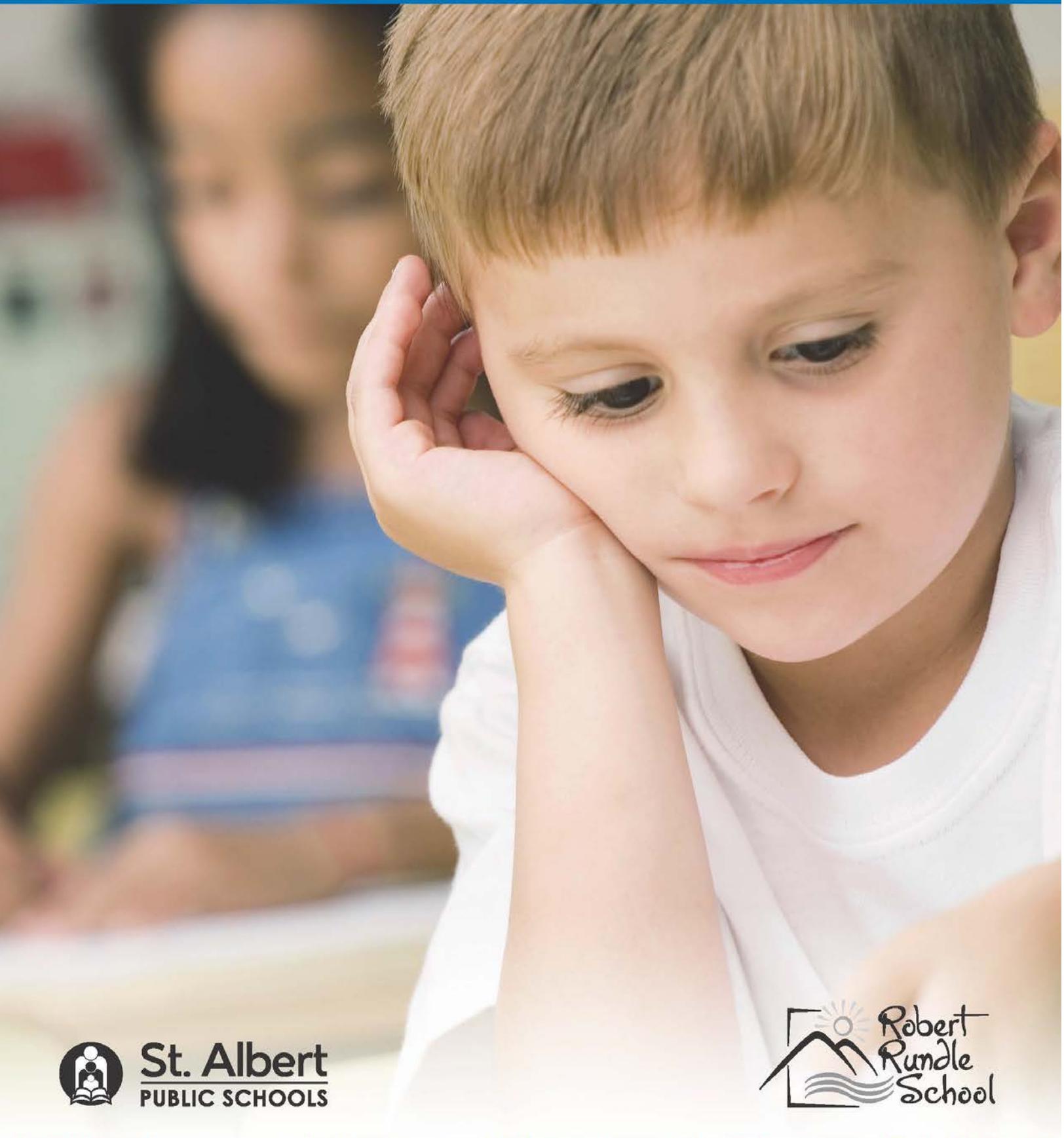# EDUCATION PLAN 2017
## Robert Rundle Elementary School

St. Albert
PUBLIC SCHOOLS

Robert
Rundle
School

# ROBERT RUNDLE ELEMENTARY SCHOOL EDUCATION PLAN 2017

## Table of Contents

## St. Albert Public Schools' Mission, Mandate, and Beliefs

### Mission

Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

### Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

### Beliefs

In our commitment to public education...*we believe that*

- Our students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance;
- By setting high expectations students are challenged to achieve to their full potential;
- Our schools must be safe and caring environments where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The classroom is central to student learning; and,
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

## Robert Rundle Elementary School Mission, Mandate, and Beliefs

### *Mission*

Empower all students for the choices and challenges of the twenty first century. We are committed to providing students opportunities to grow and succeed while developing lifelong learning skills and positive attitudes.

### *Mandate*

Robert Rundle School makes a difference for children by:

- Preparing students for future roles as citizens in an interdependent, ever changing world.
- Establishing partnerships that advance teaching and learning with a mutual commitment to success.
- Promoting a spirit of sharing, belonging and acceptance.
- Building a community of learners within a caring and challenging environment.
- Living our beliefs through our actions.
- Advocating for excellence and equity in education.

### *Beliefs*

- All students are unique, valued, and nurtured with shared responsibility for behaviour and learning.
- We are partners with parents in a child's educational journey in the pursuit of excellence.
- Students have the opportunity to learn and develop their unique talents.
- A positive school community builds from a positive school climate.
- Students will acquire the knowledge, skills and attributes for success and growth.
- Students are entitled to a safe and caring school environment.
- To integrate academic, social and emotional learning.
- To create socially responsible learning communities.
- That caring relationships form the foundation for learning.
- Academic achievement and student behaviour improve in schools with good social, emotional and character building learning programs.

REACHING NEW HEIGHTS TOGETHER

## Robert Rundle Elementary School Vision

In school, a child's potential…that unique bundle of intelligence, talent, curiosity and desire to learn…takes him/her to a place at the end of each year - a final mark or even a celebration.  But where each child goes after he or she leaves school is ultimately more important. That destination is determined by a child's experience from a young age, the opportunities he/she is given, the learning environment of the school and the journey along the way.  This is precisely why, at Robert Rundle School, we begin with the end in mind.

At Robert Rundle School we believe in a program that rests on a foundation of community, curriculum, climate and character.  Along with teaching the basics in education, we try to ensure that learning thrives beyond the school and classroom walls and give the students the gift of lifelong learning.  We believe that a well-rounded education builds a strong sense of self and personal commitment that enhances student achievement as well as identifies and nurtures student strengths.

Beyond the classroom, activities contribute to a healthy school climate, which becomes a positive influence in the life of a school.  The interactions of school activities create a fabric of support that enables all the school community to become a community of learners.

Students who are involved persist despite challenges and obstacles.  They are engaged in their learning, accomplish their goals and build satisfying relationships.  At Robert Rundle we encourage students to be the best they can be and make a difference in everyone's lives.  We are motivated to help each student build a life that engages him/her in, and promotes lifelong learning in our school, community and society.  When students begin this pursuit they can believe that learning is a reward, not just a goal.  When this realization begins to happen, every student has the potential and opportunity to make a difference.

Robert Rundle Elementary School is a learning community with high expectations dedicated to inspiring children to find a passion for learning in a safe and kind environment that celebrates diversity, promotes leadership and encourages the unlimited potential of the whole child.

