

Bon Accord Community School



School Education Plan and
Annual Education Results Report

October 2021 Update



**Sturgeon
Public Schools**

Dare to reimagine learning

2021 Alberta Education Assurance Measures Overall Summary

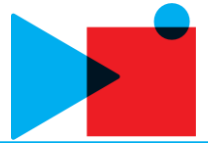
Assurance Domain	Measure	Bon Accord Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.0	n/a		85.6	n/a		n/a		
	Citizenship	86.3	95.3	95.1	83.2	83.3	83.0			
Teaching & Leading	Education Quality	98.0	95.7	96.6	89.6	90.3	90.2			
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.1	n/a		87.8	n/a				
	Access to Supports and Services	87.7			82.6					
Governance	Parental Involvement	100.0	92.6	90.2	79.5	81.8	81.4			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.





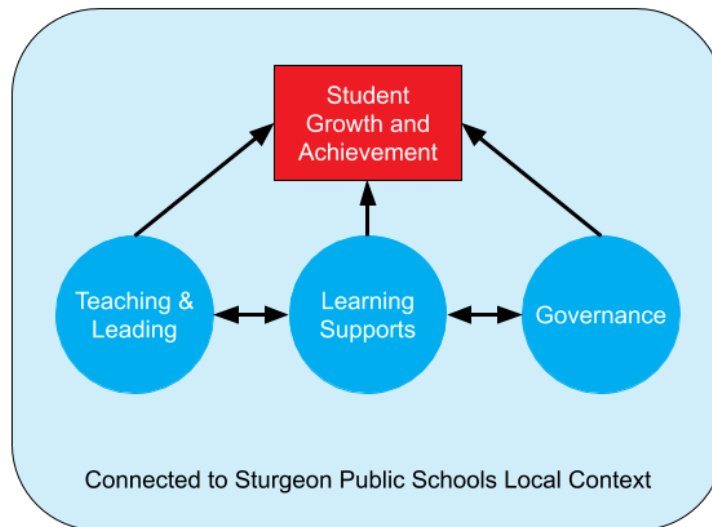
Priority

Student Achievement

Assurance Domains and Student Achievement

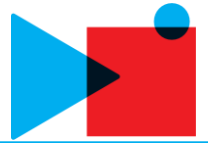
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.



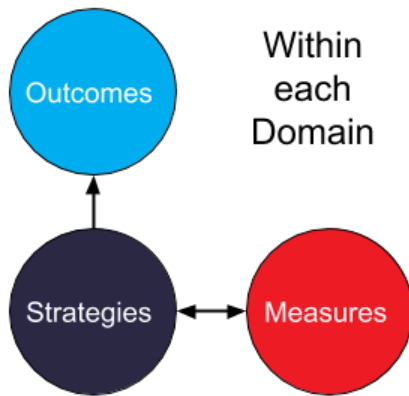
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.



School Highlight or Context

Everyone a Teacher, Everyone a Learner.

Our school serves students from Pre-Kindergarten to Grade 4 under the philosophy “Everyone a Teacher, Everyone a Learner.” We bolster a well-rounded academic program with extracurricular options like



makerspace, athletics (track meets & cross-country running), a strong music program, and a diverse and engaging leadership program for all students. We’re proud the community plays a large role in our school education. Our town is a place to extend the curriculum, with kindergarten students visiting the fire department and post office, and Grade 1 classes learning community studies. Grade 4 students actively engage in a variety of numeracy-focused activities with many of the seniors in Bon Accord. The breakfast program, offered every day to all students, is supported by a variety of local organizations, such as Pembina, the Breakfast Club of Canada, and TELUS

Pay-Day. Many parents volunteer with hot lunch programs, the library and classrooms. Likewise, the school is a hub of activity for the community and hosts many evening programs like 4H, craft fairs, karate, and various private bookings. As well, the school provides space for a before and after-school care for families. The school is a key location and focal point of the community.





