



Enrolment		Staff FTE		Budget		
Normalized	751.500	Custodial	4.500000	Salaries	\$5,354,293	96.06%
Weighted	895.569	Exempt	0.000000	Supplies, Equip., Services	\$219,871	03.94%
Regular	797	Support	13.114000			
		Teacher	35.939000			
Year Opened	2021	Total		53.553000	Total	\$5,574,164 100.00%

School Philosophy

Garth Worthington School is designed with the principles of 21st Century Learning in mind! We want to allow for collaboration, developing critical thinking and problem solving skills. We spend just as much time with our classmates, teachers, school staff as we do with our family members. It's like our 2nd family! Relationships are important to us!
We want to know what interests you as a learner! What are your interests, hobbies, likes, dislikes? Favorite subjects: Art - Music - Sports - languages - science - writing - reading We need to prepare students for the world around us - How to adapt, change, problem solve, critically examine, work together, become LEADERS who contribute to our community. We believe the skills, knowledge and attitudes of each student should be developed to the fullest extent possible.

- To help our students achieve their full potential, we depend on the co-operative efforts of staff, parents, and the community to provide a learning environment that:
- respects individual differences
 - establishes expectations and responsible behaviour
 - nurtures self-worth and dignity
 - fosters further learning
 - challenges and provides opportunities for success

Community Profile

Garth Worthington School is located in Chappelle East, a southwest community located in Heritage Valley. It is located just north of 41st Avenue SW and 141 Street. Our primary attendance area is Chappelle East. For 2024-2025 we are Growth Control Model 2.
We are a Kindergarten to Grade 9 school opened in September 2021 to meet the needs of families as they establish in our growing Chappelle East community.

Programs and Organization

All students from within our attendance area are welcomed into our 'Regular Academic Program'. Our students cover all aspects of the Alberta Program of Studies and achieve well on provincial tests. With an emphasis on the core areas of: Language Arts, Mathematics, Science and Social Studies. As well, our students all take Physical Education, Music (K-9), a second language (French as a second language starting at Grade 4), Health, and a variety of complementary courses are offered for our Grades 5-9 students.
Academic Achievement is our number one priority. Students are expected to do their best in all course work and pursuits.
As well, we are home to a Division Special Education Program - Interactions at the Division 3 level. Interactions programming supports students with autism spectrum disorder (ASD). ASD impacts how people understand what they see, hear and sense. This lifelong disability can result in difficulties in communication, social relationships, behaviour or learning. Although some students with ASD achieve at grade level, many have uneven or delayed achievement.

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 Region Child Care Association, Save On Foods

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).

Catchment Goal 1. Dr. Anne Anderson catchment students will demonstrate growth in reading, writing and mathematics. Our progression towards this goal will be triangulated through teacher and school assessments, large-scale division/provincial examination, and the Alberta Education Assurance (AEA) survey. (Priority 1)

Garth Worthington School: By June 2024, at Garth Worthington School will develop universal strategies and supports within the classroom that can differentiate for individual students needs in developing their growth in the learning outcomes with a focus on literacy and numeracy. Staff will investigate a Writing Continuum to support continuity of writing instruction and assessment across all grades, K to 9. This goal is also inclusive of Priority 2: Advance action towards anti-racism and reconciliation, by ensuring resources used to support learning are diverse, inclusive and provide equity.

Results Achieved:

LITERACY Results (brackets indicate previous year results on similar measures)

EYE-TA Fall 23 96 students / Spring 2023 101 students

• Cognitive Skills:

1. Fall 23 Yellow- 17.6% (7.7%); Red - 8.8% (5.5%)
2. Spring '24 Yellow - 6.9% (3.3%); Red - 5% (2.2%)

• Language & Communication:

1. Fall 23 Yellow- 19.8% (11.5%); Red - 3.3% (0.5%)
2. Spring 24 Yellow - 17.8% (2.1%); Red - 4% (2.1%)

Provincial screeners

- Grade 1: Jan'24: 114 students: LeNS: 24% (27 students) At-Risk; June'24: of 63 students assessed, 20 students At-Risk: 26% Improvement
- Grade 2: LeNS: 110 students Sep'23: 33% (36 students) At-Risk / June'24 of 82 students assessed, 18 students At-Risk; 50% improvement
- CC3: 111 students Sep'23 25% (28 students) At-Risk / June'24 81 students, 21 students At Risk, 25% improvement
- Grade3: CC3: Sep'23 67 students assessed, 18% 12 students At-Risk / June'24 15 students assessed, 11 students At-Risk, 8% improvement

CAT4 Reading (Grade 4–9) Fall Gr4-9 (261 students) / Spring 2023 Gr4-9 (320 students)

- Gr 4-9, Fall 2023 Reading Stanine 4 or above: 319 Students = 69.9% (8.2%) / Spring 2024: 351 Students = 73.5% (3.8%)

Grade 6 ELA PAT Results not available due to New Grade 6 ELA Curriculum Implementation

Grade 9 ELA PAT Part A - Writing, Part B - Reading

- Part A Writing: Acceptable Standard: 93.7% (81.2%); Standard of Excellence: 9.5% (12.8%); Below Acceptable Standard: 6.3% (17.9%)
- Part B Reading: Acceptable Standard: 77.8% (76.9%); Standard of Excellence: 14.3% (10.3%); Below Acceptable Standard: 22.2% (23.1%)

Reading Achievement Level: 696 students, At, Above, At & Above; Below grade level

- Grades 1-9 (696 Students): At or Above: 66.2% (67.9%): Above = 15.2% (11.2%)/ At = 51% (12.9%) / Below Grade Level = 33.8% (1.7%)

HLAT Writing, Spring 2023 (Grade Level of Enrolment)

- School Gr1-9, 695 students: At or above 66.8%, Below 30.8%, Exempt 2.4% (up 5.9%)

NUMERACY Results

EYE-TA : See Literacy Data

Provincial screeners the Provincial Numeracy Screening Assessment (Grades 1 - 3)

- Grade 1: Jan'24: 114 students: 20% (23 students) At-Risk / June'24: of 63 students assessed, 20 students At-Risk, 13% improvement
- Grade 2: Sep'23: 110 students: 31% (34 students) At-Risk / June'24: of 81 students assessed, 21 students At-Risk, 38% improvement
- Grade 3: Sep'23: 67 students: 9% 6 students) At-Risk / June'24: of 10 students assessed, 5 students At-Risk, 17% improvement

CAT4 Mathematics, Computation Estimation (Grade 4–9): Fall Gr4-9 (333 students) Spring 2023 Gr4-9 (362 students)

- Gr4-9 Fall 2023 Mathematics Stanine 4 or above: 80.1% : Spring 2024, Mathematics, 76.8%
- Gr 4-9. Fall 2023 Computation Stanine 4 or above, 74.1%; Spring 2024 Computation, 77.5%
- Gr 4-9, Fall 2023 Total Math Stanine 4 or above, 80.5%; Spring 2024 Total Math 79.8%

Grade 6 Mathematics PAT Part A—Number Facts, Part B (DID NOT WRITE FOR 23/24)

Grade 9 Mathematics PAT Part A—Number Facts, Part B: # of Students = 62

- Part A Number Facts: Acceptable Standard: 46.8% (10%; 36.8%); Standard of Excellence: 12.9% (5.5%, 18.4%); Below Acceptable Standard: 50% (13.2%, 63.2%)
- Part B : Acceptable Standard: 80.6% (63.2%); Standard of Excellence: 16.1% (15.5%); Below Acceptable Standard: 19.4% (17.4% decrease, 36.8%)

- Total Test: Acceptable Standard: 67.7% (50%); Standard of Excellence: 12.9% (15.8%); Below Acceptable Standard: 32.3% (17.3%, 50%)

District Feedback Survey, Spring 2024:

Students: Gr4-9 (315 students)