## Robert Rundle Elementary School Profile

|  | **2016-2017**<br>**as of September 30, 2016** | | | | **2017-2018**<br>**as of September 30, 2017** | |
|---|---|---|---|---|---|---|

**Certificated Staff**

| Teaching | 14.70 | FTE |
|---|---|---|
| Administration | 1.0 | FTE |
| Counselling | 0 | FTE |
| **Total** | **15.70** | **FTE** |

| Teaching | 14.70 | FTE |
|---|---|---|
| Administration | 1.0 | FTE |
| Counselling | 0 | FTE |
| **Total** | **15.70** | **FTE** |

| Clerical | 1.5 | FTE |
|---|---|---|
| Teacher Aides | 7.5 | FTE |
| Library Technicians | .30 | FTE |
| Technical Support | 1.00 | FTE |
| **Total** | **10.30** | **FTE** |

| Clerical | 2.00 | FTE |
|---|---|---|
| Teacher Aides | 8.30 | FTE |
| Library Technicians | .30 | FTE |
| Technical Support | 1.00 | FTE |
| **Total** | **11.60** | **FTE** |

**Students**

| English | 250 |
|---|---|
| Special Needs | **(40)** |
| **Total** | **250** |

| English | 251 |
|---|---|
| Special Needs | **(33)** |
| **Total** | **251** |

**Classroom Configuration**

| Grade | English |
|---|---|
| Kindergarten | 15 |
| Kindergarten | 15 |
| Grade1 | 11 |
| Grade 1 | 17 |
| Grade 2 | 16 |
| Grade 2/3 | 17 |
| Grade 3 | 18 |
| Grade 4 | 17 |
| Grade 4 | 19 |
| Grade 5 | 19 |
| Grade 6 | 23 |
| Opp. 1-3 | 20 |
| Opp. 3/4/5 | 13 |
| Opp. 5/6 | 12 |
| **Total** | **250** |
| **# of Classes** | **15** |

| Grade | English |
|---|---|
| Kindergarten | 15 |
| Kindergarten | 15 |
| Grade1 | 24 |
| Grade 1 | 12 |
| Grade 2 | 19 |
| Grade 2/3 | 20 |
| Grade 3 | 21 |
| Grade 4/5 | 22 |
| Grade 4/5 | 22 |
| Grade 4/5 | 22 |
| Grade 5/6 | 20 |
| Grade 5/6 | 20 |
| Opp. 2-4 | 8 |
| Opp. 4/5/6 | 11 |
| **Total** | **251** |
| **# of Classes** | **14** |

## Robert Rundle Elementary School

Robert Rundle Elementary School is located on a hill overlooking a large park, nestled behind Sir George Simpson Junior High School. The two schools share the same grounds and work effectively together in educational activities for our neighbourhood. Our students have access to natural forested areas, bicycle paths, soccer fields, baseball diamonds, outdoor rinks, two large well-equipped community playgrounds and Grosvenor Pool – St. Albert's only outdoor pool. We are also within a short walking distance to downtown St. Albert, including the Library, Theatre and Art Studios.

While serving student educational needs from Kindergarten to Grade 6, including two district special needs classes, (primary/junior, and junior opportunity), we believe in a program that rests on a foundation of community, curriculum, climate and character. Along with teaching the basics in education, we try to ensure that learning thrives beyond the school walls and gives the students the gift of lifelong learning. We believe that a well-rounded education builds a strong sense of self and personal commitment that enhances student achievement as well as identifies and nurtures student strengths.

With parents as partners in our school, we are a community of learners who welcome students into our school to begin their educational journey. We are proud of our accomplishments and the collaborative spirit throughout the school. The learning experiences shared in a warm and friendly environment makes our school a great place to be for staff, parents and students.

## Issues and Trends

As we prepare our education plan we need to envision what we value in our school. What do we want for our students?

- Our students should learn to think clearly, critically and with an inquiring mind.
- Our students need to know their culture, history, and citizenship in our global setting.
- Our students need to believe they can make a difference and we need to help them become equipped with the means to do so.
- Our students catch the joy and excitement of learning, which may be the greatest gift of a teacher.
- Our students have opportunities to develop their social, emotional learning, empowering them with empathy, acceptance and mindfulness.
- Students are excited about their learning.

## Focus

We move through our instructional practices toward a shared understanding of these core beliefs:

- All students can achieve high standards given the right assistance, time and support
- All teachers can teach to these high standards given the right assistance, time and support
- High expectations and early intervention are essential
- Learning is a shared responsibility among staff, students, and parents
- A culture of learning is a social/emotional environment in which inquiry, risk-taking, sharing and collaboration are encouraged in order to optimize student learning
- Our commitment to inclusive education means building a sense of belonging and providing equitable opportunities for all students to experience success
- Literacy and numeracy are the essential components of learning in our classrooms and school

### Characteristics

As education policies, curricula, priorities, programs, and initiatives evolve, they need to be successfully implemented to ensure student learning success.

Successful implementation:

- is a shared responsibility among stakeholders
- is developmental and contextual
- is meaningful, purposeful and focused on key priorities – Literacy, Numeracy, Early Intervention
- involves a culture of improvement, change and reflection
- new curricula/assessment tools and strategies
  - ➢ benchmarking to inform instruction
  - ➢ screening tools, running records
  - ➢ numeracy/literacy across subjects
- numeracy/fact fluency
  - ➢ alignment with new curriculum
  - ➢ informing parents

- ➤ instruction in mathematics
- early interventions
    - ➤ literacy – reading, writing
    - ➤ numeracy
    - ➤ English Language Learners
- technology
    - ➤ devices
    - ➤ digital literacy
    - ➤ effective and appropriate use
- student-directed/project based learning
    - ➤ genius hour
    - ➤ STEM (Science, Technology, Engineering and Math) activities
    - ➤ student ownership

**Moving Our Teaching Practice Ahead to Improve Student Learning**

- Responsive Classroom Approach
- Literacy
    - o Empowering Writers – Lucy Calkins
    - o Words Their Way
    - o English Language Learners (ELL)
    - o Daily 5 and Café in the Classroom
    - o Early Literacy Support
    - o Numeracy
    - o IXL Math Website – Language Arts Website
    - o Daily 3 Math
- Individual student support through differentiated instructional practices
- Technology

**Creating A Culture For Learning**

- We act on our belief that all students can be successful
- We accept learning as the fundamental purpose of our school and examine all our practices in light of their impact on learning
- We engage in and assume leadership for collaborative practice
- Social-Emotional learning through the Responsive Classroom Approach is the foundation of our school
- We use results to enhance our teaching practices

## District Priorities and Outcomes

### District Priority Areas

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,Increase literacy and numeracy skills of students in Preschool to Grade 12 through a district Enhancing Instructional Practice Project.

### District Outcomes 2017-2020

Outcome 1: The diverse needs of our students are met in inclusive learning environments.
Outcome 2: Students demonstrate growth in literacy and numeracy skills.
Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

## School Objectives and Priority Areas 2017-2018

Robert Rundle Elementary School has identified priority areas for consideration in the Education Plan.

We are cultivating an environment which fosters a culture of improvement which has improvement embedded in its daily practices. The Professional Learning Community (PLC) will influence improvement and impact all of our initiatives. Our learning community members:
- Share a common vision and goals that have student learning as the focus
- Improve individual and collective performance by coming together regularly for learning, decision-making, problem-solving and celebration
- Enhance individual effectiveness through inquiry, practice and peer reflection
- Support a culture of collegiality, collaboration, respect and trust

At Rundle we have embarked on a school plan that embraces the philosophy that we are teaching the whole child.

This comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in arts and ready for the world beyond.