Domain: Student Growth & Achievement

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' students demonstrate strong achievement across provincial learning outcomes, engage critically, and continuously progress as learners.

SPS Outcomes

- Students achieve provincial learning outcomes and solve problems with real-world applications.
- Students use assessment feedback to identify strengths and areas of need and set learning goals.

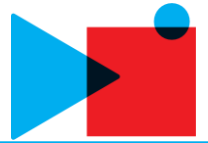
Strategies

Division	School
<ul style="list-style-type: none"> • Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments. 	<ul style="list-style-type: none"> • PLC Sprints developed by teachers are encouraged to attempt new and innovative strategies to promote active learning • Support from the learning coach to refine instructional practice and facilitate reflective practice • Students engage in a variety of activities and methods, such as maker space to demonstrate their learning.
<ul style="list-style-type: none"> • Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> • PLC Sprints are supported and facilitated by the Learning coach. • School-based PD Days include a focus on strategies to support differentiated instruction
<ul style="list-style-type: none"> • Teachers will communicate achievement of outcomes to students and families using division identified tools. 	<ul style="list-style-type: none"> • All teaching staff use PowerSchool to record and communicate academic results to parents/guardians • A variety of digital tools (Google Classroom and SeeSaw) are used to demonstrate student work and achievement

Local Measures

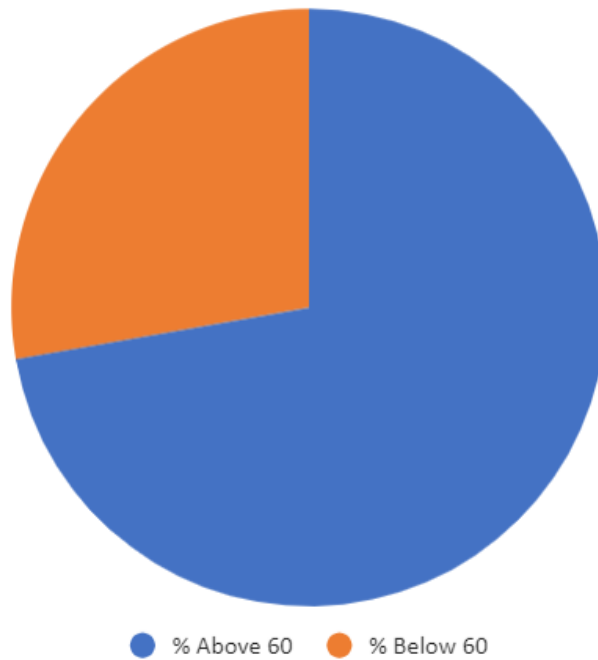
Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
Student Growth & Achievement						
Elementary						
Intellectual Engagement: Interest and Motivation	93%	86%	93%	n/a	88%	87%





Math Intervention Programming Initiative (MIPI)

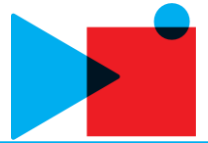
BACS Grade 2 to 4 Students. Students performing Above or Below 60%