- Have opportunities to be successful in my learning: 91.7% up 8% / (7% unsure)
- Know how to get help at school, 87%, no change
- Getting better at math: 79.1%, minimal change 78.5%
- Getting better at reading: 86.4%, up from 81.9%
- Getting better at writing: 79.4%, minimal change 77.8% 91 = 85.9%

Staff: 19 teachers (All staffing groups, 21 teachers)

- Know how to access resources to meet d

Catchment Goal 2: Dr. Anne Anderson catchment schools will continue to support welcoming, safe and healthy school cultures that nurture resilience, mental well-being, diversity, and inclusivity. Catchment Staff will engage in meaningful professional learning and collaboration that demonstrates increased capacity to support teaching and learning. Our progression towards this goal will be measured through school, division, and the Alberta Education Assurance (AEA) survey data. (Priority 2, 3)

Garth Worthington School Goal 2: By June 2024, Garth Worthington School students and staff will report a sense of belonging and social, emotional and physical well-being on school, division, and the Alberta Education Assurance (AEA) survey data. Garth Worthington staff will engage the voices and leadership of students, staff and families in the further creation of a welcoming, safe, inclusive, and healthy school environment. Staff will engage in anti-racism education, review of the OECD's Promising Practices in Supporting Success for Indigenous Students, comprehensive school health planning, and the development of universal wrap-around supports to address mental wellbeing and illness for both students and staff, the overall school community. (This goal is also inclusive of Priority 2: Advance action towards anti-racism and reconciliation.)

Results Achieved:

Youth Resilience Survey: (23-24, 263 students, Grades 4-9)

Overall Engagement

- 29.4% (up from 19.76 %) of students were experiencing high engagement in school
- 8.5% (down from 16.73%) of students were experiencing low engagement in school
- Grade 8 & 9 students experience lower engagement in school when compared to the overall school results
- FNMI students (16 students) 0% down from 18.18% experienced high engagement / experienced low engagement 12.5% down from 36.36%

Overall Resilience

- 20.24% of student have high resilience
- 15.48% have low resilience

Connection to Teachers:

- 28.7% (up from 21.67%) high engagement
- 11% (down from 17.49%) low engagement

Student Connectedness

- 25.5% (up from 21.29%) high engagement
- 8.5% (down from 17.49%) low engagement

Academic Engagement

- 26.6% (up from 24.33%) high engagement / 34.60% above average =
- 12.1 (down from 16.35%) low engagement

Alberta Education Assurance Survey:

- Student Engagement Measure (AB ED Assurance, Spring 2024): Overall: 84.4% (87.3% 2023) Parent: 83.1 % (95.6%) Student: 76.6% (72.3%) Teacher: 93.7% (94.1%)
- Citizenship Measure (AB ED Assurance, Spring 2023): 76% (down from 78.6% in 2023) Parent: 74.1% (increase from 70.7%) Student: 70.2% (increase 69.8%) Teacher: 83.5% (decrease from 95.2%)
- Safe and Caring Measures (AB ED Assurance Survey, Spring 2024): Overall: 85% (up from 83.1%) Parent: 83% (80.8%) Student: 81% (72.1%) Teacher: 91% (96.5%)
- Lifelong Learning Measures (AB ED Assurance Survey, Spring 2023) Overall: 85.1% (87.2%) Parent: 87.9% (77.8%) Teacher: 82.4% (96.6%)
- In-Service Jurisdiction Needs Measure (AB ED Assurance Survey 2023): Teachers: 94.1% (93.8%)
 - Been focused on the priorities of jurisdiction: Teacher: 100% (90%)
 - Effectively addressed your PD Needs: Teacher 94% (100%)
 - Significantly contributed to ingoing Prof Growth: Teacher 88% (91%)

District Feedback Survey, Spring 2024 (Grades 4-9) Priority 2 (Advance anti-racism and reconciliation)

Students: Gr4-9 (315 students)

- My school is a place where all students feel they belong: 61.9% (63%)

