

DUNSTABLE SCHOOL

**Annual Education Results Report
2019-2020
July 30, 2020**

TABLE OF CONTENTS

Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Education Plan Distribution

PHPS Foundation Statements

School Foundation Statements

Historical Background

Demographics

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Key Priorities and Strategies 2019-2020 - Dunstable School

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

At our school all parents fill out an annual feedback sheet and our school council members are invited to attend the annual planning day.

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the office.

PHPS Foundation Statements

Mandate

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

"Together we learn"

School Foundation Statements

At Dunstable School we work to provide a unique supportive family-like atmosphere committed to building academic excellence from a foundation based on character and active citizenship.

Historical Background

Dunstable School, located about 30 kilometres south-east of Barrhead, serves approximately 50 students from K – 6. Dunstable School came into existence when the first Dunstable School was built two miles south of the present site. The first teacher was believed to be Mrs. Jean Livesy. Dunstable School derived its name from the small community of Dunstable located about 50 kilometres north of London, England. According to pioneer and school bus driver, Mr. Jim Redwood (now deceased) the community got its name by a lottery. Wondering how to name it, the four founding settlers decided to each put a name into a hat, and the name drawn was Dunstable.

The one-room school served grades one to ten until 1948 when schools in Belvedere, Sion, Five Lakes, Clifton and Dunstable were centralized. During the summer of 1948, the five-school buildings were moved to the new location, which is the present site of Dunstable School. The enlarged version of Dunstable School served 100 students grades one to twelve. Enrolment peaked in 1949 with 126 students and started dropping off in 1962. From 1937 to 1964, grade 11 was the highest grade offered and in 1964 it dropped to grade nine. Since 1973, the school has served grades K – 6.

The present building was completed in 1953. It has a unique architectural design, with the gymnasium in the centre of the school building serving as entrance and hallway. It must be traversed to gain entry to any classroom. With the completion of the new addition in 1999, the large boot-room now serves as an entrance to the two offices and the library/computer room. The school also consists of four classrooms, a staff room and a gym.

Demographics

This year our school will be serving 50 students from kindergarten to grade 6.

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Division .

2020-2021

(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Key Priorities and Strategies 2019-2020 - Dunstable School

<p><u>Student - Teacher relationships</u> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● Division High Schools will continue to implement the principles of High School Redesign to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: <ul style="list-style-type: none"> ○ Teacher advisory structures to support enhanced student-teacher relationships ○ Use of MyBluePrint as a tool to organize and plan for student success 	<p>1</p>
<ul style="list-style-type: none"> ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion ○ Support staff with students who have complex communication needs ○ Orient and develop capacity of new teachers to PHPS ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● All schools will continue to implement the mental health literacy project, guided by and supported by division lead teachers / coordinators. <ul style="list-style-type: none"> ○ Schools will assign a Mental Health Literacy ‘point person’ to support the implementation and coordination of the Mental Health Literacy project. ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools ● The principal’s role is to: <ul style="list-style-type: none"> ○ Create staff deployment and programming structures to focus on transitions from: 	<p>3,4</p>

<ul style="list-style-type: none"> ■ Elementary to Junior High ■ Junior High to Senior High ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5
<p><u>In our school (Dunstable) we:</u></p> <ul style="list-style-type: none"> ● Made use of the training on Mental Health First Aid that one of our staff members has received. ● Continued with our “Health Mind” messages in our morning assemblies. ● Continued with accessing supports provided by our FSL. ● Continued all of the community building activities that are an integral part of our school culture. ● Continued our staff “Sunshine” activities to promote staff mental wellness. Continued Bear Houses, Bear of the Week, discussing tattling versus telling, what is bullying...Worked with BCHS to transition students into Grade 7 ● Participated in the “Guarding Minds at Work” project. ● Took advantage of PD aimed at building capacity to support Mental Health. 	