BACS Group	2021	
	% Above 60	% Below 60
2-4	72.22%	27.78%

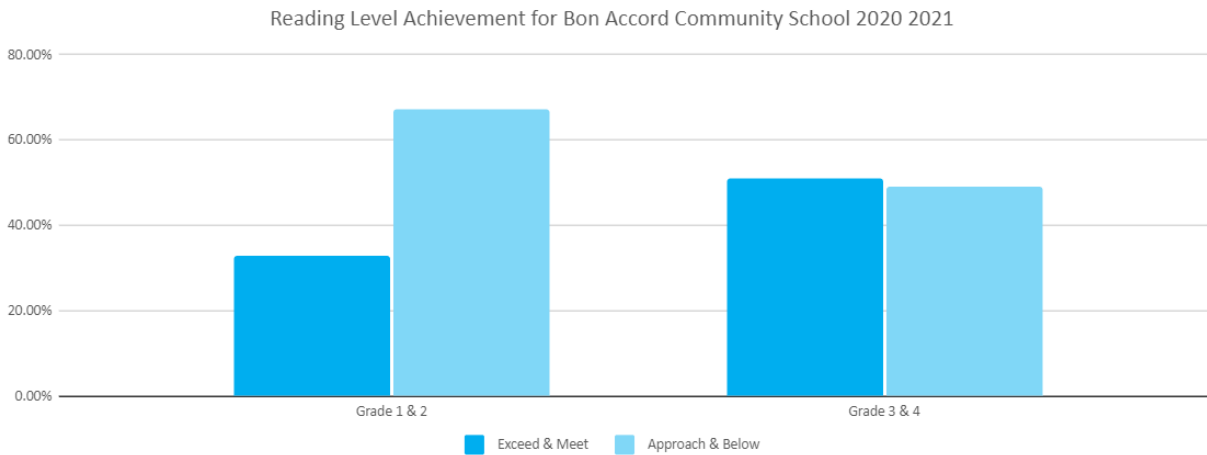
Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies for student success in mathematics. This screening tool does not measure student achievement and is not recorded as part of a student's grade.





Reading Comprehension

Fountas and Pinnell



	2021	2021
	Exceed & Meet	Approach & Below
Grade 2	33.00%	67.00%
Grade 3 & 4	50.90%	49.10%

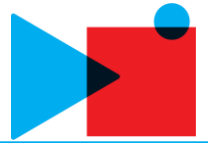
The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student’s reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

Analysis of Results

Successes

Bon Accord Community School uses a consistent approach to literacy and numeracy throughout the grades. Literacy instruction utilizes a balanced literacy approach with aspects of guided reading, whole class instruction, phonemic awareness, writing skills, and phonics instruction. Targeted interventions for struggling readers and writers are provided to ensure that students feel confident in their independent literacy skills. In September, teachers in grades 2-4 use the Fountas and Pinnell benchmark assessment to identify the instructional and independent reading levels of all students to inform their instructional practice and programming. Levelled readers and books are used during guided reading instruction to ensure students are accessing materials that foster their success and promote positive reading behaviours. Grade 1 teachers focus on whole classroom instruction to foster a love of reading and an excitement for literacy. The Marie Clay letter/sound/word identification assessment is used in Grade 1 to formally assess where grade 1 students are in their early literacy development and the Fountas and Pinnell benchmark assessments are utilized in January after they have had direct instruction on sight words and decoding. The Words Their Way™





program and RAZ kids resources are used throughout grades 1-4 for continuity of instruction. This year, struggling students are receiving targeted intervention on phonemic awareness and phonics from a designated Literacy Support Teacher. Due to the continuity of instruction throughout the grades, students have demonstrated a quick remediation of the skills that were negatively impacted throughout pandemic learning and the percentage of students meeting or exceeding grade level expectations was maintained throughout the grade levels.

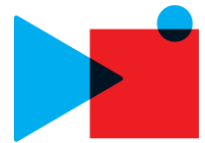
Numeracy instruction is targeted through a mixture of whole group instruction, independent practice, guided math, and literacy centers. Teachers use the MIPI assessment to benchmark students' levels of understanding and guide their planning and instruction to targeting specific learning outcomes. Teachers use a variety of methods and tools to engage learners in math activities that promotes independence, confidence, critical thinking and mastery of foundational skills. Students in our Pre-Kindergarten program are being introduced to sublimating numbers and the ten-frame model to promote continuity of instruction and methods and to provide background knowledge for grade school.