Elements critical to student success include strong academics, athletics, social and emotional development, the arts and community involvement.

The benefits of a holistic perspective extend beyond the academic curriculum and permeate school climate, security and safety, and are embedded in school culture of Social-Emotional Learning.

Specific school priorities include:

- Student Engagement
    - Responsive Classroom
    - Academic choice/technology
    - Student ownership of learning
    - Student leadership
    - Resilience and anxiety management
    - Language of learning book study
- Numeracy
    - Early interventions and assessments/benchmarks
    - Technology appropriate/effective use
    - Guided Math/Math Daily 3
    - Learning Sprints
    - Technology - websites
- Literacy
    - Blitzes and Sprints
    - Writing
    - Technology appropriate/effective use
    - Daily 5/Café

- Joyful Interventions
- Technology – chromebooks
- Nutrition Program  lunch
- Special programming – First Nation Metis Inuit, outdoor education, clubs
- Collaborative Culture
- Professional Growth
  - Weekly Meetings
- Home – School Communication
  - Home-School Connection
  - Classroom Weekly Newsletters
  - Student Agendas
- Special Education – classes
- Safe and Supported students

## THE WHOLE CHILD

**WHAT WE KNOW**

- When schools and adults generate a school culture that supports the development of the students, student achievement improves and behaviour problems decrease
- Learning environments that focus on caring student-teacher relationships, student social and emotional needs and high expectations result in students who perform better academically and have lower rates of emotional and social problems

In our school we want to nurture and foster the following:
- Students drive and own their learning and get to make choices about it.  Student-teacher relationships are nurtured.
- Robert Rundle is safe and student-centered; responding to the community with a sense of belonging, satisfaction and student engagement.
- Curriculum is engaging, is developmentally appropriate and provides multiple opportunities for learning.
- Assessment for learning is formative. It acknowledges the whole child and is designed for student success.
- We believe that the research supports what children need:  supportive environments that nurture their social, emotional, physical, civic and cognitive development.

**Whole Child Approach**

1. Provide approaches and the methods for achieving them based on a clearly articulated conceptual framework in social and emotional learning.

2. Provide programs or approaches that are based on sound theories of child development, incorporating concepts that demonstrate beneficial effects on children's attitudes, academic processes and behaviours.

3. Provide programs or approaches that include detailed instructions to assist all staff in using a variety of student-centered teaching strategies.

**Evidence**

Examples of evidence may include:
- A strong clearly articulated vision that reflects current research, as well as stakeholders' priorities, needs and contexts.
- Stakeholders have a sense of ownership in the development of the vision. Stakeholders also support and can articulate the vision.  All stakeholders endorse the vision statement.
- Regular stakeholder communications reference the vision and describe how it has been implemented.
- The vision informs all implementation decisions.  Evidence demonstrates how implementation decisions align with the vision.
- The vision is periodically reviewed and revised – reflective practice.

## School Objectives - Looking toward the Future

**Objective 1:    Social and Emotional Learning**

**Relationship to Outcomes:        1,2,3,4,5**

Outcome 1:    The diverse needs of our students are met in inclusive learning environments.

Outcome 2:    Students demonstrate growth in literacy and numeracy skills.

Outcome 3:    Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 4:    Staff wellness and resiliency are supported through culture, collaboration and professional learning.

Outcome 5:    District growth is supported and managed by governance, public engagement, and partnerships.

**Reporting our Progress (2016-2017)**
**Highlights**

- Responsive Classroom
- Open Houses, BBQ, Success Night Celebration
- We Day and Grade 6 Leadership – changes to Leadership structure
- Power of our Words – common language
- Weekly newsletters using Mailchimp to improve delivery and parent access
- Outdoor Education lessons, field trips and camps
- We Scare Hunger campaign
- Hour of Code
- Kindness Month
- World Read Aloud Day
- Best Buddies
- Initiatives Club – Grades 4 and 5
- Teacher/Parent communication

**Challenges**

- Introducing many new staff into school social and emotional classroom approach
- Education of parents in Responsive Classroom Approach
- Time to implement practices
- Support for success for every student
- Academic choice activities
- Interactive modelling focus
- Effective use of quiet time
- Introducing new students, parents and staff into school social and emotional classroom approach (responsive classroom)
- Supporting students' diverse needs
- Supporting students with anxiety

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**Progress toward Meeting Objective 1:**

**Partially Achieved**

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**Key Strategies 2017-2018:**

- Community service activities that support school initiatives
- Communication with all stakeholders
- Collaborative culture throughout the whole school
- Academic choice activities
- Nurture close relationships and student connections
- Focus on our CARES acronym throughout the year
- Continue a common, positive language
- Home-School Connection, Open Houses
- Enhance Grade 6 student leadership
- Continue focus on whole school practices
- Student trust and choice
- Effective management strategies
- Using restorative approaches to foster effective learning
- Students involved in engaging academics
- Grade 6 community service
- Common language – all grades, all staff
- Resources support social skill development
- Staff model and nurture attitudes that emphasize the benefits gained from learning
- Focus on student engagement to enhance learning and to effectively manage classroom and student behaviors
- Fostering a sense of leadership and community within Grade 5 and 6 students
- Communication with all stakeholders (eg. twitter, home-school connections, class newsletters, open houses, etc.)
- Nurture close relationships and student connections (eg. CARES, focus, growth mindset, best buddies, bucket teams, restorative justice, etc.)
- Book study – The Language of Learning
- Anxiety support and building resilience in staff and students

**Objective 2: Enhance Literacy and Numeracy instruction**

**Relationship with District Outcomes:     1,2,4,5**
Outcome 1:   The diverse needs of our students are met in inclusive learning environments.
Outcome 2:   Students demonstrate growth in literacy and numeracy skills.
Outcome 4:   Staff wellness and resiliency are supported through culture, collaboration and professional learning.
Outcome 5:   District growth is supported and managed by governance, public engagement, and partnerships.

**Reporting our Progress (2016-2017)**
**Highlights**

- Empowering Writers, Jump Math, Words Their Way resources and workshops
- Hour of Code
- Grades 4-6 participated in National Aboriginal Day
- Chromebooks
- Using Google Classroom and Read and Write for Google
- Coding with code.org and Scratch
- Continued use of IXL Math app
- Staff Collaboration on Literacy/Numeracy
- Professional Growth weekly meetings
- Classroom libraries
- Common structure – Daily 5
- Early and ongoing intervention
- Student and staff reflective practices
- Mini lessons, read alouds, Café
- Blitz and sprints: beginning in L.A. (K-6)
- Joyful interventions:  beginning in L.A.
- Lucy Calkins:  Writing – Grades 4-6
- IXL Language Arts Website
- ELL (English Language Learners) Programming
- Tumble Books
- Agile Learning – Sprints
- New APPS
- Numeracy Morning Meetings
- Book study – Guided Math and Numerate Learning
- Enhanced use of manipulatives

**Challenges**

- Working with Words and spelling strategies
- Time to evaluate all resources
- Effective literacy instruction
- Knowledge and skill for teaching numeracy and literacy
- Supporting young readers early intervention
- New staff training in our literacy programs
- Offering a range of materials and time to find resources that are "Good Fits"
- Curriculum across the grades – What does it look like?
- Effective use of technology in literacy
- Reluctant readers
- ELL programming
- Organization of literacy resources, manipulatives
- What is happening at district level vs. school initiatives vs. provincial level
- Implementation of Empowering Writers, Words Their Way, Joyful Early Learning Interventions
- Implementing the Joy of Literacy