<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> ● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator. <ul style="list-style-type: none"> ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy. ● A Literacy Committee will include certificated representation from each of the schools, preferably the assigned school leads / point persons. ● A Numeracy Committee will include certificated representation from each of the schools, preferably the assigned school leads / point persons. ● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to : <ul style="list-style-type: none"> ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS 	1, 4

<ul style="list-style-type: none"> ● Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. ● All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> ○ Reading Readiness Screening Tool - RRST (Literacy) ○ BenchMark Assessment System - BAS (Literacy) ○ Math Intervention Programming Instrument - MIPI (Numeracy) ● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Ensuring and facilitating logistics for implementing the specified assessments ○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers ○ Supporting teacher release time to participate in Communities of Practice and or grade level training ○ Monitoring implementation of the Literacy and Numeracy strategy ○ Being a participant in professional learning 	
--	--

<p><u>In our school (Dunstable) we:</u></p> <ul style="list-style-type: none"> ● Continued to use the RRST, BAS literacy assessment, and the MIPI to gauge student learning and inform instruction. ● Discussed the results on these tests as a staff to help set direction within our school. ● Continued to take advantage of PD on literacy and numeracy assessments, such as the DRT. ● Worked with the PHRD Lead Teacher to implement literacy and numeracy assessments and instructional supports. ● Made progress with our implementation of Reading and Writing Workshops (Lucy Calkins). ● Continue our focus on “math fact fluency” and use the MIPI to inform instruction and target areas of need with our students. ● Continued our focus on math vocabulary while working to make use of number talks, and other instructional strategies as introduced by our PHRD Lead Teacher. ● Continued to take advantage of PD that supports literacy and numeracy assessment and instruction. 	
--	--

<p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	<p>1, 2, 3</p>

<ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students ○ Monitoring, supporting and reviewing the implementation of plans ○ Facilitating access to and support from division staff and/or external services 	
<ul style="list-style-type: none"> ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3) ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ○ Support staff with students who have complex communication needs ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as "success coaches" ○ Site based high school completion liaisons ● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students. ● Schools will collaborate to align and distribute the services of PA Mentors ● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum ● The principal's role is to: <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ○ Monitor how the needs of students and staff are being addressed ○ Actively participate in professional learning 	<p>3, 4</p>
<ul style="list-style-type: none"> ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. 	<p>4</p>

<ul style="list-style-type: none"> ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of the Moving Forward with High School Redesign ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ○ Coordinate training and Professional Development for Principals (LQS) 	
<p><u>In our school (Dunstable) we will:</u></p> <ul style="list-style-type: none"> ● Continued to work with Regional Office staff to meet the needs of all our students. ● Continued to include Indigenous knowledge and perspectives in our instruction. ● Continued to support Reconciliation work within our school. ● Assigned teachers to the role of monitoring and supporting RTI and FNMI students. ● Investigated and learned more about concept based instruction and Shelly Moore’s approach to inclusive teaching and learning. ● Observed lessons that demonstrate CBI and observe lessons that demonstrate purposeful inclusion. ● Took part in division PD and ERLC PD that support these goals. ● Made use of division PD Days and site based PD Days to develop our knowledge of Mental Health priorities, CBI, Purposeful Inclusion, Reading and Writing Workshops, and literacy/numeracy assessments. 	

OUTCOME ONE: Alberta Students are successful.

<p><u>Accountability Pillar Measures:</u></p> <p>1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).</p> <p>1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).</p> <p>1.3 High School Completion Rate: High school completion rate of students within three years of entering Grade 10.</p> <p>1.4 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.</p> <p>1.5 Drop Out rate: Annual dropout rate of students aged 14 to 18.</p> <p>1.6 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.</p>

1.7 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Jurisdiction Measures:

1.9 Student Achievement - Grade 9 cohort results at the acceptable standard in Mathematics.

1.10 Student Achievement - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

1.11 Student Achievement - Number of coded students who graduate (code 41 to 46).

1.12 Citizenship - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new [Policy 27 - Division Citizenship Awards](#)).

Jurisdiction Outcome 1-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Commentary:

Literacy Strategies

- Our Kindergarten teacher and our grade 1 and 2 teacher continued the RRST.
- Our school continued to implement the ERI and LLI programs and ensure a balanced approach to literacy instruction.
- Administration monitored the implementation of the school's literacy program and worked collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- Our teachers measured student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
- Our teachers all worked to implement the use of Reading, Writing and Phonics Workshops in their classrooms.

Numeracy Strategies

- This year we continued our work on basic facts. We used the Kim Sutton Block Ten material as our starting point but teachers also developed some of their own materials for daily basic fact practice. We also began specifically reporting on basic fact "automaticity" in our progress reports.
- We also used the MIPI this year to assess student strengths and gaps in September. This information proved invaluable in directing instruction for the 2019-2020 school year.
- Teachers made use of Leaps and Bounds, in conjunction with the MIPI, to further assess students' learning gaps.
- We investigated the use of Open Ended questions and Number Talks as math instructional strategies.
- We also made use of Prodigy, Successmaker, and Math Center activities during our School

Wide Numeracy Block on Thursdays.

