



# Avondale School

Principal: Colin Murphy

## Annual Education Results Report

2022-2023



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



**AVONDALE  
School**

[www.gppsd.ab.ca/school/avondale](http://www.gppsd.ab.ca/school/avondale)

   **GPPSD2357**

# Avondale School

## Fall 2023 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	79.3	85.4	85.4	84.4	85.1	85.1
	Citizenship	87.9	78.8	77.0	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	71.4	53.8	n/a	63.3	64.3	n/a
	PAT: Excellence	0.0	23.1	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a		75.2	n/a
Diploma: Excellence	n/a	n/a	n/a		18.2	n/a	
Teaching & Leading	Education Quality	94.7	95.7	92.4	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	86.1	86.1	84.7	86.1	86.1
	Access to Supports and Services	90.7	78.8	78.8	80.6	81.6	81.6
Governance	Parental Involvement	82.7	83.5	81.9	79.1	78.8	80.3

### 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 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.
- 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).
- 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.
- 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.
- 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.
- 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, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results		Avondale School				
Overall Multi Year Summary		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	89.4	85.4	79.3
	Citizenship	81.6	75.2	78.1	78.8	87.9
	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	86.5	n/a	n/a	69.2	71.4
	PAT: Excellence	9.4	n/a	n/a	21.2	0
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	89.4	89	97.2	95.7	94.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	82.8	86.1	89.5
	Access to Supports and Services	n/a	n/a	79.1	78.8	90.7
Governance	Parental Involvement	82.6	80.3	81.3	83.5	82.7

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	100	95	92	87	93	88
2023	96	92	92	87	100	87
Students are engaged in learning						
2021	96	90	90	83	99	91
2022	97	91	89	81	97	91
2023	95	90	93	82	99	93
Students are engaged at school						
2021	98	95	91	85	98	92
2022	99	95	90	83	98	92
2023	96	93	95	84	99	92
There are opportunities to collaborate and be involved in decision making						
2021	95	87	86	77	97	86
2022	99	88	81	73	97	88
2023	95	87	94	76	95	91
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
2023	96	93	95	81	100	93

<b>Table 2 – School Attendance Data</b>						
<b>Student Attendance</b>	<b>AV</b>			<b>GPPSD</b>		
	<b>All</b>	<b>FNMI</b>	<b>ELL</b>	<b>All</b>	<b>FNMI</b>	<b>ELL</b>
2022-2023	86	75	91	86	81	88
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*

<b>Table 3 – Provincial Assurance Survey</b>									
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.									
	<b>AV</b>			<b>GPPSD</b>			<b>Province</b>		
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Overall</b>	89	85	<b>80</b>	86.2	8494	82	86	85	84
<b>Parent</b>	100	91	<b>87</b>	92.9	86	84	89	89	87
<b>Student</b>	68	65	<b>62</b>	69.9	70	68	72	71	71
<b>Teacher</b>	100	100	<b>90</b>	95.8	96	94	96	96	95

<b>Table 4 – Provincial Assurance Survey</b>												
Percentage of teachers, parents and students are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career technology, and health and physical education.												
	<b>AV</b>				<b>GPPSD</b>				<b>Province</b>			
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Overall</b>	81	78	92	84	84	80	82	81	82	82	83	83
<b>Parent</b>	80	89	96	72	83	82	82	79	80	82	82	82
<b>Student</b>	n/a	n/a	n/a	n/a	79	76	78	77	78	75	77	77
<b>Teacher</b>	85	67	87	95	91	84	86	88	89	89	89	89



**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	2021-22	2022-2023	2023-2024
September	n/a	10	8
October	10	8	16
November	7	8	14
January	7	9	
February		8	
March		8	
April		8	
May		4	
June		8	

**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	2023	2021	2022	2023	2021	2022	2023
Overall	83	86	97	87	82	82	88	86	85
Parent	83	93	96	88	81	85	88	87	86
Student	68	75	95	77	75	74	80	78	77
Teacher	97	90	100	95	91	91	95	94	92

### Discussion:

Improving the academic performance of our students hinges on the active engagement of all educational stakeholders, including parents, students, and teachers. We have centered our efforts on delivering high-quality lessons tailored to meet the diverse needs of every student. To gauge our progress and identify areas for enhancement, we employ measures such as division and provincial assurance surveys, monitoring student attendance, and evaluating parent involvement in the school council. These metrics provide valuable insights into the effectiveness of our educational practices and guide our continuous improvement initiatives.

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 62 percent of students report that they are engaged in their learning.

We are convening with the fifth and sixth graders to gather their perspectives on the outcomes of the provincial survey. The Division Survey comprises a range of questions related to engagement,

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providing us with additional feedback for reflection and future planning. Avondale staff are placing a strong emphasis on differentiation, customizing their instruction to suit the diverse needs of all students. Professional Learning Days are dedicated to promoting clear and purposeful teacher planning, with a focus on employing responsive strategies to meet individual student needs and provide instruction of the highest quality.