- Budget for classroom library
- Early Intervention strategies
- Prioritizing and implementing a wide range of resources
- Vocabulary development
- ELL support – more needs
- Support mega-cognition for students
- Spelling strategies and working with words

**Progress toward Meeting Objective 2:**

Partially achieved and ongoing

and skills
- Focus on comprehension and higher-level thinking skills continued
- Build stamina for reading and writing
- Model and demonstrate useful strategies that good readers use
- Motivate students in all literacy initiatives though interactive modelling
- Employ read aloud material in quiet time
- Challenge activities that push students with higher expectations
- Involve managed student choice in instructional activities
- Shift responsibility to students – gradual release of responsibility
- Promote exemplary teaching practices that are responsive to students' needs
- Communication – resources, effective practices
- Higher level strategy focus
- Common approaches and language
- Professional growth in Literacy/Numeracy, Early Intervention
- Digital Literacy – effective iPad use
- Continue Special Education focus on Numeracy, Literacy
- Implement ELL programs
- Cross curricular initiatives
- Effective use of resources – Working with Words
- Effective use of technology
- Differentiation of instructional practices
- Use of Read Alouds
- Build Numeracy Toolkits
- Literacy Parent Information evening
- Boys Literacy Club
- Baseline Assessments and Benchmarks
- Continuum of writing (K-6) Narrative benchmark for all grades/class at end of year
- Use of Public Library resources

- Math Talks
- Joyful Interventions blitzes
- Increase mentor texts for instruction
- Foster and promote student engagement
- Familiar with new Math curriculum
- Cross curricular activities
- Weekly PLC meetings
- Make focus on basic Math skills and concepts
- Implement Math journals
- Math literature displayed in classroom

## Objective 3:    Collaborative Culture

**Relationship with District Outcomes:     1,2,3,4**
Outcome 1:    The diverse needs of our students are met in inclusive learning environments.
Outcome 2:    Students demonstrate growth in literacy and numeracy skills.
Outcome 3:    Students are resilient and have the skills to succeed when faced with opportunities and challenges.
Outcome 4:    Staff wellness and resiliency are supported through culture, collaboration and professional learning.

**Reporting our Progress (2016-2017)**
**Highlights**

- Professional growth approach, introducing two week sprints
- Teachers collaborate in three targeted PLC's (Professional Learning Community): numeracy, literacy and writing
- Continuing collaborative PLC/PG morning meetings
- Professional Growth and long term planning as flexible, organic documents
- Responsive Classroom approach
- Co-creating classroom agreements with students
- Teachers return from professional development (p.d.) to share with staff
- Everyone is part of a learning community
- Whole school activities – assemblies, concert, performances
- Whole school approaches:
        Empowering Writers, Math
        Early Intervention
- Shared professional development is effective
- Research based study
- Helping grade transitions/new teachers
- Share teacher resources among others (resource, mentor texts, strategies, etc.)
- Effective communication and support between support staff and teachers
- Collaborative leadership and learning partnerships
- Culture of/for learning
- Mentorship Program
- Research based professional growth
- Shared leadership

**Challenges**

- Unity of purpose
- Collaborative leadership
- Incorporate all new teachers into all school policies, practices and procedures
- Connecting all staff together – part-time staff
- Time to collaborate with all stakeholders
- Building capacity in staff for student achievement
- Raising the bar of expectations to close the gap in student achievement
- Understanding the change process
- Developing a culture for learning
- Expertise at the school level to assist all in learning from one another
- Supporting collaboration systematically
- Developing and acting on shared purpose
- New staff – Responsive Classroom Approach
- Integrating new support staff into the schools culture
- Maintaining a strong practice for all staff in regards to Responsive Classrooms
- Where school focus on literacy and numeracy
- Student ownership of learning
- Time for teachers to learn, explore, ask and collaborate
- Incorporate new students into school policy, practices, and procedures

**Progress toward Meeting Objective 3:**

Partially achieved and ongoing

**Key Strategies 2017-2018:**

- Mutual support, joint work and broad agreement on effective practices
- Continue to promote shared values and understanding
- Assume collective responsibilities
- Review assessment practices for authenticity
- Engage teachers in learning literacy concepts to develop a deep understanding of reading and writing processes
- Direct professional development processes beyond training so teachers have many opportunities to learn about, study, apply, and reflect on professional practices
- Focus results on increased student achievement
- Continue the collaborative practices and learning culture to improve teaching and learning
- Build capacity to transform literacy learning
- Assessment for all literacy initiatives using evidence effectively
- Building of effective teams through collaboration
- Use effective research-based study in our search to effectively engage students in their learning

- Weekly meetings
- Introduction of new assessment practices
- Collaborative team notes sent to all staff weekly
- Professional growth activities – choice
- Shared professional growth
- Review and share assessment practices
- Learning sprints and Joyful Interventions in which groups of teachers target learning outcomes
- Weekly Literacy and Numeracy PLC and PG meetings
- Collaborative Google Docs and Team Drives
- Whole school approaches in literacy and numeracy (Reading-Daily 5/Café, Writing-Empowering Writers – Words Their Way, Math – Guided Math)
- Targeted professional growth and student engagement practices

## Objective 4:    Safe and Supported Learning Community

**Relationship with District Outcomes:       1,2,3,4,5**

Outcome 1:    The diverse needs of our students are met in inclusive learning environments.
Outcome 2:    Students demonstrate growth in literacy and numeracy skills.
Outcome 3:    Students are resilient and have the skills to succeed when faced with opportunities and challenges.
Outcome 4:    Staff wellness and resiliency are supported through culture, collaboration and professional learning.
Outcome 5:    District growth is supported and managed by governance, public engagement, and partnerships.

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**Reporting our Progress (2016-2017)**
**Highlights**

- Academic choice lunch hour supervisor in every classroom
- Student placement practices
- Integration of special needs students in regular classrooms
- Home-School connection
- Responsive classroom approach
- Bucket Teams
- Supervision structure
- School wide agreements
- All students articulate their hopes and dreams
- Common language, power of our words and common expectations of all staff and students
- Articulated vision in a caring classroom culture and its guiding principles
- Staff communication
- Consistent structure throughout school
- Safety Patrol
- Student recognition – CARES Award, Terrific Kids, Bucket Filler

- School-wide classroom agreements
- Leadership opportunities for all students
- School-wide activities that create a sense of community, connectedness and safety
- Behaviour plans that support safety and positive behaviour
- Project of Heart and National Aboriginal Day
- Pink Shirt Day
- Preparation of Grade 6 students for next level (Grade 7)
- School Clubs
- Aboriginal Games
- Consistent and effective supervision structure throughout the day
- Routines, order and expectations are implemented

**Challenges**
- Communication with parents
- Frequent opportunities for student participation, collaboration, service and self-direction
- Systematic approach to support safety and positive behaviour
- Continuing Responsive Classroom Approach to improve school climate, safety and conduct
- Continuing new staff involvement in learning strategies to maintain orderly and focused classrooms
- A continuum of support for the students who need them
- Involvement of families, students, school staff and community
- Continuous improvement based on data
- A changing and engaged curriculum for all students
- Support for teachers to design and assess for engaged learning
- Connected to all families
- Support for increasing numbers of ELL students

**Progress toward Meeting Objective 4:**

Partially achieved and ongoing

K

- Introducing more academic choice activities in daily activities
- Knowing the children we teach – individually, culturally and developmentally
- Knowing the families and encouraging their participation, working together to accomplish our shared mission is as important as our individual competence
- Using our social interaction activities that result in the greatest cognitive growth
- Using techniques that support student responsibility for decision-making and self-control, including specific strategies that establish and enforce classroom rules and resolve student conflicts

