



**SWANAVON
ELEMENTARY
SCHOOL**



Swanavon School

Principal: Garth Paquette

Annual Education Results Report

2023-2024



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



**Swanavon
School**

www.gppsd.ab.ca/school/swanavon



GPPSD2357

Fall 2024 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Swanavon 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	84.8	85.0	87.0	83.7	84.4	84.8
	Citizenship	85.4	91.8	90.7	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	53.8	33.3	33.3	68.5	66.2	66.2
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	
Teaching & Leading	Education Quality	93.4	95.0	94.7	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.5	94.0	93.6	84.0	84.7	85.4
	Access to Supports and Services	85.0	94.4	92.1	79.9	80.6	81.1
Governance	Parental Involvement	73.8	86.5	92.3	79.5	79.1	78.9


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 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.

Fall 2024 AEA 5 Year Comparison

Alberta Education Assurance Measures Results						
Overall Multi Year Summary						
Assurance Domain	Measure	Swanavon School				
		2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	88.4	88.9	85	84.8
	Citizenship	94.6	89.5	89.5	91.8	85.4
	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
	PAT6: Acceptable	n/a	n/a	46.1	33.3	53.8
	PAT6: Excellence	n/a	n/a	1.3	0	0
	PAT9: Acceptable				n/a	n/a
	PAT9: Excellence				n/a	n/a
	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	98.3	95.0	94.5	95	93.4
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	90.0	93.2	94	88.5
	Access to Supports and Services	n/a	90.6	89.9	94.4	85
Governance	Parental Involvement	93.3	98.2	98.2	86.5	73.8

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: Teaching and Learning

Outcome: Intentional focus on effective planning and instructional practices meeting the learning needs of every student.

Teachers, administrators, and system leadership have collaborated to implement the new curriculums (ELAL and Math in the 2023-24 school year and Science optionally in 2023-24). Data from the Alberta Assurance Survey shows that Parents, Students and Teachers are consistently satisfied with the overall quality of basic education here at Swanavon School (**Table 1**). This is a testament to the work that is done instructionally, along with the sense of community and positive relationships in our school. As **Table 2** shows, parents and teachers agree that literacy and numeracy skills students are learning at school are useful.

Table 1: Provincial Assurance Survey: Teaching and Leading															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	SW					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	98.3	95	94.5	95.0	93.4	90.4	89.9	88.7	86.6	86.3	90.3	89.6	89.0	88.1	87.6
Parent	*	97.2	*	96.9	92.9	87.7	89.3	84.0	81.1	81.9	86.7	86.7	86.1	84.4	83.8
Student	96.6	90.8	95.1	91.1	91.8	86.1	84.7	85.7	85.1	85.0	87.8	86.3	85.9	85.7	84.9
Teacher	100	97	93.9	97.0	95.5	97.2	95.6	96.3	93.6	92.1	96.4	95.7	95	94.4	93.9

