

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	744.000	Custodial	4.000000	Salaries	\$5,374,056	97.00%
Weighted	917.827	Exempt	0.000000	Supplies, Equip., Services	\$166,482	03.00%
Regular	765	Support	10.902000			
		Teacher	<u>37.560000</u>			
Year Opened	2016	Total	52.462000	Total	\$5,540,538	100.00%
				Internal Revenue	\$28,046	

School Philosophy

Nellie Carlson School is a committed K-9 inclusive school that nurtures a vibrant community of learners who strives for excellence. Our dedicated staff creates a safe and welcoming environment, fostering connection and collaboration among students, families, and educators. Together, we work to guide students in making positive behavior choices through clear expectations, supportive interventions, and opportunities for growth from their experiences.

Through our sharing circles and character education, supported by Dr. Michael Ungar, the founder and Director of the Resilience Research Centre at Dalhousie University, we address the well-being and resilience of students. We adopt a holistic approach to develop well-rounded individuals who take pride in their learning and contribute to the school community. We are committed to providing cross-grade learning opportunities and creating a school community where everyone belongs. This is fostered through Cub Den activities, student leadership initiatives, and the Diversity, Equity, and Inclusion club. Inspired by our namesake, Nellie Carlson; who was a champion of education for all students, our learning community proudly upholds the mission of excellence for everyone.

Community Profile

Nellie Carlson serves the communities of MacTaggart, Magrath Heights, and Terwillegar South-East. Currently, the school has closed boundaries for all grades due to nearing capacity. However, as the neighborhood continues to develop, there is potential for reopening grades in the future.

Programs and Organization

Nellie Carlson is an inclusive and welcoming school that serves students from Kindergarten to Grade 9. The school currently has two Kindergarten classes and 28 classes for students in Grades 1 to 9. Additionally, students in Grades 4 to 9 have the opportunity to take French as a Second Language, highlighting the school's commitment to providing a diverse and comprehensive educational experience.

Our school has approximately 765 students, with a weighted enrollment of 897. We offer both Division 1 and Division 2 interaction programs, along with an inclusive environment to support all learners.

School Community Relationships

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

Edmonton Public Library (EPL), YMCA

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 2025, all students at Nellie Carlson will demonstrate at least one year's growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

Results Achieved:

Our data continues to reflect the dedication and collaboration of our students, staff, and families. The consistent growth we are seeing is a direct result of their hard work, resilience, and shared commitment to learning. Together, we are building a strong foundation for ongoing success and ensuring that every student moves forward with confidence and support.

Literacy

- By the final round of the K–3 Provincial Literacy Screeners, 228 students (91.6%) were identified as not needing additional support, while 21 students (8.4%) were identified as requiring further support.
- **Reading (Canadian Achievement Test-4):**
According to the Canadian Achievement Test (CAT-4), **86.5%** of students in Grades 4–9 (450 students) are reading **at or above** grade level, while **13.5%** (70 students) are reading **below** grade level.
- **Reading (Fountas & Pinnell):**
Fountas and Pinnell benchmark data indicates that **9.9%** of students in Grades 1–9 are reading **above** grade level, **69.3%** are reading **at** grade level, and **20.8%** are **below** grade level.
- **Writing (Highest Level Achievement Test):**
Based on the Highest Level of Achievement Test (HLAT), **75.9%** of students in Grades 1–9 (570 students) are writing **at or above** grade level. Additionally, **20.5%** (154 students) are writing **below** grade level, and **3.6%** (27 students) were exempt from the assessment.

Numeracy

- By the final round of the K–3 Provincial Numeracy Screeners, 230 students (92.4%) were identified as not needing additional support, while 19 students (7.6%) were identified as requiring additional support.
- **Mathematics Achievement (Canadian Achievement Test-4):**
CAT-4 results show that **92.6%** of students (476 students) are performing **at or above** grade level in mathematics, while **7.4%** (38 students) are **below** grade level.
- **Mathematics Computation (Canadian Achievement Test-4):**
In the computation subtest, **89.7%** of students (460 students) achieved **at or above** grade level, and **10.3%** (53 students) scored **below** grade level.

By June 2025, all staff at Nellie Carlson will have opportunities to participate in catchment-wide professional learning on anti-racism and reconciliation. Catchment schools will use the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents to support collaborative approaches to build staff capacity and efficacy. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.

Results Achieved:

- Nellie Carlson established a Diversity, Equity and Inclusion club and students were actively engaged in school-wide diversity initiatives, including “diversity doors” and activities recognizing Orange Shirt Day, Diwali, Ramadan, Lunar New Year, Eid, Acts of Kindness, Black History Month, and global winter celebrations.
- All teachers participated in the Catchment PD Day in April, where keynote speakers addressed meeting the diverse needs of students, shared the experiences of newcomers to Canada, and reflected on their own journeys with equity and diversity.
- Lillian Osborne hosted a DEI Summit where 50 Elementary and Junior High students from Nellie Carlson contributed to Priority #2 and our ongoing commitment to advancing anti-racism, equity, and reconciliation. In addition, more than 35 student ambassadors participated in the Journey Towards EDI Student Symposiums, strengthening their understanding and application of anti-racism practices.
- Through this collaborative initiative, students are contributing to school communities that are safe, inclusive, and welcoming for all. The final student symposium featured motivational speaker Orlando Bowen, whose keynote centered around belonging, acceptance, and resilience.

