



Avondale School

Principal: Colin Murphy

Annual Education Results Report

2021-2022



**Grande Prairie
Public School
Division**
Every Student Succeeds



**AVONDALE
School**

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GPPSD2357

Avondale School

Fall 2022 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Avondale School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	85.4	89.4	n/a	85.1	85.6	n/a
	Citizenship	78.8	78.1	78.4	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	69.2	n/a	86.5	67.3	n/a	73.8
	PAT: Excellence	21.2	n/a	9.4	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	95.7	97.2	89.2	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	82.8	n/a	86.1	87.8	n/a
	Access to Supports and Services	78.8	79.1	n/a	81.6	82.6	n/a
Governance	Parental Involvement	83.5	81.3	81.4	78.8	79.5	81.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results		Avondale School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	89.4	85.4
	Citizenship	84	81.6	75.2	78.1	78.8
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	91.7	86.5	n/a	n/a	69.2
	PAT: Excellence	11.1	9.4	n/a	n/a	21.2
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	93.6	89.4	89	97.2	95.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	82.8	86.1
	Access to Supports and Services	n/a	n/a	n/a	79.1	78.8
Governance	Parental Involvement	88.5	82.6	80.3	81.3	83.5

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority: Inclusion

Outcome: Increased engagement from all stakeholders is essential to the success of our school community and the high achievement of our students.

Outcome: Students who are able to self-regulate and have their social-emotional needs met will achieve to their highest potential.

Evidence:

Table 1 – Division Assurance Survey						
Percentage of parents, students and staff agree that	Parents		Students		Staff	
	AV	GPPSD	AV	GPPSD	AV	GPPSD
Students are prepared socially and emotionally to complete high school						
2021	98	94	95	89	100	92
2022	99	95	93	87	100	88
Students are engaged in learning						
2021	96	90	90	83	99	91
2022	97	91	89	81	97	91
Students are engaged at school						
2021	98	95	92	85	98	92
2022	99	95	90	83	98	92
There are opportunities to collaborate and be involved in decision making						
2021	93	87	86	77	100	84
2022	99	88	81	73	97	88
Welcoming, Respectful, Safe and Caring and student emotional, physical well-being and mental health is supported						
2021	98	95	90	82	99	94
2022	99	95	89	79	99	93

Table 2 – School Attendance Data						
Student Attendance	AV			GPPSD		
	All	FNMI	ELL	All	FNMI	ELL
2021-2022	81	69	90	84	78	87
2020-2021	86	68	93	89	83	90
2019-2020	92	88	91	93	90	93
2018-2019	87	79	91	89	83	90

** Directed Absences due to COVID-19 are not included in the 2021 absence count

Table 3 – Provincial Assurance Survey									
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.									
	AV			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	89	85		86.2	84.0		85.6	85.1	
Parent	100	91		92.9	86.2		89.0	88.7	
Student	68	65		69.9	69.6		71.8	71.3	
Teacher	100	100		95.8	96.2		96.0	95.5	

Table 4 – Provincial Assurance Survey									
Percentage of teachers, parents and students are satisfied with the opportunity for students to receive a broad range of studies including fine arts, career technology, and health and physical education.									
	AV			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	81	78	92	84.3	80.4	82.2	82.4	81.9	82.9
Parent	80	89	96	83.0	81.5	82.1	80.1	81.7	82.4
Student	n/a	n/a	n/a	78.8	75.6	78.3	77.8	74.9	76.9
Teacher	85	67	87	91.1	84.2	86.2	89.3	89.2	89.3

Table 5 – School Council Attendance (Parents) – Year to Year Comparison			
Number of parents who attended the meetings of the Avondale School Council, in addition to administration, the teacher representative, and the representative school board trustee.			
Month	2020-21	2021-22	2022-2023
September	2	n/a	10
October	4	10	8
November	3	7	8
January	2	7	9
February			

March			
April			
May			
June			

Table 6 – Provincial Assurance Survey									
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.									
	AV			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	82.8	86		86.5	82.3		87.8	86.1	
Parent	83.3	93		87.8	80.7		88.2	86.9	
Student	68.1	75		77.0	75.1		79.8	77.7	
Teacher	97.1	90		94.9	91.0		95.3	93.6	

Discussion:

Our students will achieve a higher level when all stakeholders in their education, including parents, students, and teachers, are engaged in the school and the processes of learning. To increase this engagement, we have focused on providing quality lessons delivered at the optimal level for all students. The measures we have looked at, to determine how we are doing and where we need to improve, include the division and provincial assurance surveys, student attendance at school, and parent participation in school council.