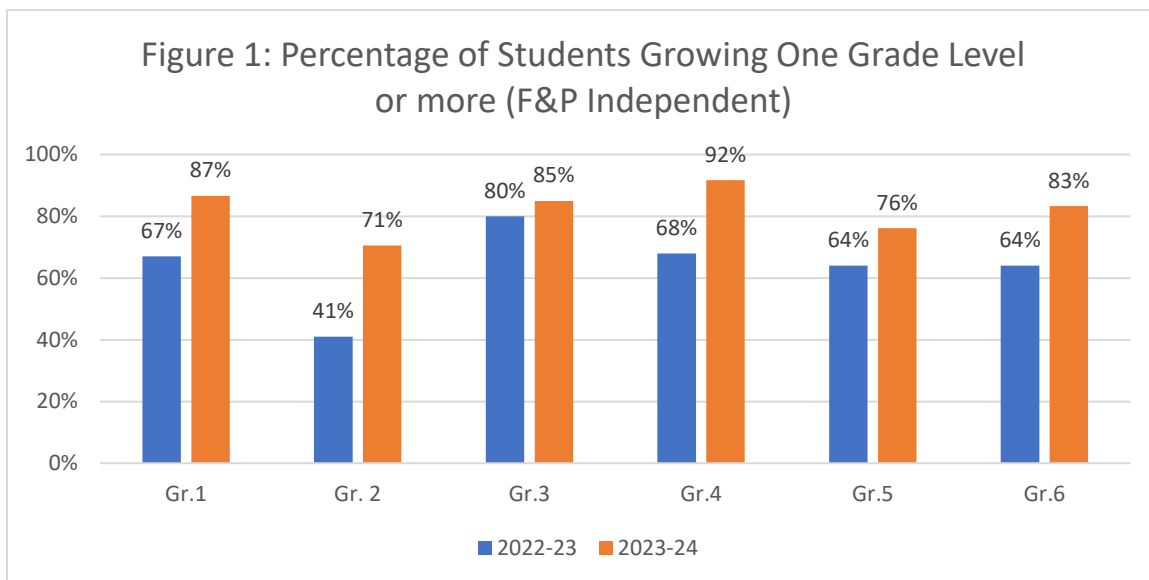
*Not enough respondents to report

Table 2: Provincial Assurance Survey: Student Growth and Achievement				
	Parents		Teachers	
	SW	GPPSD	SW	GPPSD
The literacy skills students are learning at school are useful.				
	2021	100	97	100
	2022	*	90	100
	2023	94	88	100
	2024	100	88	100
The numeracy skills students are learning at school are useful.				
	2021	100	93	100
	2022	*	88	100
	2023	81	88	100
	2024	100	89	100

Literacy and numeracy have been a priority at Swanavon School, as it forms the foundation for student success in school. With the implementation of the new English and Math curriculum, there has been a heightened focus on both literacy and numeracy. As teachers strive to ensure student success and improvement, they are focusing on the science of reading to enhance their literacy instruction, supported by the University of Florida Literacy Institute (UFLI) resources, amongst others. **Table 3** shows our students' literacy achievement, as measured by Fountas and Pinnell assessment. Results for students who are above/at/below grade level have seen a significant increase this past year, and we will continue to monitor to watch for sustained progress. We have also started to track the reading level data, not only by whether or not they are below/at/above grade

