



Big Valley School

2014 -2015 Annual Education Results Report

2015-2016 School Education Plan

“Pathways to Success”

School Administration:

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School Profile

Big Valley School serves students from the Village of Big Valley and surrounding area. Instruction is offered to students from Kindergarten to grade nine, ranging in age from 5 – 15 years of age. An Early Learning program operates out of the school for children from 3 – 5 years of age. The village of Big Valley has a population of approximately 340 and the population of our catchment area is also about 300. The village has all the amenities necessary for us to be self-sufficient. Big Valley has a grocery store, bank, garage, gas station, post office, hockey arena, golf course, two restaurants, art gallery, hotel, and fire department. During the early to mid 1900's Big Valley was a major railroad town for the C.N.R. Today, Big Valley is the primary destination for Prairie Steam Tours. The vast majority of people living in or around Big Valley are involved either in agricultural businesses or natural resources.

Foundation Statements

Students learn best in a secure, caring, and challenging environment with adults who respect them as individuals, and who are sensitive to their needs.

All individuals can learn. All students are perceived as capable and competent individuals who experience success through well planned learning opportunities provided by the school community.

Learning involves the development of the whole child. Curriculum and learning experiences provided by our school recognizes and enhances the growth and development of students intellectually, emotionally, socially, and physically.

Learning is an active process. Students require input into decisions that influence their learning.

Learners must experience challenge and success. We must provide experiences that allow students to be challenged and experience success.

Students must be responsible for their own actions. Students must develop self-discipline, self-understanding, and a positive self-concept through a realistic evaluation of their capabilities and limitations.

The ultimate goal of our school is to help develop the individual abilities of each student, that each student might fulfil personal aspirations while developing the understanding of how to make positive contributions to society. Involvement and participation of students,

staff, parents, and community in the educational process contributes to the success of each student, and our school.

Enrolment

The school has 81 students enrolled in kindergarten to grade nine.

Kindergarten- 13 students	Early Learning Program- 6 students	
Grade 1- 7 students	Grade 4- 7 students	Grade 7- 6 students
Grade 2- 10 students	Grade 5- 7 students	Grade 8- 10 students
Grade 3- 8 students	Grade 6- 8 students	Grade 9- 5 students

Staff

Big Valley School contains the following human resources: five full time teachers working in multi-graded classrooms, three educational assistances working primarily with the elementary students, a custodian, admin. assistant and principal.

Programming

Instructional programming offered at Big Valley School reflects our commitment to provide solid, meaningful learning experiences for all students. Option classes include a variety of Junior High option classes that have been introduced based on the student interest, and teacher experience.

Character Education

Our character program is build upon respect. The students are expected to respect themselves, their peers and adults in the school and the facility itself. To enhance the foundation of respect, the students are introduced to other character traits, fairness, trustworthiness, citizenship, caring and responsibility during the school year.

Athletics / Extra Curricular

Athletics is a focus for our school community. All students have physical education everyday and access to sports facilities on the playground during recess. We are fortunate to have access to the community's curling rink, skating rink and golf course during the school year. Students in grades 5-9 participate on the volleyball, basketball, curling, cross country run, badminton and track and field teams during the year. These students are also offered sports academy on Friday afternoons. The students have the choice to participate in the ice hockey option or sports option during this time.

Facility

The school building consists of two wings separated by an access to the gym. Kindergartens to grade 4 students occupy the elementary wing and the grades 5-9 students have classrooms in the junior high wing. We are fortunate to have a large gym with a raised spectators area for watching sporting events and a well-resourced library. All students in grades 3-9 have an individual Chromebook that they use to enhance their learning experience. The kindergartens to grade 2 students have access to a class set of I-pads and Macbooks.

School Council

We support and encourage involving parents in school activities that provide them opportunities to interact with their children in a school and community setting. The annual Terry Fox Run, Remembrance Day ceremonies, Awards Night, Hot Lunch Program, Halloween, ski trips, and over-night field trips are just some examples of direct parental involvement. Furthermore, members of the school community are invited to ongoing discussions regarding school initiatives throughout the school year. Members of the School Council were provided with a presentation of the results contained in this document at the November meeting. Members present at the meeting expressed concerns with the validity of the parent survey results due to low participation. They felt that the results do not accurately reflect the quality of education that their children receive at the school and will work with school staff to encourage increased participation this school year. Also, they were very pleased with our PAT results.