The division and provincial assurance surveys provide insight into student and parent engagement at school. According to the Division Assurance Survey, a high percentage of students, parents, and staff at Avondale School believe that Avondale students are engaged in their learning (Table 1). The Provincial Assurance Survey (Table 3) tells a different story as reported by the students. Through this survey, only 65 percent of students report that they are engaged in their learning. To address this, Avondale staff are focusing on differentiation to ensure their instruction best meets the needs of all students. Professional Learning Days target explicit and intentional teacher planning to respond to student needs and provide quality instruction.

75 percent of students in 2021-22 reported that their learning environments are welcoming, caring, respectful, and safe. One measure we have taken to improve this is to ensure more of our students recognize themselves and their culture at our school. We practice the Seven Sacred Teachings throughout the school, and this is supported by elder Darlene's weekly teachings. We added student focus groups to help get a better understanding of students' voices to make sure we are responsive to those ideas. We have added lunchtime monitors and playground supervisor opportunities for 4-6 students. To help with building relationships and connections, we provide extracurricular opportunities through sports, green club, and Orff club. To support the reintroduction of Passion

Clubs, students were surveyed, and clubs were built based on student interest, ex Coding, meditation, choir- singing, beading.

Parents also need to be assured that the school is a safe and caring space for students (Table 6). Through school council, weekly updates from the office, communication from the classroom, and quick responses to student issues at the school, parents can be assured that Avondale School is a community where students are safe and cared for.

Our parents are very happy with 99% reporting that they have an opportunity to collaborate and be involved in decision making. This can be attributed to the increased communication and invitation to dialogue with the school, through weekly emails from the office, monthly newsletters, and regular teacher communication, as well as visible staff presence before and after school as per our enhanced supervision schedule.

We have had some individual attendance success stories. Overall, we are still working on increasing our attendance numbers (see Table 2). We have been working with our Indigenous Liaison Support Worker to help identify and eliminate barriers for many of our families. We have created a progressive attendance pyramid to help with ensuring student absences are addressed in a timely manner and resources available to support students and families with the barriers. Transportation has also been identified as a barrier to some of our students getting to school. We have worked with division bussing services to implement bussing for the area near the college, for a monthly rate.

Our school council has seen consistent regular attendees in 2022-2023. We attribute part of this increase to the ability to hold the meetings in a hybrid format of in person and zoom for those who cannot have the meeting in person. We also invite parents and guardians via email the week of the meeting, make a post on social media and publish the meeting time and date in the school newsletter. We have worked to increase engagement by surveying our parents on topics they would like to see addressed during school council meetings.

Priority: Teaching and Learning

Outcome: Quality teacher/staff collaborative practice and reflection will lead to improved student achievement.

Outcome: Effective differentiation provides the structure for teachers to ensure students can achieve to their highest potential.

Evidence:

Table 1 – Division Assurance Survey			
Percentage of teachers agree that		AV	GPPSD
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement			
	2021	100	89
	2022	100	94
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions			
	2021	100	90
	2022	100	94
Administration provides feedback to staff on instructional practices using multiple strategies			
	2021	100	86
	2022	100	91

Table 2 – Provincial Assurance Survey									
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.									
	AV			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Teacher	54	97	82	84.2	77.9	79.2	85.0	84.9	83.7

Table 3 – Division Assurance Survey							
Percentage of parents, students and staff agree that	Parents		Students		Staff		
	AV	GPPSD	AV	GPPSD	AV	GPPSD	
There are high expectations for student achievement							
	2021	93	93	91	90	100	93
	2022	100	94	89	89	95	90

They are satisfied with Teaching & Learning							
	2021	96	92	93	87	100	93
	2022	99	93	90	85	97	91
They are satisfied with the quality of education							
	2021	97	93	94	89	100	92
	2022	100	94	91	87	97	91

Table 4 – Division Assurance Survey			
Percentage of parents agree that	Parents		
	AV	GPPSD	
They have an opportunity to participate in the development of IPP/IBSP			
	2021	94	86
	2022	100	87
They are satisfied with the quality of supports for students			
	2021	94	82
	2022	96	83
They are satisfied with the access to supports for students			
	2021	88	80
	2022	96	82
They are satisfied with the staff's ability to meet the learning needs in the IPP/IBSP			
	2021	94	84
	2022	96	85
They are satisfied with the staff's ability to meet the medical, behavioural and/or social/emotional needs of students			
	2021	88	88
	2022	100	87

Table 5 – Provincial Assurance Survey									
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.									
	AV			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	45	89	83	71.8	82.3	77.5	72.3	82.1	81.0
Parent	25	92	94	64.4	76.1	71.6	64.6	75.3	74.6
Teacher	65	87	71	79.2	88.5	83.4	80.6	88.9	87.4