- Can be myself: 61.4% (48%) (Unsure is 10.5%, 33 students) : 194/282 = 68.8%
- School takes actions towards Truth and Reconciliation: 75.5% (72%)
- Aware of work school is doing towards anti-racism / belonging: 77.1 (79%)
- Have opportunities to be involved in activities that support sense of belonging: 76.8 (78%)
- Feel safe going to adult for help if felt something racist or discriminatory: 70.1% (64%)
- Learn about contributions of indigenous peoples: 94.1 (93%)
- Learn about indigenous perspectives 92.4 (90%)
- Learn about treaties with First Nations: 91.3% (90%)
- Learn about residential schools - 90.5% (84%)
- Staff: 21**
- My school is place where all student feel they belong: 85.7% (95%)
- Division is taking actions that support T&R: 90.4 (94%)
- Professional supports enhanced confidence in supporting success of FNMI Students:
 - Division Provided PL: 52.4% (67%)
 - Central Resources (Connect, Consultant): 52.4% (73%)
 - Catchment PL Activity: 61.9% (78%)
 - School Level Collab: 61.9% (89%)
- Aware of work towards anti-racism equity: 95.2% (100%) 20/21
- My school takes steps to support sense of belong: 95.2% (100%) 20/21
- See diverse representation across staff groups: 52.4% (83%)
- Staff represent diversity of students we teach: 72.7 % (72%)
- Professional supports enhanced confidence in supporting Divisions Action Plan towards Anti-Racism Equity:
 - Division Provided PL: 52.4% (67%)
 - Central Resources (Connect, Consultant): 52.3 (83%)
 - Catchment PL Activity: 61.9% (89%)
 - School Level Collab: 52.3% (83%)
 - Community agencies / supports: 42.8% (73%)
- Families: 64 families (24 in 2023)**
- My child feels they belong at school: 82.8% (88%)
- Feel welcome in my child's school: 85.9 (92%)
- Many diverse cultures represented in events activities: 81.3% (83%)
- My child school keeps me informed about steps in anti-racism equity: 57.9% (42%)
- My child school keeps me informed about steps in Truth & Reconciliation: 57.8% (62%)

District Feedback Survey, Spring 2024 (Grades 4-

What were the biggest challenges encountered in 2023-2024?

- Garth Worthington School opened in September, 2021 as a new school in Chappelle East, with a Growth Control Level 1. We opened with September 2021 registration of 292. We closed the year with an enrollment of 321. Our projected enrollment for 2022-2023, based on April 2022 was for 415 students, K-9. In Sep 2022 our enrollment was 552; which grew to June 2023 676. Our projected enrollment for 2023-2024, based on April 2023 pre-registration was 767 students, K-9. September enrollment was 744; June 2024: 816. School capacity was 900. For the planning of classroom organization, through Division Infrastructure support, the school converted 3 of the 4 community learning areas into full classrooms, changing the dynamics of our 21st Century Learning Design.
- During the 23-24 school year, we received equity funds prior to the start of the school year to support enrollment growth and avoid the need to reorganize our classes throughout the year. This was successful! For February 2024, the overflow status for Dr. Lila Fahlman School was transferred to Johnny Bright School. We saw much more stable enrollment growth from February through June, 2024. However, during the 23-24 school year, an increase of 72 new student walk-ins following September 30th joined the school, as well as 17 new staff joined GWS staff to support the classrooms.
- Ongoing and daily / weekly growth in student registrations created challenges in building class, grade-level and school community. As well, with 17 new staff joining the school in 2023-2024 compared to previous year, continuing on school professional learning with respect to grade-level best practices, Leader in Me process implementation, building school culture and leadership had challenges. This resulted in lower Staff Professional Learning and Wellness satisfaction compared to previous year.
- With the growth in staff over the last two years, it was evident we required some writing instructional focus. We looked at grade-level, divisional level writing processes that were being used, to look at consistency in developing vertical alignment in teaching, assessing writing. This assisted in building school-wide focus that is being carried forward into 2024-2025.
- In developing our School-Wide Intervention Model (SWIM) for the school in our first year, the growth in classes over last 3 years - Kindergarten was at 5 classes, Grade 1 at 5 classes, Grade 2 at 5 classes, Grade 3 at 3 classrooms, Grade 5 had 3 classrooms, with remaining Grades 4-9 classes at 2 classes per grade, we were starting to hit our planned class limit, which necessitated some changes in how we approached the support for staff collaboration and the zero-cost SWIM Intervention planning. Creative

scheduling of administrative support, educational assistant supports, allowed the common grade-level intervention to continue. For staff collaboration, which was initially built into the SWIM time model to occur monthly, we utilized the Curriculum Implementation professional resources allocation to support staff collaboration, as well as supported by additional dollars from the school budget.