- Creating and maintaining safe and supportive learning communities requires attention to social relations, physical setting, supports and services, and resources
- Fostering community-wide and school-wide conversations about what our school is about
- Setting goals and strategies for responsibility and accountability
- Aligning curriculum, student supports, professional growth and development policies, and resources to reflect school practices
- Developing a system to support English Language Learners effectively
- Teacher language for engaged learning
- Effective use of digital Literacy practices
- Give high quality feedback
- Effective and practical ways to stop bullying and intolerance
- Exploring meditation practices in all classrooms
- Using the Tea Tree and Kids in the Know programs
- Gathering and using resources to support Mind Up Program
- Exploration of mindfulness practices in all classrooms – yoga, meditation, school activities (Bucket Teams)
- Incorporating First Nations, Métis and Inuit lessons and resources
- Introduce WITS/LEADS programs  - Anti Bullying
- Building routines and expectations with school-wide practices (Daily 5, Responsive Classroom, Guided Math, etc.)
- Providing academic choice
- Knowing the children and families we teach – individually, culturally and developmentally
- Support student responsibility for decision-making and self-control
- Attend to social relations physical settings, supports/services/resources
- Setting goals for responsibility and accountability
- New parking and drop-off procedures for students and parents
- Review language of Learning
- Growth mindset activities

## Financial Performance 2016-2017

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget.  Below is an explanation of the final year-end balance for the school.

**Year End Balance:**  $  79 174.00

**Explanation:**

- The year-end balance is the result of our school and community being fiscally responsible, proactive and innovative.  Parent Society efforts to assist our school with fundraising are appreciated.
- The balance contains an accumulated amount carried over from the previous years.
- The balance allows us to plan for:
  - ❖ Assistance for future technology expenditures
  - ❖ Extra and co-curricular program funding
  - ❖ Assistance for families who have difficulty meeting commitments for school programs
  - ❖ Enhancement projects to school and grounds
  - ❖ Staff Professional Development funds
  - ❖ Special needs support
  - ❖ Contingency funds

## SETTING THE PATHWAY FOR LIFE LONG LEARNING

Robert Rundle Elementary School's Education Plan continues to provide the framework that sets the direction for our school.  With parents as partners, we are a community of learners who welcome students into our school to begin their educational journey.  We are proud of our accomplishments and the collaborative spirit throughout the school.  The learning experiences and atmosphere makes our school a great place to be.

*"Thrifty people manage their time, money and resources wisely."*

John Osgood

The absolute first reason to be in Education is to care and love the children. You cannot teach a thing unless you do.

## Financial Planning 2017-2018

### RESOURCE AND DISTRIBUTION
### ROBERT RUNDLE SCHOOL

| REVENUES | 2017-2018 Fall Budget | | 2017-2018 Spring Budget | | 2016-2017 Fall Budget | |
|---|---|---|---|---|---|---|
| 1. Basic Program Allocation | $ | 1,966,881 | $ | 1,654,470 | $ | 1,827,474 |
| 2. Other Revenues | | | | | | |
| 2.1 Fees | $ | 176,100 | $ | 89,686 | $ | 100,500 |
| 2.2 Cafeteria | | | | | | |
| 2.3 Donations | | | | | | |
| 2.4 Fundraising | $ | 5,000 | $ | 7,000 | $ | 7,000 |
| 2.5 Other Revenues | $ | 27,400 | $ | 37,743 | $ | 37,743 |
| 3. Surplus / Deficit Allocation (S/D) | $ | 79,174 | $ | 100,000 | $ | 173,766 |
| TOTAL REVENUES | $ | 2,254,555 | $ | 1,888,899 | $ | 2,146,483 |

| EXPENDITURES | 2017-2018 Fall Budget | | 2017-2018 Spring Budget | | 2016-2017 Fall Budget | |
|---|---|---|---|---|---|---|
| 1. Certificated Staff | $ | 1,515,872 | $ | 1,347,548 | $ | 1,610,722 |
| 2. Support Staff | $ | 283,185 | $ | 264,113 | $ | 264,895 |
| 3. Services | $ | 158,900 | $ | 140,431 | $ | 140,431 |
| 4. Supplies | $ | 184,383 | $ | 66,727 | $ | 66,727 |
| 5. Furniture, Equipment & Capital | $ | 1,500 | $ | 406 | $ | 406 |
| 6. Technology | $ | 34,090 | $ | 21,782 | $ | 21,782 |
| 7. Future Emergent Initiatives | $ | 76,625 | $ | 47,892 | $ | 41,520 |
| TOTAL EXPENDITURES | $ | 2,254,555 | $ | 1,888,899 | $ | 2,146,483 |

| TOTAL REVENUES LESS EXPENDITURES | $ | - | $ | - | $ | - |
|---|---|---|---|---|---|---|

| ENROLMENT | 2017-2018 Fall Budget | 2017-2018 Spring Budget | 2016-2017 Fall Budget |
|---|---|---|---|
| FTE Enrolment (ECS @ .5) | 236.50 | 219.00 | 235.00 |

| STAFFING PERCENTAGES | 2017-2018 Fall Budget | 2017-2018 Spring Budget | 2016-2017 Fall Budget |
|---|---|---|---|
| Certificated Staff FTE | 14.70 | 12.85 | 15.70 |
| Support Staff FTE | 5.86 | 5.36 | 5.36 |
| Certificated Staff Percentage | 74.1% | 76.8% | 80.5% |
| Support Staff Percentage | 13.8% | 15.1% | 13.2% |
| TOTAL STAFFING PERCENTAGE (with S/D) | 87.9% | 91.9% | 93.7% |
| TOTAL STAFFING PERCENTAGE (without S/D) | 91.5% | 97.4% | 102.6% |

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denominator of the calculation.

Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.

Other Revenue includes adult and international student fees.

## Appendix I – Student Performance and Achievement

### Provincial Achievement Test Results

The following provides the school's results on Provincial Achievement Tests, participation rates and an interpretation of the results.

### Grade 6 English Language Arts

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | School | Prov | School | Prov | School | Prov | School | Prov | School | Prov |
| | **%** | % | **%** | % | **%** | % | **%** | % | **%** | % |
| Participation: Writing | **96.9** | 90.8 | **100.0** | 90.4 | **100** | 90.6 | **96.0** | 90.6 | **94.9** | 90.2 |
| Results Based on Number Enrolled | | | | | | | | | | |
| Acceptable Standard | **93.8** | 82.5 | **100.0** | 81.9 | **100** | 82.8 | **96.0** | 82.7 | **94.9** | 90.2 |
| Standard of Excellence | **25.0** | 16.3 | **25.9** | 17.8 | **50** | 19.5 | **72.0** | 20.4 | **59.0** | 18.9 |
| Results Based on Number Writing | | | | | | | | | | |
| Acceptable Standard | **96.8** | 90.9 | **100.0** | 90.6 | **100** | 91.3 | **100** | 91.5 | **100** | 91.5 |
| Standard of Excellence | **25.8** | 18.0 | **25.9** | 19.5 | **50** | 14.1 | **75** | 22.6 | **62.2** | 20.9 |