Commentary on PAT Results

Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Achievement Tests were cancelled.

Citizenship Strategies

- All students participated in the annual highway clean-up and recycle program throughout the year.
- Several students participated in the annual Barrhead Music Festival.
- The school participated in the FCC Drive Against Hunger, FCSS Christmas Santa's toy box, Coats for Kids and the QSP cookie dough to buy baby chicks for children in impoverished nations.
- We participated in Movember and donated money to men's health.
- We collected pop can tabs to donate to Ronald McDonald House.
- Our Student Leadership Group held elections in the fall and planned events for our school community throughout the year.

Early Learning Programming

- We received support for individual students as required.
- We received great support from Early Learning as we navigated the path toward taking over the preschool program and creating our own Early Learning Program.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.
- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.7 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

Commentary:

- Our goal was to make the inclusion of Indigenous Perspectives a part of everything we already do instead of making it an add on or addition to what we do.
- In our Grade 5/6 class, for example, we included Indigenous knowledge and perspectives and Science and Social Studies as often as possible.
- We also added more Indigenous resources to our classroom libraries and our school library.
- After COVID 19 closed our schools, we continued to share links and activities with students to maintain our Indigenous knowledge inclusion through Google Classroom and our Dunstable School Families Facebook Page.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

- 3.1 Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- 3.2 Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 3.3 Programs - PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.4 Programs - PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 3.5 Programs:** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.
- 3.6 Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 3.7 Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 3.8 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 3.9 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 3.10 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.11 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 3.12 Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 3.13 PD (ACOL Measure – In-service Jurisdiction Needs)** Percentages 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.

Jurisdiction Outcome 3-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

3-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning

3-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

3-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding.

3-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

3-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

Commentary:

Educational Programming

- Teachers worked to implement Reading, Writing and Phonics Workshops. This work will continue in 2020-2021.
- Teachers also continue their focus on Math Fact Fluency and a Cyclical Approach to math instruction.

ExtraCurricular

- Our students were able to take part in soccer, volleyball and basketball this year. We played against teams from PNCS, WES, Busby, and Clyde. We also participated in PHPS tournaments for each of these sports.
- We sent our Running Club to the Running Room Indoor Games. Unfortunately, the finals were cancelled due to COVID 19.
- Our choir performed at our Christmas Concert.
- We ran soccer, volleyball and hockey Intramurals this year.

Satisfaction with instruction, teachers and administration

- 100% of staff, students and parents were satisfied with the administration at the school.
- 85% of parents are satisfied with the overall quality of education at our school.
- 90% of parents are satisfied with the teachers at our school.

Professional Development

- Our teachers participated in jurisdiction PD throughout the year .
- Staff also met with other teachers to collaborate on math and literacy instruction.
- Teachers participated in concept based instruction PD
- Teachers also participated in Shelley Moore PD at PNCS.
- part of

Strategies to support formative and summative assessments

- Time was set aside this year for RRST, BAS and MIPI assessments.
- The results of these assessments were discussed and used for information instruction.
- Unfortunately, COVID 19 school closures meant we could not do RRST and BAS at the end of the school year.

Communication regarding Student Progress and Classroom Activities

- 90% of parents are satisfied with communication about their child's progress.
- Grade 5/6 and 1/2 made use of Freshgrade.
- Our Showcase of Learning was cancelled due to COVID school closures.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:

- 4.1 Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 4.4 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 4.5 School Improvement:** Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Jurisdiction Measures:

- 4.6 Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- 4.7 Inclusion / Safe and Caring - Ratio of students in Response to Intervention levels.**

- 4.8 **Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 4.9 **Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 4.10 **Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.11 **Character:** Number of service projects/groups facilitated by the school in which students participated.
- 4.12 **Character:** Number and Percentage of students involved with or who participated in service projects.
- 4.13 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 4.14 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.
- 4.15 **Work Preparation -** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 4.16 **Work Preparation -** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 4.17 **Work Preparation -** Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 4.18 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 4.19 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 4.20 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 4.21 **Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning.
- 4.22 **Parent / Community Involvement -** Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 4.23 **Parent / Community Involvement -** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 4.24 **Parent / Community Involvement -** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

- 4.25 Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.26 Technology / Management -** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.27 Technology / Management -** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.28 Technology / Management -** Average age of computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:

- 4-A.1 Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.
- 4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees**
- 4-A.3 Fiscal -** Amount of money acquired from third parties in support of community schools.

