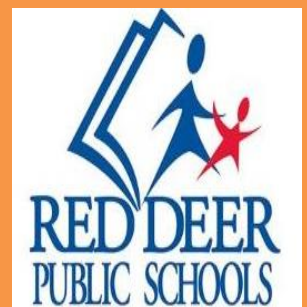




School Results Report

2016/2017

G.W. Smith Elementary School



The Year in Review

Fast Facts:

GW Smith Elementary
17 Springfield Ave
Red Deer, Alberta T4N 0C6
Phone: 403-346-3838
Fax: 403-343-1855
Website: <http://gwsmith.rdpsd.ab.ca/>

Principal: Kelley Lund
Vice Principal: Audra Garnett

Student Profile:

- Pre-kindergarten = 30
- Kindergarten = 47
- Grade 1 = 45
- Grade 2 = 50
- Grade 3 = 51
- Grade 4 = 53
- Grade 5 = 70
- Total Students = 346
- ESL Students = 20
- FNMI Students = 19

Staff Profile:

- 18 Teachers = 16.5 FTE
- 14 Classified Staff = 10.29 FTE
- 2 Facility Services Staff = 1.25 FTE
- 34 Total Staff

Programs:

- Pre-Kindergarten

New Directions:

Our focus will be expansion and support of literacy groups at all levels including Kindergarten. We continue to develop our understanding of growth mindset including mathematical mindset. Developing independent skills and self-awareness will be an emphasis. Time for small group literacy, numeracy support and collaborative team meetings is built into the timetable.

Opportunities and Challenges:

We are excited to build on our strong results with a focus on literacy, numeracy and early learning. Continued enhancement of effective ways to help support staff growth with emphasis on embedded professional development. Improved communication and partnership with parents and our community also continues to be an important opportunity.

A Year of Success:

We celebrate the success of our year and look forward to creating new opportunities and supporting each other through building capacity for helping to meet the needs of all students.

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Alberta Education Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	George Wilbert Smith 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
Safe and Caring Schools	Excellent	Safe and Caring	97.7	94.1	93.4	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	93.2	89.9	88.4	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	96.9	94.8	93.3	90.1	90.1	89.6	Very High	Improved	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
		Work Preparation	88.1	84.7	82.8	82.7	82.6	81.9	Very High	Maintained	Excellent
		Citizenship	98.2	94.1	90.4	83.7	83.9	83.6	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	87.7	77.8	80.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.2	83.1	82.0	81.4	81.2	80.2	Very High	Maintained	Excellent

Goals, Outcomes, and Measures

District Goal

Literacy

Literacy is acquiring, creating, connecting, and communicating meaning in a wide variety of contexts.

Outcomes

- Each learner is a proficient reader and writer across the curriculum.
- Each Learner is numerate.
- Each learner will discover, develop and apply competencies across the curriculum.

District Performance Measures

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
268	246	91.8

- **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are able to read and write what is expected in school.	83.3	93.3
Overall percentage of students who feel they are able to read and write what is expected of them in school.	93.0	95.3
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	96.4

Comment on Results: Analysis and Action

- All teachers continued to use Fountas and Pinnell for reading benchmarking in the Fall and Spring.
- Literacy groups were implemented in Grades 1-5. Our Pyramid of Support and grade team collaborative time provided extra support for students and teachers.
- Continued development of the Learning Commons (Maker Spaces). Extra time in the learning Commons with support was available to teachers.
- Developing student independence and self-directed learning skills
- We offered a CARC parent math workshop at the school – 18 families attended.
- *Students, staff, and parents are confident in students' ability to read, write and be numerate.* The focus on developing better communication and parent involvement resulted in a significant increase (10%) of parents who feel their children are able to read and write what is expected in school.

District Goal

Equity

Equity ensures that fair and inclusive education is available to students so that their diverse learning needs, personal situations and/or social circumstances are not obstacles to achieving their educational potential.

Outcomes

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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.	94.4	89.5	96.7	94.1	97.7

- **Overall satisfaction with the quality of basic education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.6	91	94	94.8	96.9

District Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	83.3	97.8
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	96.5	99.1
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	92.6	85.7

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017

Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	83.3	96.7
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	96.5	98.1
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	96.4

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	94.4	95.6
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	95.4	97.2
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	100

Comment on Results: Analysis and Action

- Students and staff provided very positive feedback about learning, support, well-being and connections. Relationship building, being responsive to concerns and effective communication with parents were a focus.
- The Learning Team met weekly to discuss students that required targeted support or access to services. These meetings were also attended/supported by a Central Services Coordinator. We will focus on including classroom teachers more frequently this year.
- Continued focus on developing growth mindsets and student independence. We will expand this to include the work of Jo Boaler's Mathematical Mindsets with a staff book study.
- The Zones of Regulation and our focus on fostering self-regulation/understanding and independence continue to be effective strategies.
- Grade group health instruction and involvement of administration or LAT during grade team meetings provided support and opportunities to teach essential concepts.
- Embedded collaboration and professional development was built into this year's schedule with very positive feedback from staff.

District Goal

High School Completion and Transitions

School is about creating life chances for students. The journey to high school completion and successful transitions after school begins the day students enter school and continues until the day they earn their diplomas or certificates.