Opportunities for Growth

We are witnessing a significant gap in numeracy skills of our grade three students. 35% of our grade 3 students are exceeding or meeting expectations in regard to numeracy as compared to 71% of grade 3 students in the 2020 school year. Teachers are being supported by the learning coach to identify areas of their numeracy instruction where they can target specific skills as well as implementing universal design for learning with elements of guided math. We also have a literacy intervention teacher and a numeracy intervention teacher that are providing targeted interventions to students in a small group setting outside of the classroom.

Increasing student engagement and citizenship is a priority this year. Students are being given multiple ways to demonstrate their learning by engaging in maker space activities and challenges, using a variety tools for various tasks within the classroom, and using both in class and out of school field trips to extend their learning to real world problems and contexts.





Assurance occurs:

Public assurance occurs when Sturgeon Public Schools’ teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

SPS Outcomes

- Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.
- Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

Strategies

Division	School
<ul style="list-style-type: none"> • Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success. 	<ul style="list-style-type: none"> • Fountas & Pinnell and MIPI data is collected, analyzed, and used to inform planning. • Weekly PLC time occurs for teachers to plan, reflect on data, and implement learning sprints. • Input from the school community is received through surveys and discussions at Parent Council meetings.
<ul style="list-style-type: none"> • Staff participate in professional development and collaborate to address division and local goals. 	<ul style="list-style-type: none"> • School-based and Division-based PD days have similar themes and objectives. • A school-wide focus on differentiation which aligns with the division focus of Universal Design for Learning

Local Measures

Measures	Results						
	2018	AB avg	2019	AB avg	2020	AB avg	
Teaching and Leading							
Elementary							
Quality Instruction: Rigor	(out of 10)	9.0	8.3	9.0	n/a	8.5	8.5

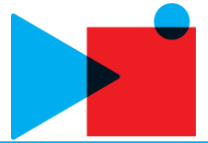
Analysis of Results

Successes

Our school has maintained the provincial average for rigorous quality instruction post pandemic. Even though teaching and learning looked exceptionally different last year with fewer opportunities for hands on, collaborative learning, students still felt that instruction was meaningful and relevant.

Teachers began developing their understandings of Universal Design for Learning and Project Based Learning and have utilized these strategies and practices in the classroom to increase interest and engagement of students. The Learning Sprint framework utilized during collaboration time with





teachers focused their work on short-term, measurable outcomes. This model will continue for the 2021-2022 school year as it was proven successful.

Opportunities for Growth

The range of needs of students within classrooms and the spectrum of lagging skills that teachers are required to remediate is overwhelming. Continuing to focus on the alignment between differentiation (school focus) and Universal Design for Learning (Division focus) provides a clear focus for instructional practice for the 2021-2022 school year. The opportunity to discuss with colleagues addressing similar topics and concerns will create opportunities for teacher growth and improvements to programming and instructional practice. Grade 3 and 4 teachers are collaborating with one another to implement a consistent and differentiated approach to math instruction through guided centers and practice that mimics the implemented literacy practice that has proven successful. The Learning Coach will be utilized to support teachers during collaboration time to reflect on implementing differentiation, as well as within the classroom to provide feedback, offer suggestions and resources, and to help implement new classroom and instructional strategies.





Professional Learning in 2021-2022

Division-Wide PD Days

Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

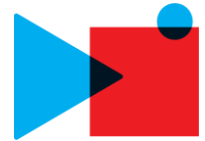
Date	Location	Focus
August 30	Virtual Delivery	Division Direction - Superintendent/CEO First Nations Keynote, cohort and team learning sessions. Universal Design for Learning – Subject and Grade Level focus.
March 14	Virtual Delivery or In-person	First Nations Keynote, cohort and team learning sessions. Curriculum meetings K to 6.
May 20 (pm)	In-person	Staff Recognition Event

Site-Based PD Days

Site-based days provide the opportunity to continue division initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff, and used to inform practice.