Commentary:

Welcoming, Caring, Respectful and Safe Learning Environments

- We continued to promote the WITS approach to building a safe and caring school environment.
- We continued our Bear of the Day, Bear House, and Kinderbuddy programs to strengthen the community among students.
- We also took time during our morning assemblies to highlight mental health, virtues, and positive student-student interactions
- Over 95% of students, parents and staff are satisfied that their school is safe and caring.
- Character Education
 - This year we continued to use our virtues program, bear houses, and Kinderbuddy activities to build and strengthen student-student relationships. Cross grade interactions are usually very positive in our school. The challenge can be with same grade peer groups.
 - We continued to explore a virtue of the month. We devoted time each week during our morning assemblies to highlight these virtues. Our Grade 5&6 students also took a leadership role in demonstrating and representing these virtues during our morning assemblies.
 - This year our Student Leadership Group organized our dress up days, Friday treat days, and they also set up whole school activities and approached our Parent Council for playground equipment. The goal was to provide student leadership and ownership of activities, thereby building school spirit and participation in activities. The group was very successful in their efforts.
 - We used our Virtues Bulletin board to display the names of students caught demonstrating each virtue.
 - We maintained our “Bear of the Day” program again this year. The idea was to get to

know each other in a different way. We spend a lot of time together at school, but we don't always know what students are interested in outside of school or in their spare time. This gave us a chance to get to know each other.

- Each week, two students were selected to be our Bears of the Day.
- They were given the opportunity to do a whole school "Show and Share" at our morning assembly.
- This year we also included staff in the Bear of the Week program.
- We also wrote "Compliment Cards" for each Bear of the Day.
- We hosted a monthly Pizza with the Principal acknowledging students who demonstrated our different virtues.
- 100% of staff are satisfied with the recognition they receive for their accomplishments.

Inclusive Practices / Supports for At Risk Students

- As needed we called upon PHPS Education Services staff to help us support students at risk. Their support and suggestions were greatly appreciated.
- We made use of our FSL worker to provide ongoing support to students in need.
- In order to make math more accessible to all, our teachers drew on their knowledge of multiple intelligences and multiple representations to present math facts and concepts in a variety of different ways.
 - Music and songs, for example, were used as a part of the Kim Sutton Block Ten to build to help build basic fact fluency.
 - Students also built visual representations of fact families in Grade 1/2 and in Grade 5/6 each student create a personalized math fact sheet.
 - Math centers were also used in all classrooms to make math more interactive and engaging, and to provide more than just worksheet practice making math more hands on.
- Impact Self-Regulation
 - As a staff, we continued to use the language of "Flipping your Lid" and self-regulation . We also discuss self-regulation as part of our morning assemblies.
- Student Mental Health:
 - Our school continued to engage with the School Link Team to support programming for Tier 2 and 3 students.

Engaging and communicating with the community

- Our Christmas Concert was well attended.
- Unfortunately, our Spring Tea was cancelled.
- School council successfully recruited numerous volunteers for various school events including fundraising events and a Family Movie Night..
- Our school was used after hours by different community groups throughout the school year including yoga classes, Wednesday night volleyball and 4H and Riding Club Meetings.

Strategies associated with the use of learning technologies

- All students in our school have access to netbooks, chromebooks, and iPads.
- Our Grade 5 and 6 students make regular use of Google Classroom and all students from grade 3 up make regular use of Google Drive, Google Docs, and Google Slides.
- Following the school closure due to COVID 19, we relied heavily on the use of technology by

all teachers and students.

Communications Strategies

- Our school maintains both a website and a Facebook page. We find we receive the most traffic on our Facebook page.
- We send out monthly newsletters to all parents and our bus drivers are also provided with a copy of this newsletter. Each month the newsletter is also uploaded to our website.

Budgets and School Generated Funds

- Our school buys school supplies for our K-2 students, and then charges parents for those supplies. Students in grades 3 and up will be responsible for purchasing their own supplies.
- We continued our hot dogs sales and our Treat Day Friday sales. These are not big money makers, but they are enjoyed and looked forward to by our students.
- Our overall budget was lean this past year and we did not have many field trip opportunities. All of our year end activities were cancelled due to COVID 19.