



SCHOOL: Park Ave Elementary

YEAR: 2024-25

PRINCIPAL: Darren Dickie

OUR SCHOOL

Park Avenue truly is a community school. There is a strong, positive, active parent community. The school is extremely high use of the facility after hours. The staff is positive and is supportive of the diverse needs of our student population. We have many students who are second and even 3rd generation members of the school community. We have a complex group of learners who are extremely connected to the school.

Park Avenue Community School serves a diverse socio-economic community. The school community is undergoing a transition. There are new and planned housing developments in the area. Despite this, there is evidence of increasing vulnerability at the school. This recognition has been realized through a dramatic increase in the need for food for students at the school. Some of the significant student population groups are: Indigenous Learners 18%; Low Incidence Special Needs 8%; Students on Student Improvement Plans 18%. We see an population that that is striving for support in achieving meaningful justice and equity. We strive to create a truly inclusive school community that reflects our local community.

OUR SCHOOL GOALS

Student Success

Increase literacy success rates for all students

All students will be reading at grade level by the end of Grade 3.

Student and Employee Wellness

Increase the number of Students who feel welcome, safe and have a sense of belonging in their school

All students and staff will be able to identify at least 2 staff members that they are connected with.

Select a Board Goal

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OUR CELEBRATION STORY

Subjectively, we have noted a remarkably calm tone in the hallways. To us, this is demonstrative of the fact that students are not becoming dysregulated and seeking alternative spaces to be. Students are well-supported in finding an inclusive, calm environment in their classroom that is welcoming and respectful of their needs. We continue to look at methods to transition from our soft morning routines to more formal learning methods. Moreover, we continue to uncover additional ways to support our learners who need more time or different spaces to become more ready for formal learning, both in the morning and throughout the day.

We continue to look at our literacy data to determine our successes.

We hope to celebrate this by explaining to students what we are doing and why we do it. Through this, we hope to carry on the celebration of this success over time by making it a teaching point that children and others may connect to over time in their lives away from school in their own way.