### Interpretation of Results

**Strengths:**
- Reading overall continues to be a big strength in all categories
- Organization in narrative writing has gone up (follows a coherent order, good beginnings and endings, connections among characters and events are maintained)
- Vocabulary in narrative writing has improved
- Conventions in narrative writing has improved.
- Associating meaning (context clues synonyms/antonyms connotative meaning) and informational text is strong
- Poetry continues to get better (narrative/poetic 80%, province 66%)
- Did well at identifying literary devices in poems, comics, novels

**Concerns:**
- Writing overall still needs improvement, we have 12/37 Standard of Excellence compared to 29/37 for reading
- Content in narrative writing (context is established, ideas are intentionally chosen for the context supporting details are specific and effective, writing is purposeful and holds readers interest)
- Sentence structure in narrative writing
- Newspaper articles overall were down this year
- Synthesizing, while it is improving and still higher than the province, it was the only reading strand below 80% for us

**Initiatives:**
- Being able to elaborate and expand on ideas and make it interesting for the reader
- We need to work on different sentence types in upper grades (compound, complex, identifying run-on and fragment sentences); students in lower grades need to have a good grasp of basic sentence structure (simple sentence, subject/predicate, identifying complete and incomplete sentences in their own writing)

- Begin to sort and classify researched information at previous grades so that in Grade 6 they can begin to organize paragraphs and turn it into their own writing

**Grade 6 English Mathematics**

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | School | Prov | School | Prov | School | Prov | School | Prov | School | Prov |
| | **%** | % | **%** | % | **%** | % | **%** | % | **%** | % |
| Participation: Writing | **90.6** | 90.9 | **96.3** | 90.7 | **100** | 90.2 | **100** | 90.4 | **94.9** | 89.9 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | **75.0** | 73.0 | **88.9** | 73.5 | **97.4** | 72.5 | **100** | 71.4 | **94.9** | 89.9 |
| Standard of Excellence | **15.6** | 16.4 | **7.4** | 17.2 | **36.8** | 13.8 | **45.8** | 13.8 | **25.6** | 12.8 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | **82.8** | 80.3 | **92.3** | 81.1 | **97.4** | 80.4 | **100** | 19 | **97.3** | 96.2 |
| Standard of Excellence | **17.2** | 18.1 | **19.2** | 17.0 | **36.8** | 15.3 | **45.8** | 15.2 | **27.0** | 13.7 |

## Interpretation of Results

**Strengths:**
- Interpreting graphs
- Patterns and relations
- Transformations

**Concerns:**
- Mastering basic computational skills
- Number sense
- Computations with decimals

**Initiatives:**
- Computation
- Number Talks
- Operations with decimals

**Grade 6 English Science**

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | School | Prov | School | Prov | School | Prov | School | Prov | School | Prov |
| | **%** | % | **%** | % | **%** | % | **%** | % | % | % |
| Participation: Writing | **81.3** | 90.9 | **81.5** | 90.2 | **71.1** | 89.7 | **79.2** | 90 | **94.9** | 89.1 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | **65.6** | 77.5 | **77.8** | 75.9 | **68.4** | 76 | **79.2** | 72.6 | **92.3** | 16.6 |
| Standard of Excellence | **18.8** | 25.9 | **40.7** | 24.9 | **47.4** | 25.9 | **58.3** | 27.7 | **53.8** | 29.5 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | **80.8** | 85.2 | **95.5** | 84.2 | **96.3** | 84.8 | **100** | 86.1 | **97.3** | 86.0 |
| Standard of Excellence | **23.1** | 28.5 | **50.0** | 27.6 | **66.7** | 28.8 | **73.7** | 30.8 | **56.8** | 32.2 |

## Interpretation of Results

**Strengths:**
- Understanding scientific methods
- Aerodynamics

- Graph representations

**Concerns:**
- Inquiry based and problem solving
- States of matter
- Phases of the moon

**Initiatives:**
- Project based learning
- Stem projects
- Cross curricular problems

**Grade 6 English Social Studies**

|  | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | School | Prov | School | Prov | School | Prov | School | Prov | School | Prov |
|  | **%** | % | **%** | % | **%** | % | **%** | % | % | % |
| Participation: Writing | **81.3** | 90.1 | **81.5** | 89.6 | **71.1** | 89.2 | **79.2** | 89.6 | **82.1** | 89.3 |
|  | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | **68.8** | 72.7 | **77.8** | 70.4 | **68.4** | 69.6 | **79.2** | 71.1 | **76.9** | 72.6 |
| Standard of Excellence | **18.8** | 19.0 | **18.5** | 16.6 | **36.8** | 18.7 | **41.7** | 22.6 | **15.4** | 22.4 |
|  | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | **84.6** | 80.7 | **95.5** | 78.7 | **96.3** | 78 | **100** | 79.4 | **93.8** | 81.3 |
| Standard of Excellence | **23.1** | 21.1 | **22.7** | 18.6 | **51.9** | 21 | **52.6** | 25.3 | **18.8** | 25.1 |

**Interpretation of Results**

**Strengths:**
- Local/Provincial Government
- Democratic Principles
- Iroquois Confederacy
- Ancient Athens

**Concerns:**
- Charter of Rights and Freedoms
- Reading/Using maps (intercardinal directions)
- Synthesizing and Drawing conclusions from a map
- Relating democratic ideals to how we can get involved
- Decision making in the Iroquois Confederacy

**Initiatives:**
- More emphasis needs to be put on understanding the Charter of Rights and Freedoms in language that is better understood by the students/more relatable
- Reading maps
- Applying and transferring strategies learned in Language Arts such as synthesizing/making inferences to Social Studies content
- Continue to focus on reading and reading stamina
- Reading tables/graphs/pictures and inferring from them

## Summary Comments Regarding Provincial Achievement Test Results

- Continue working with comprehension strategies in Café Menu
- Work on organization and sentence structure
    - Stamina
- With a continued focus on reading and adding writing (spelling, word work, vocabulary) as a whole school, our focus continues to be literacy based
- Overall scores were excellent
- Teach strategies to students so they can apply knowledge/skills to various types of questions
- Our results in Grade 6 have increased dramatically.  We infer that we are on the right track with our approaches
- Results reflect teacher growth and continuity
- Having teachers that have taught the subject more than once is reflected in growth
- Collaborative effort in divisions
- Students have demonstrated success in knowledge based questions
- Finding different ways to let students demonstrate/display/present their understanding of Science concepts
- Continue work on developing content writing
- Continue work on writing organization
- Continue work on conventions throughout K-6
- Focus on informational text writing

## Appendix II – Other Indicators of Student Performance

- Focus on small learning groups
- Hard work and staff talents
- Student leadership – Grade 6 emphasis
- Safe and supportive school environment
- Continue to collect and maintain up to date learning resources and materials
- Focus on co-curricular programs that enhance school program
  - ❖ Outdoor Education Program
  - ❖ Curriculum emphasis for field trips
- Focus on discovery learning, hands on activities, problem solving and critical thinking
- Professional development that meets staff needs and is tied to professional growth plans
- Continue to modify assessment practices reviewed and aligned with report card outcomes
- Use of writing rubrics
- Portfolios used more as a showpiece of student learning
- Coordination of school activities to minimize disruption at times when review is needed
- Strong parental involvement which assists us in meeting student needs. Teachers foster this through Home-School Connection, weekly newsletters, open houses, conferences and meetings (individual/whole group)
- Emphasis on celebrating student curricular and extracurricular success
- Differentiated instruction practices
  - Reading
  - Literacy support
  - Daily 5/Café In The Classroom
  - Book collection
  - Classroom library
  - Daily 3 Math
- Conferring
- Benchmarking
- Urgency
- Technology integration
- Exam Bank
- Empowering Writers program

## Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. The number of respondents is also included. Please be advised that survey processes were modified in the 2016-2017 school year. There were both changes to a number of survey questions and the method of administration. In particular, we shifted to an online survey administration for parents. Caution is warranted when comparing results from year to year.