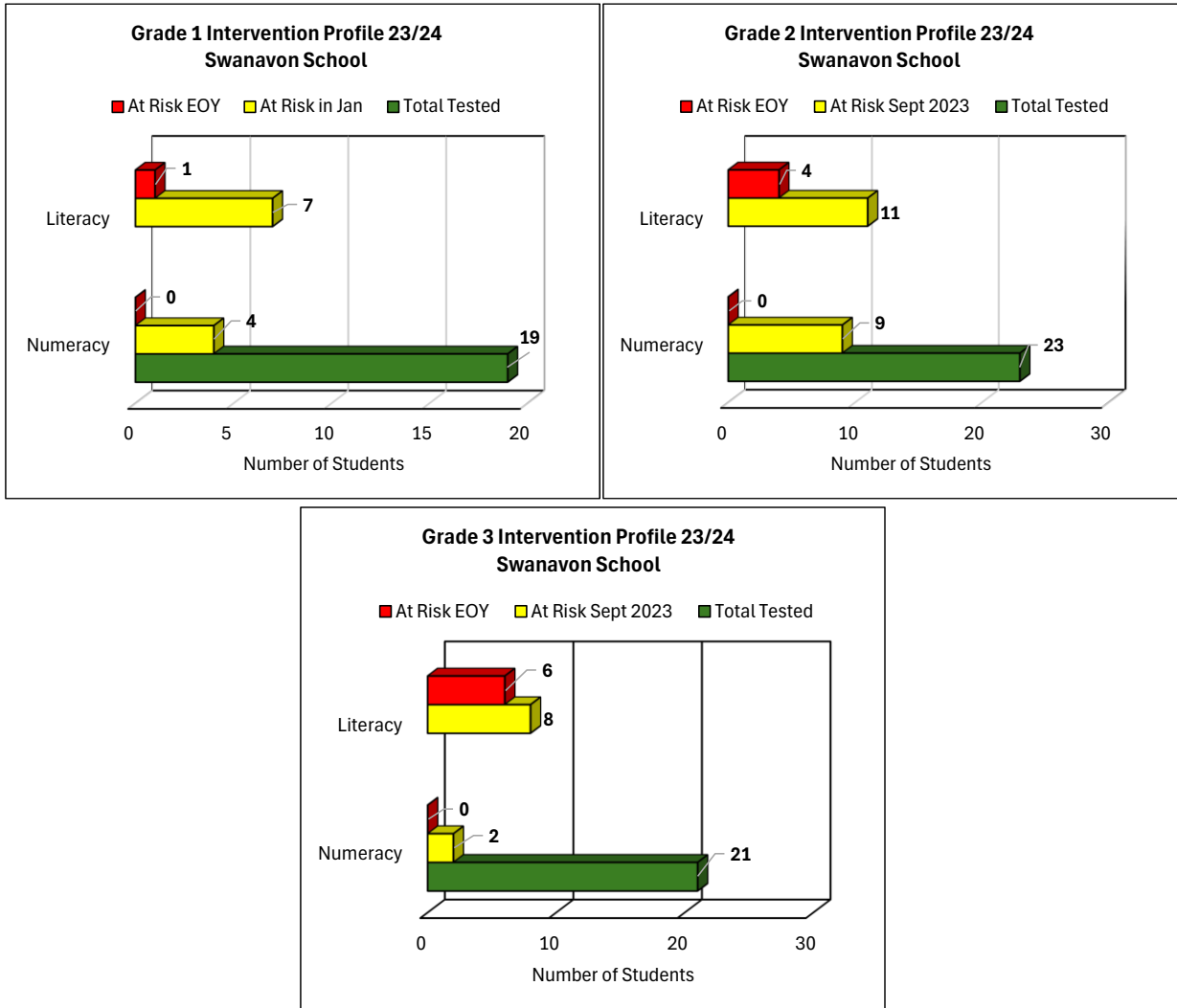
level but also in terms of the amount of progress that a student makes throughout the year. This is useful in determining the success of our programming and focuses more on the growth the students are making. **Figure 1** shows the percentage of students in each class who have moved at least one grade level in their reading, regardless of whether or not they are still below grade level, corresponding to the overall increase in literacy achievement.

Table 3: Swanavon Student Literacy Data									
Fountas & Pinnell Literacy 1-6	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2023-2024	45	27	28	43	26	31	55	15	30
2022-2023	31	32	37	29	33	37	39	26	34
2021-2022	32	32	36	27	32	41	36	32	32
2020-2021	22	29	49	12	24	64	24	28	48
2019-2020	21	44	35	12	41	47	29	39	32
2018-2019	39	27	34	31	23	46	43	29	29
2017-2018	39	26	35	31	27	42	n/a	n/a	n/a



Students in grades 1-3 who are identified as “at risk” after completing diagnostic testing (LeNS, CC3, numeracy) participate in literacy intervention to further develop their letter recognition and phonemic awareness and numeracy intervention to work on their basic numeracy skills. Students participate in a roughly 10-week cycle of intervention, where they participate in small groups to work on acquiring those specific skills. **Figure 2** shows that through intervention and work in the classroom, our staff was able to make significant gains in student achievement in these areas, particularly in the younger grades. Indigenous students and English Language Learners in grades 4-6 who are reading below grade level participate in targeted intervention as well. This is focused on developing lagging foundational skills that impact achievement in class. Collaboration between teachers and the intervention team helps to maximize the effectiveness of the intervention and enables the successful transference of skills to their classroom learning.