Greatest accomplishments in 2014-2015

Our students continue to succeed in their learning, which is reflected in our PAT results and teacher created formative assessments. School culture, both staff and student, was focussed on academic achievement and supporting one another in their efforts. The grade nine students worked together to foster a culture of hard work, respect and positive leadership. Likewise, teachers worked together to provide authentic learning opportunities for the students. Our week long residency with Trickster Theatre is one example of many great accomplishments during the 2014-15 school year.

Greatest challenges faced in 2014-2015

Meeting the needs of students with learning delays and fielding sports teams are two challenges that were faced in 2014-15. Fortunately, we were able to hire a staff member to work with the students that require help. Regarding our athletic program, declining enrolment has had negative impacts our sports teams. For the 2015-16 school year we have joined with Byemoor school to field a girls basketball team.

Current trends and issues

A few issues have been identified through teachers working with students in the classroom, results from classroom assessments, PAT results, and the accountability pillar report. They are as follows:

- 1) Literacy – Improving student literacy is a focus of the school. Students are exposed to reading strategies, comprehension strategies, and activities to increase their overall reading skills, and confidence. The importance of literacy in all of the classroom subjects and activities continues to be a focus as we realize that academic success requires a sound literacy base. We will continue to focus on literacy by scheduling one on one reading time for students identified as requiring extra help.
- 2) Numeracy – As a school, we need to continue strengthening student numeracy. We need to ensure that students attain the basic understanding that will allow them to grow and develop as mathematicians. We will identify areas of concern, and work with these

students within existing classrooms programs as well as attempt to provide extra math assistance through a resource room program.

3) Communication with parents- The school continues to send home monthly newsletters and notes when communicating with parents. This practice has not been completely successful, so last year we started contacting parents directly with Remind. Remind is a resource that connects the school and parents through text messaging. We have had very positive feedback and near 100% participation with Remind. Our next task is communicating student and school successes with parents and helping them relate those successes to programming.

School Goals

Goals	Key Strategies for Continued Success and Improvement
<p>Create an engaging, enviable and successful learning environment that parents and students choose Big Valley School over any other educational alternative.</p>	<p>Enhance technology integration through the use of Google Apps for Education (GAFE)</p> <p>Enhance student accessibility to technology with a 1:1 Chromebook program for students in grades 3 to 9</p> <p>Implement project based learning activities into instruction as a way to provide authentic learning opportunities</p> <p>Implement CTF programming during the planning and preparing for the Christmas Concert</p> <p>Participate in a SEVEC exchange with the Junior High students</p>
<p>Create a positive school culture built on respect for oneself and respect for others.</p>	<p>Utilize respect as the foundation for our behaviours and how we treat others</p> <p>Plan for a whole school themed week in January</p> <p>Participate in a SEVEC exchange with the Junior High students</p>
<p>Communicate with the school community</p>	<p>Enhance communication with parents regarding school successes and student achievement through newsletters and School Council</p> <p>Implement the communication tool Remind</p> <p>Encourage participation in School Council</p> <p>Enhance communication through the School Council to reach parents that are not physically present in the school.</p>

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.8	87.3	87.4	75.0	70.7	Low	Declined	Issue
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	63.0	75.0	70.0	46.2	20.0	Very Low	Declined Significantly	Concern

Comment on Results

We are disappointed that our data does not reflect our commitment to active citizenship and community involvement. Annual school activities included: Character Program, School Council elections, Terry Fox Run, Christmas Concert, Village Clean-up and Remembrance Day Ceremony. In addition, students volunteered their time at various community events and at our Legion's Remembrance Day Ceremony. We are extremely proud of the opportunities our students have to learn and demonstrate characteristics of active citizenship. Therefore, we believe the ten parent respondents do not accurately reflect our commitment and success on these two outcomes.

Strategies

- Utilize the CTF program with junior high students for the Christmas Concert preparations and delivery
- Promote student leadership through co-curricular and extra-curricular activities, especially those that have "lifelong" possibilities (student government, active citizenship class, sports).
- Encourage staff and student participation in community events
- Continue to promote volunteerism, leadership and citizenship in our school
- Celebrate students who demonstrate leadership, citizenship and community involvement
- Continue to offer Active Citizenship for students in grades five to nine
- Communicate our successes to the school community through newsletters and on the school webpage

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.9	60.4	91.7	81.3	70.0	Low	Maintained	Issue
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.5	6.3	26.7	11.3	40.0	Very High	Improved	Excellent

