 - Students 78.2% from 77.6% (maintained)

Overall, parent and student responses indicate a slight decrease in questions pertaining to priority 3.

Division Feedback Survey 2023/24

- Students
 - I feel safe at school: 68% Strongly agrees or agree from 71%
 - I feel like I belong at my school: 63% Strongly agrees or agree from 67%
- Parents
 - I feel my child is safe at school: 81% Strongly agrees or agree from 89%
 - I feel my child has a positive relationship with one or more adults in their school: 83% Strongly agrees or agree from 85%

What were the biggest challenges encountered in 2023-2024?

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.

- Discrepancies in Division Feedback Survey Results on student "sense of belonging" and the significant efforts in school culture building in previous year.
- Parents and staff expressed a need for greater access to mental health support or success coach or counselor.
- Very high number students respond in surveys with "I don't know" providing incomplete and inaccurate data used to track results.
- Teachers continue to report, higher levels of students struggling with regulation and executive functioning difficulties attributed to pandemic learning loss.
- Higher than average late and absence data.

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

Priority 1:

- Development and professional learning to support to new Programs at Avalon; Gifted and Talented and Academic Enrichment
- Only 57% at Acceptable standard on Math Part A for English Students
- 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.

Priority 2:

- Only 72% of students are aware of the work their school is doing to support anti-racism and belonging in school.
- Only 60% of students feel like they can be themselves at school.

Priority 3:

- Improved communication between home and school through social media and School Zone regarding the multitude of school initiatives and events.
- Increased opportunities to engage conversations and engagement with students around issues of safety, belonging and wellness.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	85.9	83.8	83.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.1	79.6	81.0	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	88.0	73.9	73.9	62.5	62.6	62.6	Very High	Improved Significantly	Excellent
	PAT9: Excellence	28.1	21.1	21.1	15.4	15.5	15.5	Very High	Improved	Excellent
	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	87.6	84.3	84.5	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.8	83.7	85.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	72.9	67.2	68.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.1	77.6	75.8	79.5	79.1	78.9	High	Maintained	Good

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, students at our school will demonstrate growth in their ability and confidence to engage in math and numeracy. The following indicators will serve as targets to help monitor for progress:

- There will be a 10% increase in the percentage of students achieving at an acceptable standard on the Grade 9 Math Provincial Achievement PART A Test.
- All students who participate in the CAT4 and who are below the Canadian norm, will demonstrate growth toward average or above average scores (stanine 4 and above).

Division Feedback Survey

- 8% increase in the percentage of students agreeing that they are improving in their math learning.

Alberta Education Assurance Measures survey

- 8% increase in the percentage of students agreeing that the math they are learning is useful and interesting.

Achievement of this goal will be supported by:

- Allocation of dedicated collaboration time for mathematics teachers to review and analyze CAT 4 and PAT data.
- Allocation of dedicated implementation and planning time related to analysis.
- 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.

What data will you use to track continuous improvement?

The 2025 Provincial Achievement Test (PATs) results will be analyzed with specific attention to the Part A. Canadian Achievement Test (CAT4) specifically the Spring Math and computation and estimation subtests results, teacher observations and student work as indicators of progress, and attendance data.

Division Priority 3

By June 2025, students at our school will demonstrate growth in their sense of safety, belonging, and connection to the school. The following indicators will serve as targets to help monitor progress:

- Alberta Education Assurance Measures
 - The Citizenship results will increase by 5% as reported by students
 - The Safe and Caring School will increase by 5% as reported by the students
- Division Feedback Survey
 - 5% increase in students feeling like they belong at their school
 - 5% increase in students feeling the adults at their school care about them

Achievement of this goal will be supported by:

- Assessing and continuing to improve initiatives towards establishing diverse school-wide traditions and school culture that support meaningful relationship building between staff, students, and parents.
- Apiring leadership staff will develop anti-racism initiatives within the catchment.
- Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.

What data will you use to track continuous improvement?

Teacher observations related to student connectedness and monitoring monthly attendance data. We will hear directly from students through student focus groups (The Knights' of the Round Table) and formal organizations (Student Leadership Team). Data from the 2025 Division Feedback Survey results and Alberta Education Assurance Survey will provide long term progress indicators.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,339,747		3,378,108
Internal Revenue		0		0
REVENUE TOTAL		3,339,747		3,378,108
Classroom	22.000000	2,377,606	22.000000	2,377,606
Leadership	2.000000	271,274	2.000000	270,677
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	91,000
TOTAL TEACHER	24.000000	2,738,880	24.000000	2,739,283
(% of Budget)		82.01%		81.09%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	4.000000	255,227	4.170000	264,671
Support (Supply/OT)	.000000	3,000	.000000	9,000
Custodial	3.000000	225,409	3.000000	225,409
Custodial (Supply/OT)	.000000	5,000	.000000	9,000
TOTAL NON-TEACHER	7.000000	488,636	7.170000	508,080
(% of Budget)		14.63%		15.04%
TOTAL STAFF	31.000000	3,227,516	31.170000	3,247,363
(% of Budget)		96.64%		96.13%
Not Classified		0		0
TRANSFERS AND OTHER		0		0
SUPPLIES, EQUIPMENT AND SERVICES		77,354		89,800
INTERNAL SERVICES		34,877		40,945
TOTAL SES		112,231		130,745
(% of Budget)		3.36%		3.87%
TOTAL AMOUNT BUDGETED		3,339,747		3,378,108