Outcomes

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.5	86.7	90.4	94.1	98.2

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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.	77.2	72.5	91.2	84.7	88.1

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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.	91.9	85.6	89.9	89.9	93.2

District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	15
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children will be prepared for the next grade level.	88.9	90.0
Overall percentage of students who feel they will be prepared for the next grade level.	94.2	97.2
Overall percentage of teachers who feel the students will be prepared for the next grade level.	96.3	92.9

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children will complete high school.	94.4	95.6
Overall percentage of students who feel they will complete high school.	98.8	97.1
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	92.6	100

● **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
348	0	0	0	0

Comment on Results: Analysis and Action

- Our newly created class representatives provided leadership opportunities at all grades.
- Playground supervisors, tech support, reading buddies, classroom helpers, and facility support were some of the new roles for student leadership.
- We fostered a school-wide practice of celebrating differences and promoting tolerance to ensure that all students, including FNMI students, develop a sense of belonging, through guest speakers, performances, development of positive relationships, team building and diversity week activities.
- We implemented a strategic plan to support families struggling with attendance issues – involvement with CLW, parent meetings, financial support for busing, and ESL support.
- Each class implemented a Kindness Project. We increased opportunities for students to participate in interest activities, community service, sports, Lion’s Pride Clubs and new extra-curricular activities e.g. Signing Club, Comic Club, Team Handball.
- Healthy lifestyle choices and mental wellness through the work of the Health Action Team was promoted throughout the year. The Health Action Team participated in the HASS and district symposiums.
- Exploration of instructional design to develop capacity of teachers to effectively integrate competencies will continue.

District Goal

Throughline Outcomes

(Outcomes that bridge Literacy, Equity, and High School Completion & Transitions)

Alberta Education Performance Measure

- **Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.6	91	94	94.8	96.9

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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.	88.9	78.1	84.9	83.1	86.2

Comment on Results: Analysis and Action

- Although stakeholders report satisfaction with overall quality of education. We will continue to explore ways to meet the learning needs of all students using the Pyramid of Support structure and team collaboration.
- Learning and sharing instructional strategies for supporting the program of studies with a particular focus on literacy groups at all grade levels will be a focus.
- Continued weekly Learning Support Team Meetings with Administration, LAT, and CLW with increased involvement of classroom teachers.
- We will explore ways for more staff to share their skills, strategies, and expertise.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- We had 19 students identified as FNMI. All students participated in a literacy group.
- Continued focus on fostering a school-wide practice of celebrating differences and promoting tolerance and exploring ways to ensure that FNMI students develop a sense of belonging and a quality learning experience.
- Grade 2-5 FNMI students participated in small Cultural Groups.
- Four First Nations students participated in a tipi raising exercise
- Most teachers invited FNMI staff to provide sessions for the whole class.
- Our FNMI Point Person (Mrs. Wheeler) and Community Liaison Worker provided special cultural activities during our Lions Pride Clubs and recess breaks; they also provided individual support when needed.
- FNMI presentations/information was presented to all staff on staff learning days. Brian St. Germain facilitated the Blanket Exercise to all staff.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of G. W. Smith School. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the October 24, 2017 meeting of the School Council
- The School Results Report is posted on the school website at: gwsmith.rdpsd.ab.ca

School Council Involvement and Activities:

G.W. Smith Elementary School 2016/2017 School Council Summary

This year, G.W. school council held eight council meetings. G.W. members had the opportunity to share their ideas about aspects that affect the students and families at G.W. Smith. For 2016/17 the following people volunteered and were elected as our Council Executive:

Co-chairs - Candice Penz, Shelley Odishaw
Vice-Chair - Lorae Couchman
Secretary - Alysia Dyjur
Treasurer - Rachel Geistlinger
City Wide School Council Representative - Candice Bowie

Throughout the year we had the opportunity to discuss matters with regards to:

- Council
 - Education and school issues
 - School Results Report
 - Three Year Education Plan
 - Alberta School Council Association (ASCA) Conference
 - Agendas vs. Folders for classroom communication home
 - City Wide School Council
 - FNMI recognitions
 - District Education Plans
 - School Resource Officer Program
 - Literacy/Equity/Completion Town-hall
 - Canada Winter Games
 - Seminars/Presentations
 - Trustee Dick Lemke
 - Equity in the Red Deer Public School District presented to council
 - Michael Mitchell
 - Canada 150 show for all grades
 - CARC (Central Alberta Resource Centre) Math seminar
 - Parents and children attended this math meeting at the school
 - The Revolutionary New Science of Exercise and The Brain with Dr. John Ratey
 - Teachers and parents both attended this seminar at RDC
 - Fundraising
 - Farm to Table for 2017
 - Hot Lunch Program
 - Math-A-Thon
 - Mabel's Labels
 - Boston Pizza
 - Campbell's Labels for Education - Campbell's ended this program at the end of 2016. Our labels collected were used to order different types of fine arts supplies from the Campbell's reward catalogue.

- Large fundraising projects
 - Unique learning aids for the classrooms (no)
 - Climbing wall (no)
 - Multi-sport pad (yes)
- Landscape Committee
 - Flowerbed clean up and mulch
- Social Committee
 - Christmas Social
 - Movie Night
 - Skate Night
 - Spring Hop
 - Teacher Appreciation week
 - Appreciation BBQ activities

For the 2016/2017 year our fundraising dollars were used to for:

- Social committee events - see list of events above
- Extracurricular activities/supplies
 - Cross country ski equipment and repairs
 - Ukuleles
 - New G.W. banners
 - Snowshoes
 - Ukrainian egg decorating kits
- Teacher discretionary spending - each teacher was given \$300 to use for classroom items over the course of the school year
- Benevolent Fund
- Sending parents to the ASCA Conference
- Outdoor phys. ed. equipment
- Landscape committee
- New sound system for the gym - this item is contingent upon assessment

Funds raised to-date and funds to be raised in the 2017/2018 year have been earmarked for an upgrade to the multi-sport pad on the East side of the school (beside the parking lot)

School Council would like to thank all of the volunteers at G.W. Smith School for their invaluable contributions of time and support.

Candice Penz and Shelley Odishaw

School Council Co-chairs

G.W. Smith School



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