Table 6 – Division Assurance Survey			
Percentage of teachers agree that		Teachers	
		AV	GPPSD
The school uses consistent practices and structures to support diverse needs of students			
	2021	100	93
	2022	100	95
Students are able to access programs and support to experience success with their learning			
	2021	100	89
	2022	100	89
They have access to supports to effectively teach students with unique learning needs			
	2021	100	85
	2022	100	87
Staff use a consistent approach to support the social/emotional learning needs of students			
	2021	100	93
	2022	100	91
Students can get help with problems that are not related to academics at school			
	2021	93	83
	2022	95	83

Table 7 – Provincial Assurance Survey									
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.									
	AV			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	79.1	79		78.7	76.9		82.6	81.6	
Parent	85.7	87		78.7	70.5		78.9	77.4	
Student	77.6	78		80.1	80.7		80.2	80.1	
Teacher	74.0	71		77.4	79.5		88.7	87.3	

Table 8 – MIPI Numeracy Assessment Grade 2-6 September						
	All Students		First Nations, Metis, Inuit Students		English Language Learner Students	
	At	Below	At	Below	At	Below
September 2022	14%	86%	7%	93%	4%	96%
January 2023	44%	56%	30%	70%	35%	65%

Table 9 – F&P Reading Assessment 2020-21

Percentage of students who increased >2 levels			
Year	All Students	Indigenous Students	English Language Learner Students
2020-2021	67.6	47	61
2021-2022	63.4	49	79

Discussion:

Teachers who can reflect in a collaborative environment are better able to adjust their practice to best meet the needs of their students. Effective differentiation then ensures that every student is able to achieve to their highest level.

A component of differentiation is holding high expectations that every student will achieve to her/his full potential. The Division Assurance Survey data (Table 3) for Avondale demonstrates that parents, students, and staff have confidence in the ability of Avondale staff to hold students to high expectations while supporting them with quality teaching and learning.

Teacher responses regarding professional development and Professional Learning Days (Tables 1 & 2) can be attributed to quality activities and learning opportunities that align with teacher inquiry questions. Our Professional Learning Days are structured, intentional, and flexible to meet the changing needs of students. Teachers this year are focused on Social Emotional Learning and short-term planning to support student learning. Teachers continue to target student achievement through intentional work in their short-term lesson planning and assessment to meet the needs in their classroom. They will continue to use student evidence to guide their instruction and make adjustments to strategies and differentiation for students in order to optimize learning.

Teachers unanimously report that our school has the practices and structures in place to support the learning of our students (Table 6). According to Table 7, teachers, students, and parents have less confidence that students have access to the appropriate supports than indicated by the division survey. We would suggest the differing responses from the two surveys has more to do with the context of the provincial survey compared to the division survey. In the provincial survey, we believe parents, students, and teachers were referring less to the specific supports at the school and more to the provincial supports provided to all schools. At Avondale, we consistently maximize the use of the resources that have been allocated to us.

Teachers work closely with parents and school support staff in the development and implementation of Individualized Program Plans (IPPs). These comprehensive plans show how well teachers know their students and the strategies to employ to best meet their needs. Parents have indicated their confidence in the IPP process as well as the ability of Avondale School staff to support the needs of

their children (Table 4). We will continue to share our work with parents through school council, monthly newsletters, classroom communication, and focused information evenings and parent teacher interviews.

The success of our ability to differentiate for our students will be demonstrated in academic measures such as the MIPI (math assessment) and the F&P (reading assessment). Our MIPI results from September of 2022 showed that the majority of students were missing the skills from the previous year's curriculum. This indicates that we have a gap to close in numeracy. Our school staff have been working with our Division Numeracy Coordinator Tracie Anthony to examine these results and to use the implications to inform our teaching. Our focus has been to close the gap and explicitly target those lagging skills and our January 2023 MIPI results show an improvement in those skills for all our students. (Table 8)

Our F&P results showed that approximately 63 percent of students grew 2 or more reading levels over the course of the last 2 years. Our focus on differentiation will translate to improved literacy gains for all our students. Our grade 1 -4 students are also participating in targeted literacy and numeracy intervention. Starting in grade 4 and 3 this year as a result of last year's data and then supporting grade 1 and 2.

Our students have received 16 weeks of intervention and the majority of students are showing growth in their phonological awareness. We will be focusing on numeracy during the next rounds of intervention. Our grade 4-6 ESL and Indigenous students have been receiving targeted intervention through a 0.5 FTE teacher allocated to our school. We have seen growth in reading levels and writing abilities. Our intervention teacher collaborates regularly with classroom teachers to ensure transference of skills from intervention to the classroom.