<p>Comment on Results We are very pleased with our percentage of student who received the Standard of Excellence and Acceptable Standard. Results indicate students benefitted from strategies that were put in place last year. It is important to remember that with our small class sizes, our data is not statistically significant. Nevertheless, we are very proud of our student result this past year as all students met or exceeded our expectations.</p>
<p>Strategies -Provide time for teachers to collaborate with colleagues, within the school and division, on strategies and techniques for differentiation and assessment to enhance literacy and numeracy. -Teach 'test writing skills' to students so they are comfortable with multiple choice tests -Continue to provide at risk students with extra help with reading comprehension, skills required to write PAT exams -Review student achievement on learner outcomes consistently throughout the year with staff in the school. Address competencies that students are struggling to develop with the help of support staff.</p>

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	58.2	74.6	78.6	61.4	63.2	Very Low	Maintained	Concern

<p>Comment on Results We believe results are a concern due to only ten parent surveys being completed, less than five teacher responses and how the questions are worded. For example, when the students were asked the questions in class they were not aware of how their responses would be analyzed. After the students understood what the questions were asking their responses do not reflect what is shown in the above chart.</p>
<p>Strategies -Continue to bus Junior High students to Stettler for CTS classes -Continue to encourage student participation in our annual Christmas concert (drama and music). -Digital technology (Chromebooks for all students in grades 3-9) -Fine arts (drama, music, art) will continue to be incorporated into academic programs. -Elementary students will participate in the Stettler music festival. -Continue to provide students and parents with clear academic and behavioural expectations -Allow for student and parent input when choosing option programs for Junior High students -Encourage field trips to compliment our programs -All students in Junior High will participate in a SEVEC exchange to Ontario in the Spring -Clearly define what the survey questions are asking before they respond</p>

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	71.6	90.6	89.0	67.7	72.0	Low	Maintained	Issue
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.7	91.9	87.2	80.9	73.8	Very Low	Declined	Concern

Comment on Results

The increase in parental involvement in the decision making process is a result of the school's attempt to include parents in their children's education. The school will continue to ask for and seek out parent feedback and input during the decision-making process.

Strategies

- Increase collaboration between parents and teachers of all students.
- Continue to access the School Council members when gathering information during the decision-making process
- For parents that don't attend School Council meetings attempt to reach them through letters/phone calls when gathering information during the decision-making process
- Continue open and honest communication with the School community
- Continue to build relationships with members of the School community

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.8	93.2	88.3	80.5	77.6	Very Low	Declined	Concern
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	73.9	76.2	89.6	73.0	71.5	Intermediate	Maintained	Acceptable

Comment on Results

We are disappointed with the results, as again they do not reflect the culture in our school. Our School culture is built on respect and responsibility. When analyzing the data with the School Council, the members agree that the data does not reflect our school culture.

Strategies

- emphasize relationship outcomes from health program of studies
- Increase electronic communication with parents.
- Encourage more parents to become active in the School Council.
- Increase collaboration between parents and teachers of all students.
- Where appropriate, provide opportunities for student and parent voice to be heard when implementing programming.
- Present the AERR to the School Council and discuss plans for the future
- Encourage increased parent participation on the survey

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Our school did not receive separate data for our FNMI students. However, we are pleased with their achievement as we are with the achievement of all our students.

Professional Days 2015-16

Professional Days provide time for staff to engage in collaboration with coworkers, learning pedagogy, planning activities, analyzing student achievement, transitioning students and communicating student achievement with parents. The following outline provides activities staff will be engaged in:

Date	Learning Activity
Wednesday, August 26	PBL
Thursday, August 27	PBL
Friday, August 28	PBL
Monday, August 31	GAFE/PBL/planning
Tuesday, September 1	Planning
Monday, October 5	GAFE/PBL
Monday, October 26	Collaboration in Byemoor
Monday, December 7	CTF
Monday, January 4	CTF debrief
Friday, January 29	Planning
Monday, February 1	GAFE/PBL
Tuesday, February 16	PBL with Charity Allen
Monday, March 7	GAFE/PBL
Thursday, March 10	Teachers' Convention
Friday, March 11	Teachers' Convention
Monday, April 4	SEVEC exchange/PBL
Monday, April 25	PD in Stettler
Monday, May 2	GAFE/PBL
Thursday, May 19	PBL
Monday, June 6	Student Transition
Wednesday, June 29	Planning/Student Transition
Thursday, June 30	Planning/Student Transition