August 27	Focus: Mapping out the year
Details	Outline objectives for the year and review Universal Design for Learning, Learning Sprints, and Professional Learning Communities Collaborative work to ensure student success in transitions.
August 31 Operational – No classes	
September 20	Focus: Connection to the land and Indigenous ways of knowing
Details	<ul style="list-style-type: none"> • Touring the outdoor classroom to engage in activities and teachings that teachers can infuse in their classrooms with their students. • Have teachers feel more comfortable accessing the outdoor classroom for their own students. • Incorporating Project Based Learning/UDL into the teachings as well and extending last years' professional development and learning. • Preparing and planning for September 30th, National Truth and Reconciliation Day.
October 12	Focus: Differentiation and fostering success in all students
Details	<ul style="list-style-type: none"> • Review of Universal Design for Learning. • Collaboration to proactively plan and program for students with diverse needs. • Creation of Individual Program Plans, Behaviour Plans and Safety Plans.
January 31	Focus: Differentiating and planning for Neurodiverse learners





<p>Details</p>	<ul style="list-style-type: none"> • Joint event with Landing Trail staff • Keynote: Les Reddick <ul style="list-style-type: none"> ○ Les Redick is an award-winning Alberta Education teacher. He is a native Calgarian with over thirty years combined teaching and learning success working in a private school setting. Les is a Junior/Senior-high core curriculum specialist, certified Outdoor Educational leader, and wilderness medic, as well as an ADHD research scholar and international speaker. Les received his B.Ed from the University of Calgary before attaining Math Curriculum and Counseling bona fides. He later earned a Master's of Education in Educational Research with a focus on ADHD and Resiliency. And, for the past decade, Les has educated parents, educators, and other working professionals in the following areas; Connecting with Kids, Classroom Management, The Science of ADHD, Executive Brain Functions, and Mentoring ADHD Students.
<p>February 10 and 11 Teachers' Convention – No classes</p>	
<p>April 19</p>	<p>Focus: Indigenous ways of knowing and understanding.</p>
<p>Details</p>	<ul style="list-style-type: none"> • River Walk with Dr. Dwayne Donald at the University of Alberta (with Landing Trail staff). <ul style="list-style-type: none"> ○ Staff tour of the Edmonton River Valley to learn the histories and ways of knowing of the Aboriginal peoples of Edmonton
<p>May 20 (am)</p>	<p>Focus: Using differentiation to assist in planning Universal Design for Learning</p>
<p>Details</p>	<ul style="list-style-type: none"> • Review of Literacy/Numeracy benchmark results from beginning of year and mid year to reflect on success and areas of growth for UDL and project-based learning. • Determine strategies for support & differentiation • Evaluate successes and areas of growth for Learning Coach, Mental Health and Wellness Coach, Literacy intervention and Numeracy Intervention
<p>June 6</p>	<p>Focus: Preparation and transitions for upcoming year</p>
	<ul style="list-style-type: none"> • IPPs • Class Lists • Transition plans for students who require significant supports • Work on curriculum readiness
<p>June 30 Operational – No Classes</p>	





Domain: Learning Supports

Assurance occurs:

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

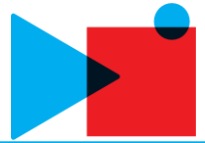
SPS Outcomes

- Public School Communities are safe, caring, respectful and inclusive.
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students. 	<ul style="list-style-type: none"> • Weekly lessons from the school counsellor provide opportunities to learn about multiple topics relevant to students. • Mental Health and Wellness Coach and Counsellor provide daily regulation activities as well as social emotional learning lessons to all students. • Students are provided breakfast every morning through our nutrition grant.
<ul style="list-style-type: none"> • Schools provide diverse programming to ensure the success of all students in an inclusive learning environment. 	<ul style="list-style-type: none"> • Literacy intervention teacher provides targeted interventions outside of the classroom. Is seeing specific students for 30min in reading intervention every day. • School focus on differentiation and understanding of neurodiverse students to program effectively with support from the Learning Coach. • Collaboration with the Complex Services Team to provide tier 3 supports for students with complex needs.
<ul style="list-style-type: none"> • Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. 	<ul style="list-style-type: none"> • Active engagement and recognition of recognized Indigenous days • Two Indigenous success lead teachers identified at the school to participate in PD and share their learning during staff meetings. • Utilizing the Outdoor classroom as often as possible • Increased Indigenous literature used in classrooms to facilitate meaningful and



