



Enrolment		Staff FTE		Budget		
Normalized	417.000	Custodial	5.000000	Salaries	\$5,173,629	91.51%
Weighted	884.283	Exempt	1.000000	Supplies, Equip., Services	\$479,843	08.49%
Regular	417	Support	13.000000			
		Teacher	33.545000			
Year Opened	1969	Total		52.545000	Total	\$5,653,472 100.00%

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 (3 weeks each semester) in the community in work experience 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 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).

L. Y. Cairns 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 2023, 100% of our students will demonstrate growth in their functional academic skills (with a focus on employability) based on data from the school, work experience participation and employer/community feedback, classroom assessments and teachers' professional judgement.

#### Results Achieved:

We are very pleased with the gains made by our students in their academics. One hundred percent of our students demonstrated growth in their literacy skills based on internal measures. In the area of reading, 96% showed measurable growth as measured by the Canadian Test of Basic Skills. Most of our students achieved many of the objectives of their Individual Progress Plans. We are extremely proud of the 11% of our students showed at least 1-year growth in their reading levels. This is very impressive since all students in our school are working below grade level due to their identified special needs. We were able to achieve these results because of the work, collaboration and commitment that our school and catchment made to focus on literacy. All of our teachers at each grade level use the same pre and post reading assessments to best provide continuity for programming decisions. Our staff is committed to work with our students to provide them with the reading skills necessary for them to gain employment in fields that brings them dignity and fulfillment. Our school continues to work on our culture of collaboration. All of our staff had opportunities to provide feedback and engage in professional development activities at the school as well as at the Catchment and Division levels. These professional learnings resulted in collaborative work in our school designed to grow and enhance staff knowledge and skills in many areas including literacy and numeracy as well as the collaborative development of Learning Support plans.

Our true successes do not show up in traditional achievement numbers. We were excited to get our students out again for Work Experience. Our grades eleven and twelve students completed two-rounds (one in the winter and one in late spring) of job placements during the school day. We are excited to report that 93% of the students successfully completed their job placements. The feedback from employers were overwhelmingly positive about the students' work ethic and determination and the fact that they showed the potential to be excellent employees. We are also very happy that 6 of our students from our Transition Support Program were accepted in the Special Needs Experience Post-Secondary Programs (at University of Alberta and Norquest) and a further 8 were able to find employment.

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 enhancing our foundational knowledge in the area of Indigenous history, cultures and protocols. The work we are doing in this area will be in conjunction with all staff from the Harry Ainlay Catchment. By June 2023, 100% of our staff will demonstrate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey and anecdotal records.

#### Results Achieved:

We maintained our rating of high in the area of Welcoming, Caring, Respectful and Safe Learning Environment where our current result is 85.0 which is higher than the province (84.7). We continued to support the development of staff foundational knowledge in the area of First Nations, Metis and Inuit by enhancing Indigenous Education website. We continued to make use of our Elder who is in our classrooms at least once per month. Our school community hosted a wonderful Orange Shirt assembly, our annual community Round Dance as well as an Indigenous Games Day. We were also very proud of the fact that we hosted our first Cultural Day and had an extensive Black History Month celebration. A GSA was also established as well as a gender neutral washroom.

We continue to develop as a committee of listeners with our work in creating a school that listens. Our staff shared the work that was happening in our different departments and sites so that we could better understand the supports that are available to our students and the complexities of our work. This gave us a positive insights about the great things that are happening in all areas of our school community.

#### What were the biggest challenges encountered in 2022-2023?

The biggest challenge that we experience was with our yellow bus service. Despite the efforts of our Student Transportation Department, we had issues where the service

providers did not have reliable drivers for some routes which resulted in students arriving late for school most days during the year.

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

As we strive to improve the achievement of our school in all areas and continue our work in advance actions towards anti-racism and reconciliation, we discovered that our library was lacking in the diversity of books at appropriate reading levels. With the support of our amazing School/Parent Advisory Council, we plan to obtain some valuable resources that will enable to us to celebrate the diversity of our school's family.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	84.6	87.9	87.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.7	81.6	82.9	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	0.0	6.0	12.5	80.7	83.2	82.3	Very Low	Declined Significantly	Concern
	5-year High School Completion	11.7	40.7	22.7	88.6	87.1	86.2	Very Low	Declined	Concern
	PAT: Acceptable	0.0	0*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0*	n/a	16.0	17.7	n/a	Very Low	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	84.1	91.4	90.6	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	88.6	88.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.7	86.7	86.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	83.7	78.5	78.6	79.1	78.8	80.3	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 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

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%.

What data will you use to track continuous improvement?

We will measure our progress using reading data as measured by the Canadian Test of Basic Skills, work experience participation/success rate and employer/community feedback, classroom assessments and teachers' professional judgement

Division Priority 1

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%.

What data will you use to track continuous improvement?

We will measure this by the results of welcoming, caring and safe learning environments as well as the citizenship pillars in the Assurance Survey along with anecdotal data from One on One Meetings.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		5,602,369		5,653,472
Internal Revenue		0		0
REVENUE TOTAL		5,602,369		5,653,472
Classroom	28.629000	3,082,570	28.901000	3,111,857
Leadership	4.916000	668,586	4.644000	637,524
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	85,000	.000000	94,000
TOTAL TEACHER	33.544998	3,836,156	33.544998	3,843,381
(% of Budget)		68.47%		67.98%
Exempt	1.000000	125,094	1.000000	125,094
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	12.000000	754,169	13.000000	813,757
Support (Supply/OT)	.000000	15,000	.000000	5,000
Custodial	5.000000	374,400	5.000000	374,400
Custodial (Supply/OT)	.000000	12,000	.000000	12,000
TOTAL NON-TEACHER	18.000000	1,280,663	19.000000	1,330,251
(% of Budget)		22.86%		23.53%
TOTAL STAFF	51.544998	5,116,819	52.544998	5,173,632
(% of Budget)		91.33%		91.51%
SUPPLIES, EQUIPMENT AND SERVICES		452,403		432,073
INTERNAL SERVICES		33,150		47,770
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		485,553		479,843
(% of Budget)		8.67%		8.49%
TOTAL AMOUNT BUDGETED		5,602,372		5,653,475
Carry Forward Included		0		0
Carry Forward to Future		0		0