Figure 2: Literacy and Numeracy Intervention



Despite positive satisfaction results from our school community on quality of education, Provincial Achievement Test scores show a relatively low number of students achieving acceptable standard (**Table 4**). When analyzing 5- and 10-year trends by curricular strand, the trendlines closely follow the shape displayed by the province. It is important to note that in 2023-24, Social Studies was the only exam written, due to curriculum implementation in Language Arts and Math, as well as optional implementation of the Science curriculum. Therefore, these results do not reflect a measure of success in those subjects.

Table 4: Provincial Achievement Tests									
Provincial Achievement Tests	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	SW	GPPSD	Prov	SW	GPPSD	Prov	SW	GPPSD	Prov
2023-2024	54/0	68/18	69/20	67/0	48/11	49/7	NA	71/17	65/17
2022-2023	33.3/0	57/10	63/16	NA	36/5	41/6	62.5/0	69/9	58/12
2021-2022	46.1/1.3	62/11	67/18	NA	47/6	46/6	NA	75/12	66/15
2020-2021	NA	NA	NA	NA	NA	NA	NA	NA	NA
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA
2018-2019	59.3/1.1	70/15	74/21	NA	59/7	54/7	NA	60/8	70/16

**Acceptable/Excellence Data values have been suppressed where the number of respondents/students is fewer than 6. This is marked with NA*

Supporting teachers and leadership professional growth is a focus for the Division and our school. Staff engage in continuous professional growth through the collaborative inquiry process, school improvement planning, the use of professional learning Fridays, and after-school collaboration sessions (Talko Tuesdays). Together, we analyze a range of data sources to inform our planning, instruction, and assessment of students. We accessed the Division Numeracy Coordinator to learn more about using math manipulatives and participated in Professional Learning with the Science Curriculum Lead to learn more about the architecture of the new Science curriculum. We have been concentrating our efforts as a school on responsive planning to meet the diverse learning needs of our students. Our emphasis on processes and procedures for our collaborative time has contributed to a more streamlined approach and has made our work in this area more focused and intentional. Survey data from teachers suggests that they are very satisfied with the work the school has done in this area. (**Table 5 & 6**)

Table 5: Provincial Assurance Survey: In Service Jurisdiction Needs															
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.															
	SW					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Teacher	97.2	97	75.8	93.3	97	84.2	77.9	79.2	85.1	82.4	85.0	84.9	83.7	82.2	81.1

Table 6: Division Assurance Survey – Percentage of teachers agree that	SW	GPPSD
At Swanavon we use Professional Learning Fridays to support professional growth that focuses on student achievement		
2021	100	89
2022	100	96
2023	100	94
2024	100	93
At Swanavon we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions		
2021	100	90
2022	100	94
2023	100	96
2024	100	90
Administration provides feedback to staff on instructional practices using multiple strategies		
2021	100	86
2022	100	91
2023	100	92
2024	91	91
Swanavon uses a range of data sources to inform our planning, instruction, and assessment of students		
2021	100	97
2022	89	98
2023	100	99
2024	100	97

As evidence of success of this work, students, teachers, and parents generally agree that there are high expectations for students and that they are engaged in their learning (**Table 7**). Students recognize that their teachers use what they know about them to help them learn, which is an integral aspect of this outcome in our School Plan and the work we are doing in our Professional Learning days with respect to planning for diverse learning needs. Teachers have been using interest inventories, learning profiles, and differentiation to support increased student engagement.