What were the biggest challenges encountered in 2024-2025? The 2024–25 school year served as a transition period with several notable challenges.

- A new principal, restructured administration team, and new office staff required time and intentional effort to understand the learning community and build trusting relationships with students, staff, and families.
- The support staff strike created substantial operational pressures, prompting a reorganization of staffing and daily routines to maintain safe, consistent, and high-quality learning environments.
- Despite these disruptions, the school remained committed to ensuring student safety, stability, and continuity of learning.

What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

- Using the theme ***Walking Together***, inspired by the story written by Elder Albert Marshall and Louise Zimanyi, we created numerous opportunities for shared experiences, common language, and instructional practices grounded in Indigenous foundational learning.
- Sharing circles were implemented to provide safe spaces for students and staff to share, learn, and reflect together.
- These practices encouraged staff to take risks, try new approaches, and develop core values aligned with the belief that *all students belong to all of us*.
- Ongoing professional learning supported educators in strengthening instructional and assessment practices throughout the year.
- Clear and consistent communication remained a priority, ensuring families and staff were informed about daily school updates, student learning progress, and both individual and whole-school celebrations.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 1936 Nellie Carlson School

Assurance Domain	Measure	Nellie Carlson 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	84.4	91.1	85.6	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	78.6	69.9	76.9	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	82.9	81.6	83.7	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	34.3	26.6	30.3	15.6	15.4	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.5	83.3	84.9	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	73.6	81.2	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	73.0	58.3	66.2	80.1	79.9	80.7	Very Low	Improved	Issue
Governance	Parental Involvement	78.5	62.6	69.5	80.0	79.5	79.1	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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, 100% of students at Nellie Carlson School will demonstrate a minimum of one year's growth in literacy, numeracy, and mathematics, as measured by school-based and division assessments. To achieve this, all staff will engage in ongoing professional learning to enhance their efficacy and implementation of high-quality instructional and assessment practices across the curriculum. Targeted interventions and enrichment opportunities will be provided to ensure that students who need additional time or support can achieve expected growth..

What data will you use to track continuous improvement?

Student growth and achievement will be monitored through a variety of pre- and post-intervention assessments, including teacher-reported reading levels and text gradients, CAT-4 data, HLAT results, Lens and Castle and Colheart 3 (CC3) assessments, Provincial Achievement Test (PAT) results, teacher-awarded marks, and EAL proficiency levels.

Division Priority 2

By June 2025, 100% of staff at Nellie Carlson School will have participated in catchment-wide professional learning opportunities focused on anti-racism and reconciliation. Using the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding frameworks, catchment schools will collaborate to build staff capacity and efficacy in fostering equitable and inclusive practices. As a result, staff will actively implement strategies that promote welcoming, caring, respectful, safe, and inclusive learning and working environments for all members of the school community.

What data will you use to track continuous improvement?

By June 2025, success will be evident through increased student participation in planning and leading inclusive school-wide events, and a measurable rise in student sense of belonging as indicated by survey data. Parent engagement will increase by at least 20% based on event attendance and volunteer records. Staff will consistently use common practices of the school wide theme I am connected.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		5,281,079		5,512,492
Internal Revenue		0		28,046
REVENUE TOTAL		5,281,079		5,540,538
Classroom	31.743000	3,440,433	32.260000	3,496,468
Leadership	5.300000	688,871	5.300000	689,774
Teacher Supply	.000000	60,000	.000000	64,500
TOTAL TEACHER	37.042999	4,189,304	37.559998	4,250,742
(% of Budget)		79.33%		76.72%
Exempt (Hourly/OT)	.000000	76,528	.000000	76,528
Support	8.000000	527,194	10.902000	719,998
Support (Supply/OT)	.000000	6,500	.000000	24,000
Custodial	4.000000	297,988	4.000000	297,988
Custodial (Supply/OT)	.000000	4,800	.000000	4,800
TOTAL NON-TEACHER	12.000000	913,010	14.902000	1,123,314
(% of Budget)		17.29%		20.27%
TOTAL STAFF	49.042999	5,102,314	52.461998	5,374,056
(% of Budget)		96.61%		97%
SUPPLIES, EQUIPMENT AND SERVICES		130,423		135,812
INTERNAL SERVICES		48,100		30,670
OTHER INTEREST AND CHARGES		242		0
TOTAL SES		178,765		166,482
(% of Budget)		3.39%		3%
TOTAL AMOUNT BUDGETED		5,281,079		5,540,538