- Due to a number of staff leaves during the year (6 teacher leaves across all divisions of varying lengths), the change in teachers often derailed grade-level planning for collaborative projects, interfered in effective Intervention planning, reading assessments, and class continuity of programming.

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

- Continued focus on providing Reading Intervention through grade-level SWIM time, support structures for teacher to provide more focused intervention (use of JH Learning Leaders), digital resource use during the SWIM time to support basic skill acquisition, as well as provide focused teacher-led intervention groups
- Investigating new numeracy digital supports, Grades 1-3 Matifics, Grades 4-6 IXL, Grades 7-9 IXL, Matifics
- Focus on building a writing continuum (January 2024 PL Day) provided impetus to look at writing, moving into 2024-25, Literacy Action Team is implemented a school-wide writing task three times (Fall 24 / Winter 25 / Spring 25 HLAT), to support assessment of writing using common rubrics / protocols
- Engage staff and community around developing a literacy event for families. Parent Literacy Evening planned for February, 2025 to support at-home literacy practices to build reading comprehension and word strategies
- Focused collaborative work on building Progress Report comments, to ensure clear communication for families on reading, writing and numeracy growth. Utilizing Curriculum Implementation Resources to support grade-level collaborative opportunities, three times per year, ½ day per grade; investigate new resources to support enhanced literacy and numeracy skill development (Reading Theory, IXL); share research-based classroom practices and routines that support a school-wide culture of welcoming learning environments.
- Review classroom and school resources (e.g., libraries, home reading materials) to support the diverse learning needs of all students. Utilize Scholastic book fair credits to support the purchase of these resources.
- Sharing of best practices (literacy, numeracy and wellness) through grade-level, division meeting times; school action team meetings (monthly), school Design Team review and sharing monthly
- At school-based professional development days (January '25, February '25, March '25) sharing of classroom resources, assessment best practices, will be shared. For upcoming DAA Catchment PL Day, April '25, sharing of teacher led sessions around literacy, numeracy will be encouraged.
- Enhanced sharing of mental health / wellness information in school newsletter, classroom sharing with students
- CSH Curriculum coordinator will develop grade-levels specific programming to address students needs to compliment the K-6 Wellness Program of Studies topics, enhance [MHCB Classroom Capacity Building - Journey to Wellness](#) Themes (Social Emotional Learning, Anti-Racism and Building Inclusive Communities, Healthy Choices, Mental Health & Resilience). Health program at JH is being delivered consistently through Curriculum Coordinator, with a specific focus area around student engagement, resilience. Elementary staff are becoming much more comfortable with implementing K-6 Wellness program of studies, sharing of resources
- School theme each year provides grounding point for students, staff and families: 2024-25 Celebrating Unity in Diversity, with anchor book *The Name Jar* by Yangsook Choi
- Offering parent workshops around building resilience, mental health awareness, as part of monthly school council meetings, hosting 2-3 parent evenings for school community
- Host a Junior High Health Day each term to involve community resources and enhance the resources for wellness and topics within Health 7-9. Involving community resources such as Saffron Centre to talk to students, host a family evening for families around bullying, sense of belonging

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2275 Garth Worthington School

Assurance Domain	Measure	Garth Worthington 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	87.3	83.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.0	78.6	77.3	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	82.1	75.4	75.4	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	25.0	21.1	21.1	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	65.6	60.6	60.6	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	10.1	11.1	11.1	15.4	15.5	15.5	Low	Maintained	Issue
	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	85.9	89.6	88.5	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.5	81.1	80.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	72.9	78.2	76.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.4	85.7	86.8	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

