



Enrolment		Staff FTE		Budget		
Normalized	407.000	Custodial	5.000000	Salaries	\$5,192,833	93.01%
Weighted	919.790	Exempt	1.000000	Supplies, Equip., Services	\$390,533	06.99%
Regular	407	Support	11.000000			
		Teacher	33.545000			
Year Opened	1969	Total		50.545000	Total \$5,583,366	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 functional academic programming, students are offered a variety of vocational, fine arts and recreation/Phys. Ed. programs. Students are engaged in the community through Work Experience 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).

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.

Results Achieved:

Over the 2024–2025 school year, significant progress was made toward the goal of providing students with multiple opportunities to engage in meaningful activities that support life beyond high school, including exploring potential career pathways.

Division Feedback Survey

Results from the Division Feedback Survey show strong improvement in student perception:

- The percentage of students who agreed that *"What I learn at school will help me prepare for my future"* increased from **70.8% in 2023–24 to 75% in 2024–25**, exceeding the 2% improvement target.
- Student perception that they *"feel supported to prepare for life after high school"* increased significantly from **58.5% to 76%**, far surpassing the target and highlighting the success of targeted programming and support strategies.

Alberta Education Assurance Measures

Reporting on parent perceptions related to work preparation and lifelong learning was **not possible this year** due to an insufficient number of completed Alberta Education Accountability Surveys. The school will continue to work toward increasing parent participation in future years to strengthen this data source.

School Internal Measures

School-based indicators demonstrate meaningful progress:

- Work Study Program participation was strong: **90% of grades 11 and 12 students participated** and there was a **128% increase in participation among grades 9 and 10 students** compared to the previous year.
- The program maintained a high level of success, with a **96.6% successful completion rate**, compared to **94% last year**.
- Following completion of the program, **20 students (representing 23% of participants) were hired** by their Work Study employers, reflecting strong alignment between the program and local workforce needs.
- **Employer feedback** highlighted student strengths in **attitude, following instructions, work ethic, and punctuality**, demonstrating that students are well-prepared for meaningful employment and volunteer opportunities.

- **Progress in functional academics** was evident through student work, observations, and assessments, showing growth in essential life skills such as time management, scheduling, communication and daily living skills. These skills support students' independence and readiness for work and volunteer experiences.
- Observations, conversations, student reflections and products also indicated stronger engagement in workplace-readiness activities and a deeper understanding of potential career pathways.

Supporting Actions

- Several key actions contributed directly to the results achieved:
- **Targeted professional learning** enhanced staff capacity to mentor and guide students, support resume development and secure meaningful work study placements.
 - **Collaboration with businesses, community agencies, schools, and families** expanded the availability and variety of experiential opportunities.
 - **Mock interviews** helped students build confidence and develop essential communication and employment-readiness skills.
 - **Transit training students** promoted independence and prepared students to navigate community-based learning sites.
 - **Student participation in the Abilities Expo, hosted at our school** (Similar to Skills Canada), provided authentic exposure for our students and aligned with their diverse learner needs.
 - **Integration of functional academics into programming** supported students in developing practical life skills essential for meaningful employment, volunteer work, and independent living.

Overall, the school exceeded targeted improvements in key student perception measures and demonstrated strong growth in internal indicators related to work readiness, career exploration and functional academics. The Work Study Program achieved high participation and completion rates, with 23% of students securing employment following the placements. Employer feedback confirmed students' readiness and workplace strengths, including attitude, work ethic, punctuality and ability to follow instructions. Progress in functional academics further enhanced students' independence and preparedness for meaningful employment and volunteer opportunities

- 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.

Results Achieved:

L. Y. Cairns focused on engaging students and staff in meaningful learning activities, collaborative work, and professional learning to advance actions toward anti-racism and reconciliation. The goal was to increase students' confidence and sense of belonging while fostering an inclusive school culture.

Alberta Education Assurance Measures – Citizenship

- The Citizenship measure showed a modest improvement from **84.8% in 2023–24 to 85.3% in 2024–25**, reflecting steady progress in fostering responsible, engaged citizenship among students.

Division Feedback Survey

- Students reporting that they “can be themselves at school” increased from **69.9% to 79%**, demonstrating a significant improvement in students’ sense of belonging.
- Students perceiving that “many diverse cultures are represented in books and materials” increased from **68.5% to 70%**, showing progress in creating inclusive learning environments.