Student Survey (Based on the Accountability Pillar Survey)

| Question | % Good / Very Good 2014-2015 | % Good / Very Good 2015-2016 | % Good / Very Good 2016-2017 |
|---|---|---|---|
| The teachers at my school are. | 100 | 94 | 96 |
| My school is. | 100 | 92 | 98 |
| | | | |
| | % Yes 2014-2015 | % Yes 2015-2016 | % Yes 2016-2017 |
| At school, I am encouraged to try my best. | 99 | 92 | 93 |
| At school, most students follow the rules | 93 | 69 | 78 |
| At school, most students help each other. | 93 | 85 | 83 |
| At school, most students respect each other | 96 | 74 | 74 |
| I am proud of my school. | 98 | 87 | 85 |
| I am treated fairly by adults at my school. | 98 | 80 | 84 |
| Other students treat me well. | 100 | 80 | 86 |
| I feel safe at school. | 100 | 90 | 93 |
| I feel safe on the way to and from school. | 100 | 91 | 88 |
| My teachers care about me. | 100 | 89 | 92 |
| | | | |
| Our School Survey | -- | -- | % Yes 2016-2017 |
| My school work is challenging. | -- | -- | 65 |
| My school work is interesting. | -- | -- | 75 |

| Year | Number of Respondents (Grades 4-6) |
|---|---|
| 2016-2017 | 122 |
| 2015-2016 | 107 |
| 2014-2015 | 107 |

| Parent Survey Questions Paper Administration | % Satisfied | Parent Survey Questions Online survey (all families) | % Satisfied | % Don't Know |
|---|---|---|---|---|
| How satisfied are you… | 2014-2015 | How satisfied are you… | 2016-2017 | 2016-2017 |
| 1. with the quality of education that your child is receiving? | 100 | with the quality of education that your child is receiving? | 100 | 0 |
| 2. with the choice of courses and programs available in your school? | 100 | with the choice of courses and programs available in your school? | 100 | 0 |
| 3. (New Question for 2016-17) | | with the support and resources available to meet the diverse needs of students. | 95 | 5 |
| 4. that your child is encouraged by his or her teachers to achieve high standards? | 100 | that your child is encouraged by his or her teachers to achieve at their personal best. | 100 | 0 |
| 5. that your child's learning needs are being met? | 97 | that your child's learning needs are being met? | 96 | 0 |
| 6. with the extra help available, if your child requires it? | 94 | with the extra help available, if your child requires it? | 82 | 14 |
| 7. that teachers help your child to achieve learner outcomes? | 97 | that teachers help your child to achieve learner outcomes. | 95 | 5 |
| 8. that your child is developing the skills and attitudes to become a lifelong learner? | 98 | that your child is developing the skills and attitudes to become a lifelong learner? | 100 | 0 |
| 9. that the school helps your child become a good, caring citizen? | 100 | that the school helps your child become a good, caring citizen? | 100 | 0 |
| 10. that the school provides your child with activities that promote volunteerism and community contribution? | 100 | that the school provides your child with activities that promote volunteerism and community contribution | 91 | 5 |
| 11. (New Question for 2016-17) | | that my child enjoys going to school. | 100 | 0 |
| 12. that the school provides students opportunities to assume leadership roles? | 100 | that the school provides students opportunities to assume leadership roles? | 86 | 14 |
| 13. with how the school keeps you informed about your child's progress and achievement? | 97 | that your child's progress is reported in an ongoing and timely manner. | 100 | 0 |
| 14. that the school is safe? | 98 | that the school is safe? | 100 | 0 |
| 15. that your child's school is a positive and welcoming place? | 100 | that your child's school is a positive, caring, and welcoming place. | 100 | 0 |

| 16. that expectations for student behaviour are clear? | 98 | that expectations for student behavior are clear and well-communicated. | 100 | 0 |
|---|---|---|---|---|
| 17. with the way discipline matters are dealt with by school staff? | 94 | that discipline matters are dealt with in a reasonable and timely manner by school staff. | 82 | 14 |
| 18. with the image of the school in the community? | 97 | with the image of the school in the community? | 91 | 5 |
| 19. with the communications you receive from the school? | 98 | that the information I receive about my child's learning at school tells me if my child is being successful in school. | 95 | 0 |
| 20. that the school is effective in deterring students from bringing illegal drugs and substances to the school? | 100 | that the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol. | 27 | 73 |
| 21. that your input is considered, respected, and valued by your school? | 95 | that your input is considered, respected, and valued by your school. | 91 | 0 |
| 22. with the leadership within your child's school? | 98 | that the leadership at your school effectively supports and facilitates teaching and learning. | 91 | 5 |
| 23. that the School Council plays a meaningful role in your school? | 98 | that the School Council plays a meaningful advisory role in your school. | 50 | 45 |
| 24. that there are opportunities for you to have meaningful input into decisions that affect your child's education? | 97 | that there are opportunities for you to have meaningful input into decisions that affect your child's education. | 86 | 5 |
| 25. with the leadership provided by district office? | 97 | that leadership at district level effectively supports and facilitates teaching and learning. | 77 | 23 |
| 26. with how the district manages financial resources? | 92 | that St. Albert Public Schools uses its financial resources to best meet the learning needs of students. | 71 | 29 |
| 27. with the Board's resource allocation, policies, priorities and processes? | 92 | with the St. Albert Public School Board's policies and processes. | 82 | 14 |
| 28. that your input is considered, respected, and valued by the St. Albert Public School Board? | 95 | that your input is considered, respected, and valued by the St. Albert Public School Board? | 77 | 18 |

| 29. Is financial need a barrier to your child's participation in student learning opportunities? | Yes 19% | No 81% | Are finances a barrier to your child's participation in classroom activities? | Yes 5% | No 95% |
|---|---|---|---|---|---|
| 30. (New Question for 2016-17) | | | If yes to the above, do you feel supported by the school so your child can participate in classroom activities? | Yes 100% | No 0% |

**Participation Rates**

| Year | Respondents |
|---|---|
| 2016-2017 | 22 |
| 2014-2015 | 64 |
| 2012-2013 | 84 |

| School Staff Survey Questions | % Satisfied 2014-2015 | Revised School Staff Survey Questions | % Satisfied 2016-2017 |
|---|---|---|---|
| 1. I am satisfied with the quality of education that students are receiving in this school. | 100 | I am satisfied with the quality of education that students are receiving in this school. | 100 |
| 2. I am satisfied with the choice of courses and programs available for students in the school district. | 100 | With the choice of courses and programs available for students in the school district. | 100 |
| 3. The district provides adequate support / resources to meet diverse student needs. | 96 | That I am provided the support and resources needed to meet the diverse needs of students. | 92 |
| 4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school. | 100 | With the services offered to students by teachers, counselors, administration, and other staff in my school. | 100 |
| 5. The professional development opportunities are useful in helping me meet the needs of my job. | 93 | With professional learning opportunities that are supported by the district. | 85 |
| 6. There is sufficient computer-related training available. | 100 | With the technology support and training that is supported by the district. | 100 |
| 7. The school staff have an opportunity to work in a collaborative and collegial fashion. | 100 | With the opportunities to collaborate with colleagues. | 100 |
| 8. (Non-teaching staff only) My annual growth plan helps me improve my skills. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills. | 100 / 100 | That the professional growth plan process helps me improve my skills. | 85 |
| 9. Students are developing the skills and attitudes to become lifelong learners. | 100 | That students are developing the skills and attitudes to become lifelong learners. | 100 |
| 10. The school helps students become good, caring citizens. | 100 | That the school helps students become good, caring citizens. | 100 |
| 11. I am satisfied with how discipline is dealt with within the school. | 96 | That discipline is dealt with in a reasonable and timely manner within the school. | 85 |
| 12. The school provides opportunities for students to develop leadership roles. | 100 | That the school provides opportunities for students to develop leadership roles. | 100 |