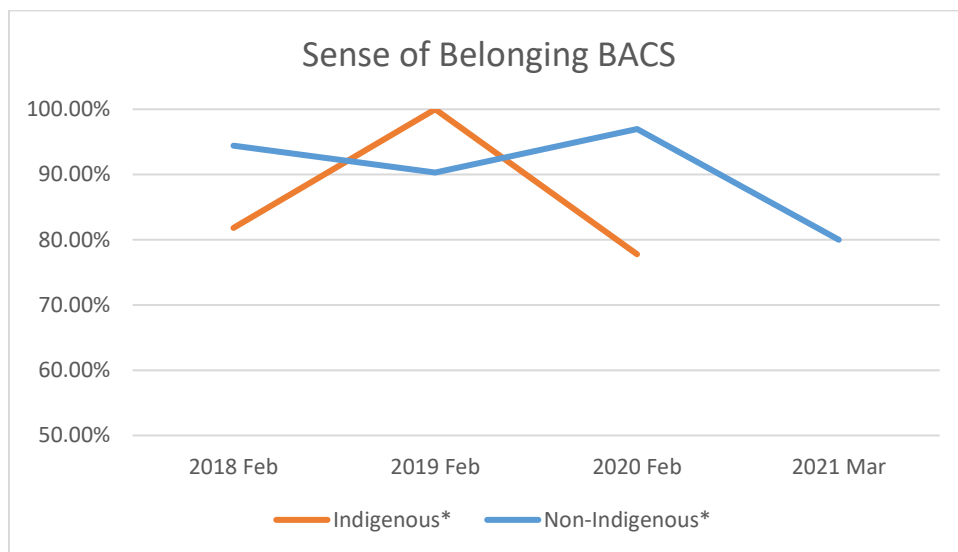


	<p>authentic learning experiences and conversations with students.</p>
<ul style="list-style-type: none"> Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. 	<ul style="list-style-type: none"> School based teams to support challenging student behaviour and academic success of struggling students are essential and utilized with continual parent involvement. The school provides space for 'Out of School' care for families who require it.

Local Measures

Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
Learning Supports						
Elementary						
Emotional Health: Anxiety	12%	22%	14%	n/a	6%	23%
School Context: Advocacy at School (out of 10)	7.4	6.7	7.8	n/a	8.2	6.8

Our School Survey – First Nations, Métis, and Inuit

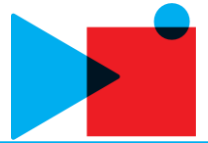


Analysis of Results

Successes

The broad spectrum of ongoing student-based activities at Bon Accord Community School provides comprehensive support for all students. From daily physical education, a diverse leadership program for all students, assemblies of celebration, to the breakfast program, students are continually nurtured in all aspects (physical, emotional, mental) of their growth. Classroom teachers have





emphasized the importance of community post pandemic. We have implemented universal language across our school in setting boundaries, expectations, and in managing emotions. As students move throughout the grades, the same language and expectations are reinforced and this has created a strong sense of community amongst our staff and students. As a result, our anxiety rates in our grade 4's is well below the provincial average and their ability to advocate for their needs is above the provincial average.

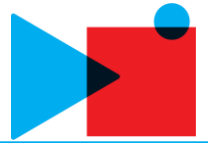
Specific events, such as Identity Day and Indigenous Day, target student individuality, but still demonstrate a sense of belonging within the community of Bon Accord Community School. All students engage in these activities as well as being taught the 7 sacred teachings as a whole class. Indigenous students are given the opportunity to smudge and non Indigenous students are taught what smudging is and why it is done. This learning and understanding brings Indigenous students' culture and traditions into our school building and also teaches acceptance of others' culture and traditions.