Table 7: Division Assurance Survey – Percentage of parents, students and staff agree that		Parents		Students		Staff	
		SW	GPPSD	SW	GPPSD	SW	GPPSD
There are high expectations for student achievement							
	2021	96	93	94	90	100	93
	2022	91	94	90	89	100	90
	2023	82	90	92	90	100	89
	2024	91	90	94	90	96	88
Students are engaged in learning							
	2021	98	90	90	83	100	91
	2022	92	91	89	81	96	91
	2023	85	90	87	82	99	93
	2024	94	87	88	82	92	93
Teachers use what they know about me to help me learn							
	2021			92	82		
	2022			90	80		
	2023			91	81		
	2024			92	81		
Teachers support my learning							
	2021			98	93		
	2022			94	90		
	2023			91	90		
	2024			98	90		
Work challenges me but I can complete it							
	2021			90	93		
	2022			90	84		
	2023			86	85		
	2024			88	84		

Priority: Inclusion

Outcome: Swanavon is a welcoming, caring, respectful and safe learning environment for our school community.

When students feel a sense of belonging, are cared for, respected, and feel safe, it creates the conditions for optimum learning to occur. Swanavon staff implement a school-wide approach to teaching Social Emotional Skills to promote and enhance the development of positive identities, support the management of emotions, teach empathy, and develop positive relationship skills that will support students in becoming 21st-century learners.

At Swanavon we continue to implement and refine explicit teaching of Social-emotional learning (SEL) to enhance and encourage each other to be caring, contributing, respectful and responsible citizens. In addition to classroom teacher-based lessons and school-based mental health supports, Swanavon staff recognize the importance of community connections and support. We are working with staff to ensure that we continue to have a consistent approach by using common language for our students. We partner with the Mental Health Capacity Building Team, Roots of Empathy, Odyssey House, and Alberta Health Services to enhance the opportunity for our students to build their skills with SEL. We also had an Indigenous Elder who supported our students in learning about the 7 Scared Teachings which includes teachings on how to treat others. To recognize and celebrate these positive attributes and behaviors in staff and students, we have recently incorporated “Swan Successes” into our daily practice.

Data from the Alberta Assurance Survey supports the belief that Swanavon School has established a welcoming, caring, respectful and safe learning environment (**Table 8**). Swanavon staff recognize and celebrate the diversity of our school community. We are intentional in planning events that create cultural awareness and acceptance and build community. Our inaugural “Taste of Swanavon” event was very well received and participated in by our staff, students and families. Division Assurance Survey data (**Tables 9-12**) corresponds with the Provincial survey data, showing in more detail how teachers, parents, and students at Swanavon consistently yield high results when asked about feeling safe and cared for at school. We continue to work with our students and seek their voice in understanding what contributes to a lower score compared to adults. Through examination of the data our students continue to indicate that their safety concerns were largely focused on their travel to and from school. We continue to look for opportunities for how we can influence this, such as school events which enable connections between families in our school community to be built and perhaps have students walk to school together. We have observed that there are many families who are using this strategy.

Table 8: Provincial Assurance Survey: Welcoming, Caring, Respectful and Safe

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	SW				GPPSD				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	90	93.2	94	88.5	86.5	82.3	82.4	81.5	87.8	86.1	84.7	84.0
Parent	93.6	*	96.1	94.6	87.8	80.7	82.4	81.6	88.2	86.9	85.6	85.3
Student	77.6	86.5	85.8	73.4	77.0	75.1	74.1	73.4	79.8	77.7	76.6	75.2
Teacher	98.7	100	100	97.4	94.9	91.0	90.7	89.5	95.3	93.6	92.0	91.6

Table 9: Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	SW	GPPSD	SW	GPPSD	SW	GPPSD
Students feel safe at school						
2021	100	96	97	89	100	98
2022	100	95	88	82	100	95
2023	93	93	84	84	100	95
2024	91	92	78	83	96	95

Table 10: Division Assurance Survey – Percentage of teachers agree that	Teachers	
	SW	GPPSD
Staff use a consistent approach to support the social/emotional learning needs of students		
2021	100	93
2022	100	91
2023	100	92
2024	91	91
Students can get help with problems that are not related to academics at school		
2021	100	83
2022	90	83
2023	100	89
2024	100	93