Youth Resiliency Survey

- Students *connected to teachers* increased from **73.5% to 75.5%**, indicating stronger relationships and support networks within the school.
- Engagement in the *Culture of Equity* measure improved from **60.4% to 63.2%**, reflecting a growing awareness and participation in equitable practices.

Attendance

- Attendance remained steady at **83.0%**, similar to last year’s rate of 83.1%.

Supporting Actions

- Staff engaged in ongoing professional learning in anti-racism and reconciliation.
- Intentional school-wide initiatives ensured students saw themselves reflected in classroom resources and the broader school culture.
- School-wide events promoted cultural awareness and inclusion, including: **Orange Shirt Assembly, Round Dance, Chinese New Year Celebration, Black History Celebration, Multicultural Day, Indigenous Games Day, and Cultural Food Days in the cafeteria.**

The school successfully implemented all planned activities, resulting in measurable progress in students’ sense of belonging, engagement with diverse cultures, and connectedness to teachers. Improvements in Division Feedback Survey and Youth Resiliency Survey indicators demonstrate increased confidence and inclusivity. These efforts have strengthened the school culture, supporting students’ understanding of anti-racism and reconciliation and fostering a more equitable and welcoming environment for all.

What were the biggest challenges encountered in 2024-2025?

The greatest challenge at L. Y. Cairns School during the 2024–2025 school year was the support staff strike. This nine-week period significantly impacted our students, many of whom were unable to access the support they rely on for daily learning and participation. Despite these challenges, our staff went above and beyond to maintain a sense of normalcy and continuity for all students. Thanks to their dedication and commitment, we were able to continue in-person programming for every student, ensuring that learning remained consistent even under difficult circumstances.

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

For the 2025–2026 school year, an area of focus for L. Y. Cairns School will be enhancing students’ employability skills. Employers have reported that students would benefit from developing greater work capacity, demonstrating more initiative and improving communication with both colleagues and customers. Additionally, we will continue to encourage greater parental involvement in school activities and programs, fostering stronger connections between home and school to support student growth and success.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	84.1	81.7	84.7	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	85.3	84.8	81.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	28.2	28.8	11.6	81.4	80.4	81.4	Very Low	Improved Significantly	Acceptable
	5-year High School Completion	13.6	9.3	20.6	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	0.0	0.0	0.0	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	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	88.6	85.7	87.1	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	86.4	86.7	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	87.2	87.1	85.5	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	68.6	86.6	82.9	80.0	79.5	79.1	Very Low	Declined	Concern

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 2026, 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 for work preparation and lifelong learning

School internal measures

- 1% increase in Work Study Participation and successfully completing the program
- Observations, Conversations and Student Products along with other relevant data sources will be used to measure and assess this work.

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 and 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
- Work Study training for our grades 9 and 10 students.
- Participation in Skills Canada like experiences.

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 2026, 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 can feel they belong.

Youth Resilience Survey—YRS

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

5 % increase in 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.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources	5,628,080		5,583,366	
Internal Revenue		0		0
REVENUE TOTAL	5,628,080		5,583,366	
Classroom	28.059000	3,041,147	28.629000	3,102,925
Leadership	5.486000	731,723	4.916000	670,224
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	86,444	.000000	85,000
TOTAL TEACHER	33.544998	3,859,314	33.544998	3,858,149
(% of Budget)		68.57%		69.1%
Exempt	1.000000	141,153	1.000000	141,153
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	11.000000	747,324	11.000000	747,324
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	5.000000	407,041	5.000000	413,207
Custodial (Supply/OT)	.000000	8,000	.000000	23,000
TOTAL NON-TEACHER	17.000000	1,313,518	17.000000	1,334,684
(% of Budget)		23.34%		23.9%
TOTAL STAFF	50.544998	5,172,832	50.544998	5,192,833
(% of Budget)		91.91%		93.01%
SUPPLIES, EQUIPMENT AND SERVICES		398,248		331,105
INTERNAL SERVICES		57,000		59,428
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		455,248		390,533
(% of Budget)		8.09%		6.99%
TOTAL AMOUNT BUDGETED		5,628,080		5,583,366