Opportunities for Growth

Increased engagement with all students and the community will continue to build a strong connection for everyone involved. It is not surprising that the overall sense of belonging in students decreased from 95% to 80% last year with the inability to continue with community and school events due to the COVID 19 pandemic. We are looking forward to bringing back field trips, in person guest speakers, volunteers, school wide assemblies and visiting other schools to engage in positive relationship building with older students in the community. There were too few Indigenous students responding to the survey last year to identify their sense of belonging. However, we continue to maintain a strong focus on understanding First Nations, Metis, and Inuit perspectives at both a school and classroom level. We will be accessing the outdoor classroom numerous times this year to facilitate authentic land-based teaching. The target is to have First Nations, Metis, and Inuit perspectives embedded in classroom activities and lessons on a consistent basis.

Our school division has also identified the need to support mental health and wellness in our students post pandemic and is doing so through a Mental Health and Wellness Initiative. The goal of mental health and wellness is to have a whole school approach which supports positive mental health and is strength based, which encompasses building resilience and enhancing Social Emotional Learning (SEL). This will be achieved through the work of Mental Health and Wellness Coaches. The Mental Health and Wellness coach at BACS is focusing on the development of key social and emotional competencies that are linked to positive life outcomes, such as healthy relationships, self-awareness and resilience. They are mentoring teachers to plan and implement promotion and prevention strategies for mental health and social emotional learning that are embedded in daily instruction as well as implementing promotion and prevention strategies for mental health and social emotional learning in school wide activities. They work in conjunction with our school counsellor to provide a comprehensive school approach to mental health and wellness.





Domain: Governance

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools’ engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

SPS Outcomes

- Students, families, staff, and community members are committed to a shared vision for student achievement.
- Resources are allocated and managed in the interests of ensuring student success.

Strategies

Division	School
<ul style="list-style-type: none"> • Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making. 	<ul style="list-style-type: none"> • Schools engage staff, parents, and community leaders in a local survey. • Principals work with school councils to plan strategies that address local needs.
<ul style="list-style-type: none"> • The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements. 	<ul style="list-style-type: none"> • Principals report school annual budget and update on progress to the school council during the year.

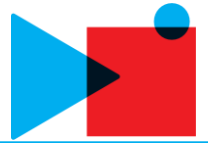
Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a division-wide forum to discuss progress toward Sturgeon Public School’s priority of student achievement and the outcomes in the Governance domain. Our school had a total of 22 participants, 16 of which were parents or guardians and 6 were staff.

Domain: Governance

Themes	Key Thought
Feedback & Engagement	Parent input is important and appreciated The school must understand the needs of the community
Resources	Doing the best they can with a terribly small budget. It shows how dedicated they are to the kids.





Analysis of Results

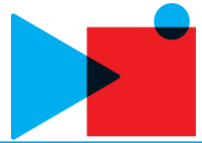
Successes

A strong and effective relationship exists between the school and the Parent Council. Monthly meetings take place with great attendance from multiple parents. The Program Support Society fundraised to provide funds to individual classrooms, support bussing costs for field trips and with works in collaboration with the principal to support special initiatives and projects. This last year, they supported a project to transform our library into a learning commons with multiple seating options and welcoming furniture.

Opportunities for Growth

Increased and focused discussion with the Parent Council will occur during the school year to fully understand the needs of the community as well as provide understanding of academic initiatives and strategies. We look forward to including our new School Trustee as an active member in our school community.