Table 11: Division Assurance Survey – Percentage of students agree that	Students	
	SW	GPPSD
Teachers care about me		
2021	98	89
2022	94	86
2023	84	87
2024	92	87
At least one adult at my school I connect with		
2021	81	77
2022	83	79
2023	88	81
2024	82	81

Table 12: Division Assurance Survey – Percentage of parents		Parents	
		SW	GPPSD
Teacher cares about my child			
	2021	99	95
	2022	95	95
	2023	92	94
	2024	97	91

Part of a welcoming and safe environment is having students who model active citizenship. **Table 13** shows that our students agree that we participate in activities to support our community. Our students are engaged in a variety of service projects around the school including recycling, shoveling around our school, shoveling driveways in the community, keeping their peers safe with AMA Patrollers, delivering hand-made cards with messages of kindness to our neighbours, participating in the 3D Charity Tournament, and raising money towards a community organization for their “break the rules” day. **Table 14** shows Provincial Assurance survey data for citizenship, which is measured through different questions (following rules, helping each other, respecting each other). This result shows that students are less satisfied with this aspect of citizenship than their peers. As a school, one of the strategies we are using that we hope will address this result is student recognition with “Swan Successes”. Our hope is that this will, in part, serve as a reminder of the positive attributes that are displayed by our students daily.

Table 13: Division Assurance Survey – Percentage of students agree that		Students	
		SW	GPPSD
School organizes activities to support others in the community			
	2021	92	82
	2022	90	86
	2023	96	86
	2024	100	86

Table 14: Provincial Assurance Survey: Student Growth and Achievement – Citizenship															
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	SW					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	94.6	89.6	89.5	91.8	85.4	81.7	80.2	76.3	77.3	75.9	83.3	83.2	81.4	80.3	79.4
Parent	*	93.3	*	91.1	91.4	81.0	77.5	72.7	75.1	73.9	82.4	81.4	80.4	79.4	78.4
Student	89.2	75.6	82.8	84.3	70.1	69.8	71.1	68.3	68.3	67.5	73.8	74.1	72.1	71.3	69.6
Teacher	100	100	96.3	100	94.5	94.2	92.1	87.8	88.4	86.3	93.6	94.1	91.7	90.3	89.8

*Not enough respondents to report

Our school continues to work to support the development and application of Indigenous foundational knowledge. Last year, our Indigenous Elder was present in our school weekly and shared teachings with our students and provides opportunities for students to talk about their ancestry, heritage and culture. We are supported by a Division Indigenous Liaison one day a week to work with students and connect with our families. We have connected with our Division Indigenous team to bring in a variety of presentations and performers throughout the year to highlight different perspectives and celebrate rich Indigenous culture. Teachers access the Tahtopisim presentations with their classes to supplement their learning, and we have implemented a consistent time set aside during staff PL days to focus on increasing our own foundational knowledge. **Table 15** illustrates that our staff, students, and our parents recognize these efforts.

Table 15: Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	SW	GPPSD	SW	GPPSD	SW	GPPSD
Students are acquiring and applying Indigenous foundational knowledge						
2021	87	89	92	89	100	95
2022	91	92	96	91	100	97
2023	87	92	88	89	100	98
2024	94	91	98	90	96	96

Table 16 shows attendance data for Swanavon School for the past five years. Swanavon staff understand that a positive relationship with families is essential to supporting attendance. Attendance processes support regular communication with our families to understand unique contexts and barriers that can be addressed collaboratively. We promote positive practices to make Swanavon a welcoming, safe, respectful and caring environment for our families.

Table 16: Student Attendance	SW			GPPSD		
	All	FNMI	ELL	All	FNMI	ELL
2023-2024	84	82	85	86	80	88
2022-2023	82	78	88	86	81	88
2021-2022	79	75	84	89	85	92
2020-2021	85	81	93	89	83	90
2019-2020	91	88	93	93	90	93
2018-2019	87	82	91	89	83	90

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