



Enrolment		Staff FTE		Budget		
Normalized	416.000	Custodial	5.000000	Salaries	\$5,146,361	92.50%
Weighted	905.441	Exempt	1.000000	Supplies, Equip., Services	\$417,542	07.50%
Regular	416	Support	12.000000			
		Teacher	33.545000			
Year Opened	1969	Total		51.545000	Total	\$5,563,903 100.00%

School Philosophy

At L. Y. Cairns School we believe that our students will develop the knowledge, skills and attitudes required to secure a vocation that will enable them to have lives that bring them dignity and fulfillment. Students will:

- acquire employability skills;
- enhance their self-esteem and self-awareness;
- become more responsible, independent citizens.

The staff at L. Y. Cairns is committed to excellence and to providing students with outstanding educational experiences both in the school and in the community. We respect and embrace the diversity of our students' unique needs, interests and strengths and recognize the potential of our students. We strive to engage students through sound teaching practices and in a variety of program offerings that are challenging yet delivered at a level that meets their needs and abilities.

Community Profile

L.Y. Cairns School serves a wide range of students with mild and moderate special needs who reside throughout the Edmonton area. Our students receive a variety of fine arts, vocational and recreation programs, and we strive to maximize the growth of each student. Our senior high school students spends a significant amount of their time in the community in work study placements.

Programs and Organization

The school is organized into junior high (7-9) and senior high (10-12) programs that meet the diverse needs of our students. Programming at each year level is organized to maximize the potential for growth of individual students. In addition to challenging academic programming including K and E credit courses, students are offered a variety of vocational, fine arts and recreation/Phys. Ed. programs. Students are engaged in the community through Work Experience, the Registered Apprenticeship Program and Community Services initiatives. Flexible programming options are available including Choice for Change and Transition Support Programs. Both of these are also extended to students throughout the District.

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).

L. Y. Cairns School will maintain our focus on effective teaching and learning practices through joint professional learning, collaboration and mentorship to ensure success for all of our students (from Grade 7 to 12). By June 2024, the percentage of students demonstrating growth in their functional academic skills (with a focus on employability) will increase by 2%.

Results Achieved:

We are pleased with the academic progress our students have made. Internal assessments show growth in literacy and numeracy skills for all students. In reading, 95% of students demonstrated measurable growth as measured by the Canadian Test of Basic Skills, a slight decrease of 1% compared to last year. Most students achieved many of their Individual Progress Plan objectives. We are particularly proud that 24% of our students showed at least one year's growth in their reading levels, a 3% increase from last year. This is a remarkable achievement considering all our students are working below grade level due to their identified special needs.

These results reflect the dedication, collaboration, and focus on literacy from our school and catchment. Teachers at all grade levels use pre- and post-reading assessments to inform programming decisions. Our staff is committed to equipping students with the skills needed for future employment in areas that will bring them dignity and fulfilment.

Our school fosters a culture of collaboration. Staff members have regular opportunities to provide feedback and participate in professional development at the school, Catchment, and Division levels. This collaborative learning has enhanced staff knowledge and skills in literacy, numeracy, and in the development of more meaningful Learning Support plans.

Our true successes extend beyond traditional achievement measures. Our school focuses on providing students with vocational skills to gain fulfilling employment. Work Study is a key program for our grade eleven and twelve students, who completed two rounds of job placements during the school year. We are pleased to report a 94% success rate in Work Study, a 1% increase from last year. 56% of employers indicated they would hire our students if positions were available, and 33% of students secured summer jobs from their May/June placements. Based on analyzing the Assurance Measures, our school demonstrates strength in work preparation, with both parents and teachers expressing high levels of agreement that students are being taught the attitudes and behaviors necessary for success in the workplace. For example, 100% of teachers agreed that students are taught attitudes and behaviors to be successful at work when they leave school.

L. Y. Cairns School is committed to advancing actions towards anti-racism and reconciliation. The staff will work on developing our collective and individual skills in the areas of anti-racism as well as continuing to enhance our foundational knowledge in the area of Indigenous history, cultures and protocols. By June 2024, the percentage of our school community demonstrating a feeling of inclusion and respect for diversity will increase by 5%.

Results Achieved:

With great enthusiasm, we report our continued progress in deepening our understanding of Indigenous history, culture, protocols, and anti-racism. All staff members actively participated in professional learning activities, including ongoing monthly staff meetings led by our lead teachers. These sessions equipped us with practical strategies to integrate First Nations, Metis, Inuit, and anti-racism perspectives into our lessons, resulting in enhanced student understanding in these areas.

To provide firsthand experiences, we hosted several engaging events: an Orange Shirt Assembly, a Round Dance (part of Alberta Culture Days), Chinese New Year celebration, Black History Month activities, a Multi-Cultural Day and an Indigenous Games Day. To further enrich our learning environment, we continued to regularly use the services of an Elder who provided valuable teachings to both students and staff.

Our commitment to collaboration has yielded positive results. 100% of teachers reported that these collaborative efforts have improved their teaching practices. Monthly staff meetings with the professional development component have been well-received, and diversity content is now a regular feature in our classrooms.