Domain: Local and Societal Context

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
- Students and staff model integrity and work ethic.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions. 	<ul style="list-style-type: none"> • Students are actively involved in a variety of events, such as Pink Shirt Day, Orange Shirt Day, and Terry Fox Run
<ul style="list-style-type: none"> • Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events. 	<ul style="list-style-type: none"> • Students take part in the school Coding Club, and students represent the school at the Division STEAM Games every year

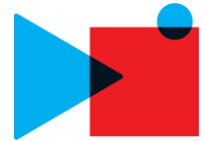
School Partnerships

1. Bon Accord senior groups
2. Lilian Schick students
3. Breakfast Club of Canada
4. TELUS PayDay
5. Circle-K Convenience Store
6. Pembina Pipelines

Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a local site-based survey designed in partnership with school principals and division leadership. Our school had a total of 22 participants, 16 of which were parents or guardians and 6 were staff.





Key Thoughts and Themes within each Assurance Domain

Domain: Student Growth and Achievement

Themes	Key Thought
Differentiated Instruction	Providing quality education to all students, regardless of needs. No matter what issues the students have, the school works hard to support their learning
Literacy & Numeracy	Literacy celebrations at the school. Demonstrating to all students why reading is important.
Engaging Programming	Why are we not making the outdoor classroom a priority? You want student achievement - get kids outside and connecting with nature. There is an amazing opportunity to use our outdoor classroom and I have seen or heard of no support from the district. We can't lose this space!

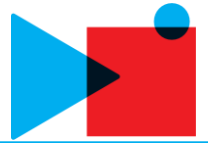
Domain: Teaching and Leading

Themes	Key Thought
Staff Wellness	Support our teachers! Students are successful when their teachers feel supported and listened to. They are the professionals and should be treated so. Students will be taken care of as long as our teachers are taken care of. This means resources, support for struggling students, teacher aids, etc

Domain: Learning Support

Themes	Key Thought
Safe & Caring	The teachers here are absolutely fabulous. [redacted] are just outstanding with encouragement and gentleness that help the kids grow! My child was obstinate when it came to learning and the teachers patiently encouraged him even when he was one mark from failing, he has blossomed.





Analysis of Results

Successes

Parents are highly engaged and involved in student learning. They have been instrumental in keeping our students and staff safe from illness during the COVID 19 pandemic and have respected division and school guidelines and protocols in place throughout pandemic learning. They are most concerned with the well-being of their children and ensuring they are in a safe and welcoming environment at school. Parents feel confident that their children are safe at school and are receiving quality education.

Parents and community are well informed of the activities within the school through the school website, Facebook page, Instagram Page, SeeSaw and classroom monthly newsletters. Parents appreciate being able to give feedback and input and it is demonstrated through our high parent turn out at Parent Council meetings.

Using online meets and pre-recorded videos, students are able to continue to interact with community members, students from other schools, authors, and experts in a variety of fields as well as have in school and out of school field trips that follow our COVID 19 protocols.

The Pre-Kindergarten intergenerational program in Legal continues to be a success. It is currently focusing on continuing to engage with seniors through technology for when face-to-face is not possible.

We continue to receive supports from our community partners; Circle-K, Pembina, Telus and the Town of Bon Accord. They have provided funds and donations to support our Nutrition Program, Terry Fox Run, and other school wide events.

Opportunities for Growth

Prior to the pandemic, there was high engagement with parents and community members in volunteering in the school to provide opportunities to celebrate literacy and numeracy. There is a desire to return to this level of involvement and parents are wanting to engage with the school community providing hot lunch programs, volunteer in classrooms and be part of school wide assemblies.

We are looking forward to students actively engaging with outside community and school groups, such as Grade 4 students learning to play crib from local senior groups and Grade 1 students having 'reading buddies' from Lilian Schick School. These opportunities provide an understanding regarding the importance of lifelong learning and knowledge with context of the real world.

It has also been communicated that outdoor learning is highly important for parents to have their children participate in. This year, every class will be accessing the outdoor classroom and we will be looking for opportunities to develop outdoor learning activities within our school grounds.