95 percent of students in 2022-2023 reported that their learning environments are welcoming, caring, respectful, and safe. This was an increase of 20 percent from 2021-2022. To enhance our efforts, we have implemented various measures to foster a greater sense of recognition and cultural inclusion among our students. The practice of the Seven Sacred Teachings remains a consistent presence throughout the school, complemented by Elder Darlene's weekly teachings. To better grasp the perspectives of our students and ensure responsiveness to their ideas, we have instituted student focus groups to ask students about what specifically. Additionally, we've introduced opportunities for students in grades 4-6 to serve as lunchtime monitors and playground supervisors.

In our commitment to building relationships and strengthening connections, we offer a range of extracurricular activities, including sports, the green club, and the Orff club. To reintroduce Passion Clubs, we conducted surveys to gauge student interests, leading to the creation of clubs such as coding, meditation, choir-singing, and beading. These initiatives collectively contribute to a more inclusive and engaging school environment.

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 95 percent 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 regular school happenings 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.

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Our school council has seen an increase in regular attendees that stayed consistent 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
	2023	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
	2023	100	96
Administration provides feedback to staff on instructional practices using multiple strategies			
	2021	100	86
	2022	100	91
	2023	100	92

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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Teacher	54	97	82	97	84	78	79	85	85	85	84	82



<b>Table 3 – Division Assurance Survey</b>						
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	92	90	100	93
2022	100	94	89	89	95	90
2023	95	90	96	90	100	89
They are satisfied with Teaching & Learning						
2021	96	92	93	87	100	93
2022	99	93	91	85	97	91
2023	95	90	94	86	100	91
They are satisfied with the quality of education						
2021	97	93	95	89	100	92
2022	100	94	92	87	97	91
2023	96	91	95	88	100	91

<b>Table 4 – Division Assurance Survey</b>			
Percentage of parents agree that	Parents		
	AV	GPPSD	
They have an opportunity to participate in the development of IPP/IBSP			
2021	100	86	
2022	100	87	
2023	91	85	
They are satisfied with the quality of supports for students			
2021	95	82	
2022	96	83	
2023	91	80	
They are satisfied with the access to supports for students			
2021	95	80	
2022	96	82	
2023	91	80	
They are satisfied with the staff's ability to meet the learning needs in the IPP/IBSP			
2021	95	84	
2022	96	85	
2023	91	84	

They are satisfied with the staff's ability to meet the medical, behavioural and/or social/emotional needs of students			
	2021	95	88
	2022	100	87
	2023	96	88

**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	2023	2020	2021	2022	2023	2020	2021	2022	2023
<b>Overall</b>	45	89	83	81	72	82	78	77	72.3	82	81	80
<b>Parent</b>	25	92	94	69	64	76	72	68	64.6	75	75	73
<b>Teacher</b>	65	87	71	92	79	89	83	86	80.6	89	87	87

**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
	2022	100
	2023	100
Students are able to access programs and support to experience success with their learning		
	2021	100
	2022	100
	2023	100
They have access to supports to effectively teach students with unique learning needs		
	2021	100
	2022	100
	2023	100
Staff use a consistent approach to support the social/emotional learning needs of students		
	2021	100
	2022	100
	2023	100
Students can get help with problems that are not related to academics at school		
	2021	93

	2022	95	83
	2023	100	89

**Table 7 – Provincial Assurance Survey**

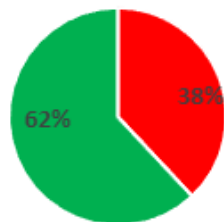
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	AV			GPPSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
<b>Overall</b>	79.1	79	<b>91</b>	79	77	78	83	82	81
<b>Parent</b>	85.7	87	<b>94</b>	79	71	72	79	77	76
<b>Student</b>	77.6	78	<b>88</b>	80	81	80	80	80	80
<b>Teacher</b>	74.0	71	<b>90</b>	77	80	81	89	87	86

**Table 8 – MIPI Numeracy Assessment Grade 2-6 September**

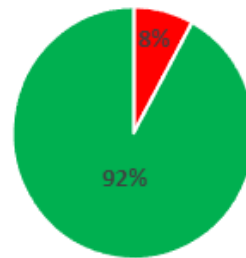
	All Students		First Nations, Metis, Inuit Students		English Language Learner Students	
	At	Below	At	Below	At	Below
September 2022	14%	86%	7%	93%	4%	96%
January 2023	44%	56%	30%	70%	35%	65%