| School Staff Survey Questions | % Satisfied 2014-2015 | Revised School Staff Survey Questions | % Satisfied 2016-2017 |
|---|---|---|---|
| 13. I am satisfied with the opportunities to assume leadership roles. | 100 | I am satisfied with the opportunities to assume leadership roles. | 100 |
| 14. My input is considered, respected, and valued by my school. | 100 | My input is considered, respected, and valued by my school. | 92 |
| 15. I have the support necessary to be effective and successful in my job. | 100 | That I have the support necessary to be effective and successful in my job. | 92 |
| 16. (Non-teaching staff only) The expectations of my assignment are clearly defined. | 100 | The expectations of my assignment are clearly defined. | 92 |
| 17. My work or teaching assignment matches my knowledge and skills. | 100 | My work or teaching assignment matches my knowledge and skills. | 100 |
| 18. I feel safe in the school. | 100 | I feel safe in the school. | 100 |
| 19. The school is a positive and welcoming place. | 100 | That the school is a positive, caring, and welcoming place. | 100 |
| 20. The facilities are satisfactory. | 96 | That the facilities are well-maintained. | 85 |
| 21. That the image of the school in the community is positive. | 100 | That the image of the school in the community is positive. | 92 |
| 22. I am satisfied with the leadership within my school. | 100 | That the leadership at school effectively supports and facilitates teaching and learning. | 92 |
| 23. I am satisfied with leadership provided by district office. | 96 | That the leadership at the district level effectively supports and facilitates teaching and learning. | 92 |
| 24. I am satisfied with how the district manages financial resources. | 95 | That St. Albert Public Schools uses its financial resources to best meet the learning needs of students. | 77 |
| 25. I am satisfied with the Board's resource allocation, policies, priorities and processes. | 96 | With the St. Albert Public School Board's policies, priorities, and processes. | 85 |
| 26. My input is considered, respected, and valued by the St. Albert Public School Board. | 92 | That my input is considered, respected, and valued by the St. Albert Public School Board. | 85 |

**Participation Rates**

| Year | Respondents |
|---|---|
| 2016-2017 | 12 |
| 2014-2015 | 28 |
| 2012-2013 | 33 |

## School Evaluation of Satisfaction Surveys

## Results

**According to the results, our school's strengths are:**
- Values and citizenship through our Responsive Classroom Approach
- Strong satisfaction results from all stakeholder groups in school community
- Appropriate use of technology for teaching and learning
- Strong satisfaction and support for administration and staff
- High staff morale with emphasis on teamwork throughout the school
- Communication links between home and school
- A climate of mutual support
- Staff willingness to improve teaching skills
- High expectations of all – students, parents, staff and particularly oneself
- Students are encouraged to take responsibility for their own behaviour
- Community has confidence in staff to do their best for their children and our students
- A safe and caring environment is evident throughout the school
- A staff philosophy that ensures students' needs come first

**According to the results, an area in need of attention is:**


**General Comments**

- Our school council and parent community are true partners in their children's education and are willing to assist us in every way possible
- As issues arise, it will be important to maintain an open dialogue with all stakeholder groups, to be as responsive to educational needs as possible
- A true team effort and philosophy has built a strong rapport within our school community
- Success for every child is promoted, encouraged and fostered throughout the school program
- The focus of our school plan is on improving student learning
- Students are encouraged to demonstrate their knowledge and skills, to think critically and express their thoughts in an open and caring environment
- We are very proud of our results and will celebrate our successes
- Establish more avenues for parent input into school policies, practices and operation.  Use newsletter surveys and school council as ways to seek input
- Special Needs Coordinator helps staff access student support services and special education services
- Overall, we seem to be pleasing our stakeholders
- Our small school leads to many positives in all stakeholder groups
- All focus groups agree that within the school the quality of education and kids first philosophy is excellent
- Communications from school on each child's progress and achievement
  The school will <u>continue</u>:
  - ❖ Classroom newsletters
  - ❖ School website
  - ❖ Emails
  - ❖ Agendas
  - ❖ Friday Envelopes

- ❖ Home-School Connection
- ❖ Open House, Celebration of Learning
- ❖ Parent-Teacher Conferences
- ❖ Back to School BBQ
- ❖ Success Night
- ❖ Student/parent goals
- ❖ Individual Program Plans (IPPs)
- ❖ Discipline at school – restorative justice practices
- ❖ Responsive Classroom, First Six Weeks, Rules for Schools, Power of Our Words
- ❖ Agreements - hallway, lunch, classroom
- ❖ Supervision model enhanced
- ❖ Morning meeting - closing meeting
- ❖ Quiet time
- ❖ Daily schedule and structure
- ❖ Grade level configuration
- ❖ Extra lunch supervision
- ❖ Students feel safe and cared for
- ❖ Parents are satisfied with their children's education
- ❖ The school is a safe and caring place
- ❖ All stakeholders feel good about the school and staff
- ❖ The staff are professional with a focus on student learning and progress
- ❖ Whole school approaches provide a strong foundation for teacher efficacy, student learning/experience
- ❖ Robert Rundle is strongly connected to the community through its families, communication strategies and community service.

## Next Steps for Continuing Progress

- Search for high quality learning opportunities
- Maintain high student learning
    - ❖ Meet the needs of all students
    - ❖ Look for strategies/resources that meet our diverse learning community needs
    - ❖ Promote an active volunteer program to assist us in our classrooms
- Continue to explore Fine Arts options at all grade levels
- Continue Professional Learning Community with a focus on student learning and continuous improvement in student achievement.
- Weekly meetings
- Review and improve current cost structures and financial implications:
    - ❖ Ensure that our programs and costs are viable and affordable by our school community
- Continue to use technology to support student learning
- Increase professional development funds for all staff
- Newsletter parent input section highlighted
- Emphasis on increasing participation rates
- Responsive Classroom Approach
- Literacy Initiatives, Daily 5/Café in Classroom
- Communication
- Student Conduct
- Numeracy initiatives – Daily 3 Math
- Early Years Evaluation
- Implementation of mindfulness concepts

- Students need to follow the rules and respect each other
- School work needs to be challenging and interesting
- Children need opportunities for additional help
- Need more leadership opportunities for students
- Discipline matters need to be handled timely
- Need effective prevention/intervention strategies to deal with illegal drugs and alcohol
- Professional development needs more district support

## Participation Rates

**According to the results, our school's strengths with regards to participation rates are:**
Student participation rates are excellent.

**According to the results, areas in need of attention with regards to participation rates are:**
Encourage all parents to participate.

### General Comments
If participation rates are to increase we need to communicate the importance of the surveys.

### Next Steps for Continuing Progress
Communication through our newsletter will focus on survey purpose.
School Council will address ways to help in encouraging parents to complete and return surveys.