Catchment Goal 1: Dr. Anne Anderson catchment students will demonstrate growth in reading, writing and mathematics. Our progression towards this goal will be triangulated through teacher and school assessments, large-scale division/provincial examination, and the Alberta Education Assurance (AEA) survey. (Priority 1)

Garth Worthington School: By June 2025, at Garth Worthington School will develop universal strategies and supports within the classroom that can differentiate for individual students needs in developing their growth in the learning outcomes with a focus on literacy and numeracy. Staff will investigate a Writing Continuum to support continuity of writing instruction and assessment across all grades, K to 9. This goal is also inclusive of Priority 2: Advance action towards anti-racism and reconciliation, by ensuring resources used to support learning are diverse, inclusive and provide equity. (Priority 1 & 2)

What data will you use to track continuous improvement?

Provincial screening assessments; intervention results, Guided Reading; teacher awarded grades; Provincial Achievement Results (Grades 6 and 9), Canadian Achievement Test 4 (CAT4); Staff perception of their capacities and student perception of their reading progress from the Division Feedback Survey, student, staff and family engagement results from the Alberta Education Assurance Measures.

Division Priority 3

Catchment Goal 2: Dr. Anne Anderson catchment schools will continue to support welcoming, safe and healthy school cultures that nurture resilience, mental well-being, diversity, and inclusivity. Catchment Staff will engage in meaningful professional learning and collaboration that demonstrates increased capacity to support teaching and learning. Our progression towards this goal will be measured through school, division, and the Alberta Education Assurance (AEA) survey data. (Priority 2, 3)

Garth Worthington School Goal 2: By June 2025, Garth Worthington School students and staff will report an increase in sense of belonging and social, emotional and physical well-being. Garth Worthington staff will engage the voices and leadership of students, staff and families in the further creation of a welcoming, safe, inclusive, and healthy school environment. Staff will engage in anti-racism education, review of the OECD's Promising Practices in Supporting Success for Indigenous Students, comprehensive school health planning, and the development of universal wrap-around supports to address mental well being and wellness for both students and staff, the overall school community. (This goal is also inclusive of Priority 2: Advance action towards anti-racism and reconciliation.)

What data will you use to track continuous improvement?

Survey questions in the DFS, YRS, AEAs related to sense of belonging, engagement and connectedness; Qualitative data showing improvement in student-school staff relationships. As part of the Garth Worthington School Leader in Me Process (Year 4), measures from the annual MRA Survey, with specific focus on Leadership and Culture, measuring growth over time.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		5,541,311		5,574,164
Internal Revenue		0		0
REVENUE TOTAL		5,541,311		5,574,164
Classroom	32.391000	3,500,594	33.012000	3,567,707
Leadership	3.195000	429,730	2.677000	372,554
Teaching - Other	.000000	0	.250000	27,018
Teacher Supply	.000000	150,000	.000000	132,733
TOTAL TEACHER	35.585999	4,080,324	35.938999	4,100,012
(% of Budget)		73.63%		73.55%
Exempt (Hourly/OT)	.000000	113,571	.000000	113,571
Support	12.628000	766,364	13.114000	800,995
Support (Supply/OT)	.000000	10,000	.000000	25,352
Custodial	4.500000	304,363	4.500000	304,363
Custodial (Supply/OT)	.000000	5,000	.000000	10,000
TOTAL NON-TEACHER	17.128000	1,199,298	17.614000	1,254,281
(% of Budget)		21.64%		22.5%
TOTAL STAFF	52.713999	5,279,622	53.552999	5,354,293
(% of Budget)		95.28%		96.06%
SUPPLIES, EQUIPMENT AND SERVICES		174,798		147,282
INTERNAL SERVICES		86,891		72,589
TOTAL SES		261,689		219,871
(% of Budget)		4.72%		3.94%
TOTAL AMOUNT BUDGETED		5,541,311		5,574,164