Assurance Measures confirm that our school fosters a welcoming, caring, respectful, and safe learning environment. This year's result of 86.4 marks an improvement over last year's 85.0. Students, parents, and teachers consistently agree that our school provides a welcoming atmosphere where students feel safe and valued.

What were the biggest challenges encountered in 2023-2024?

A significant challenge we faced was securing adequate coverage for our support staff. Despite the Human Resources Department's best efforts, we frequently encountered situations where absent Educational Assistants were not replaced, necessitating the reassignment of existing staff. Another challenge that we continue to face is reporting students progress using traditional grading systems.

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

We believe that it is pivotal for our student population develop the ability to form and maintain meaningful relationships as is needed in the work place. To assist with this, we are changing from a model where students had different teachers for the different core areas to a model where students have one teacher for their academics (where they will spend half of their day) and the other half is spent engaged in vocational programming. We will communicate the students progress in relation to the goals established on their Learning Support Plans. For transparency, since our students are all receiving modified programming, marks will not be assigned on progress report cards.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7702 L Y Cairns School

Assurance Domain	Measure	L Y Cairns 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	81.7	84.6	86.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.8	78.7	80.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	28.8	0.0	2.0	80.4	80.7	82.4	Very Low	Improved Significantly	Acceptable
	5-year High School Completion	9.3	11.7	23.2	88.1	88.6	87.3	Very Low	Declined Significantly	Concern
	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	0.0	0.0	0.0	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	15.4	15.5	15.5	Very Low	Maintained	Concern
	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	85.7	84.1	87.8	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	85.0	86.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.1	82.7	84.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.6	83.7	81.1	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

sBy June of 2025, L. Y. Cairns students will have multiple opportunities to engage in meaningful activities in support of their life beyond high school, including exploring possible career pathways. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey

- 2% increase in student perception that they are being prepared for life after high school and that what they are learning is useful for their future.
- 2% increase in family perception that school supports students to transition to life after high school.

Alberta Education Assurance Measures

- 2% improvement in parent results regarding work preparation and lifelong learning.

School-Based Internal Measures

- 2% increase in students who successfully complete the Work Study program.
- Observations, conversations and student products, along with other relevant data sources, will be used to measure and assess this goal.

Achievement of this Goal will be supported by:

- Targeted professional learning to build staff capacity to mentor and guide students through this work (including helping students to develop resumes that will communicate their strengths, as well as finding work study placements).
- Collaboration with our partners (business, schools, community agencies, and families) to support students as they seek work study placements.
- Student participation in mock interviews.
- Transit training for our grades 9 and 10 students.
- Participation in experiences similar to Skills Canada.

What data will you use to track continuous improvement?

Division Feedback Survey career readiness and life after high school data; Alberta Education Assurance Measures work preparation; feedback from student, family and employers about Work Study placements.

Division Priority 2

By June 2025, the students and staff of L. Y. Cairns 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, they will have an increased confidence and an enhanced sense of belonging. The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures

- 2% improvement in the Citizenship measure.

Division Feedback Survey

- 2% improvement in students seeing themselves reflected in classroom materials/resources.
- 2% improvement in students feeling that school is a place where all students feel they belong.

Youth Resilience Survey

- 2% increase in student connectedness to teachers.
- 2% increase in Culture of Equity engagement.

School-Based Internal Measures

- 5% increase in student attendance rate.
- Achievement of this goal will be supported by:
- Continued staff professional learning in the areas of Anti-racism and Reconciliation.
 - Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school.
 - Events such as Orange Shirt Assembly, Round Dance, Chinese New Year Celebration, Black History Celebration, Multicultural Day, Indigenous Games Day.
 - Cultural Food Days in our Cafeteria.

What data will you use to track continuous improvement?

This will be measured by the Alberta Education Assurance Measure in the areas specific to Citizenship; responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Anti Racism and Reconciliation; anecdotal records from one on ones and student focus groups.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		5,536,050		5,563,903
Internal Revenue		0		0
REVENUE TOTAL		5,536,050		5,563,903
Classroom	26.545000	2,868,798	28.629000	3,094,023
Leadership	7.000000	893,939	4.916000	667,519
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	86,444	.000000	86,444
TOTAL TEACHER	33.544998	3,849,181	33.544998	3,847,986
(% of Budget)		69.53%		69.16%
Exempt	1.000000	128,665	1.000000	128,665
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	12.000000	760,142	12.000000	766,450
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	5.000000	385,260	5.000000	385,260
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
TOTAL NON-TEACHER	18.000000	1,292,067	18.000000	1,298,375
(% of Budget)		23.34%		23.34%
TOTAL STAFF	51.544998	5,141,248	51.544998	5,146,361
(% of Budget)		92.87%		92.5%
SUPPLIES, EQUIPMENT AND SERVICES		327,604		342,092
INTERNAL SERVICES		67,198		75,450
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		394,802		417,542
(% of Budget)		7.13%		7.5%
TOTAL AMOUNT BUDGETED		5,536,050		5,563,903