Grade 1-3 Numeracy Intervention  
Pre-Intervention 22-23

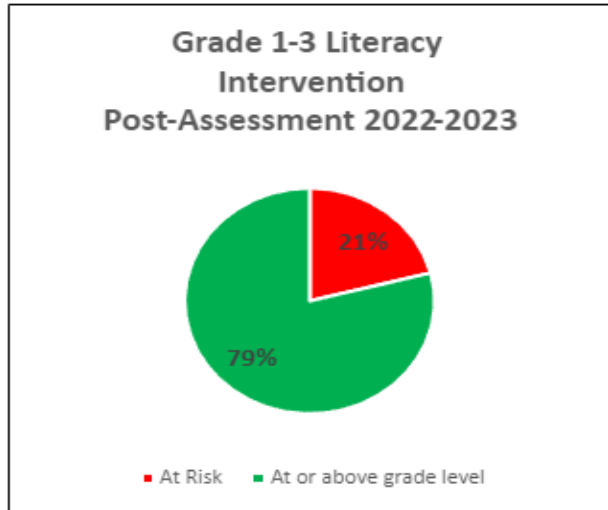
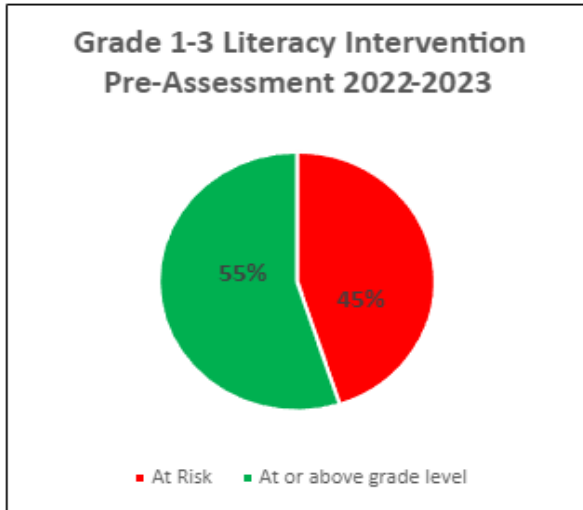


■ At risk ■ At or above grade level

Grade 1-3 Numeracy Intervention  
Post Intervention 22-23



■ At risk ■ At or above grade level



**Table 9 – F&P Reading Assessment 2022-23**

Percentage of students who increased >2 levels			
Year	All Students	Indigenous Students	English Language Learner Students
2022-2023	67	53	77
2020-2021	67.6	47	61
2021-2022	63.4	49	79

**Discussion:**

Teachers who engage in reflective practices within a collaborative setting are more adept at adapting their teaching methods to effectively address their students' needs. Successful differentiation subsequently guarantees that each student can reach their utmost potential.

An integral aspect of differentiation involves maintaining elevated expectations, anticipating that every student will attain their full capabilities. The Division Assurance Survey data (Table 3) for Avondale indicates that parents, students, and staff express trust in Avondale's staff to uphold high expectations for students, concurrently providing them with quality teaching and learning support.

Teachers' feedback on professional development and Professional Learning Days (Tables 1 & 2) can be attributed to the effectiveness of activities and learning opportunities aligned with teacher inquiry questions. Our Professional Learning Days are designed to be structured, intentional, and flexible, adapting to the evolving needs of students. In the 2022-2023 academic year, teachers concentrated on

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Social Emotional Learning and short-term planning to better respond to student needs. In the ongoing academic year, 2023-2024, teachers are persistently focusing on enhancing student achievement through deliberate efforts in short-term lesson planning, assessment, and instruction to be responsive to meet the unique needs of their classrooms. They will continue to utilize student evidence to inform their instructional decisions, making adjustments to strategies and differentiation to optimize the learning experience for students.

Teachers collectively affirm that our school has established effective practices and structures to facilitate student learning, as indicated in (Table 6). Table 7 further reveals that in the academic year 2022-2023, the confidence levels of teachers, students, and parents stand at 91 percent satisfaction regarding students' access to appropriate support, surpassing the Division and Province by 13 and 14 percent. At Avondale, we consistently optimize the utilization of allocated resources.

Teachers collaborate closely with parents and school support staff to develop and implement Individualized Program Plans (IPPs). These thorough plans showcase the depth of teachers' understanding of their students and outline strategies tailored to effectively address their individual needs. Parental confidence in both the IPP process and the capacity of Avondale School staff to support their children's needs is evident in (Table 4). Moving forward, we remain committed to transparent communication with parents through avenues such as school council meetings, monthly newsletters, classroom communication, 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 Numeracy Intervention data from September to June demonstrated significant progress. The percentage of students performing above grade level increased from 62% in September to 92% in June. Additionally, the number of students at risk decreased from 39% in September to 8% by June.

Our literacy intervention data from September reflects substantial improvement, with 55% of students performing above average, increasing to 79% by June. Additionally, the percentage of students at risk decreased from 45% in September to 21% in June.

Our F&P results indicate that 63 percent of students have progressed by 2 or more reading levels in the past two years. Our commitment to differentiation is poised to yield enhanced literacy

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advancements for all students. Additionally, our grade 1-4 students are actively engaged in targeted literacy and numeracy interventions.

For our grade 4-6 English as an Additional Language (EAL) and Indigenous students, targeted intervention is provided by a dedicated 1.0 FTE Educational Assistant allocated to our school. Encouragingly, we've observed improvements in both reading levels and writing abilities. Our intervention Educational Assistants collaborate regularly with classroom teachers and Learning Support Teachers to ensure the transfer of skills from intervention to the classroom setting.