

Livingstone Range School Division

2020-2021 Annual Education Results Report (AERR)

F.P. Walshe

Vision Statement

A place to learn and belong.

Mission Statement

Empower personal growth through meaningful relationships.

Motto

We Are Walshe

Alberta Education - Provincial Outcomes

Outcome 1: Alberta's students are successful.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Outcome 4: Alberta's K-12 education system is well governed and managed

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 6306 F. P. Walshe School



Assurance Domain	Measure	F. P. Walshe School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	78.4	70.5	70.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	85.4	63.4	79.1	83.4	80.3	79.6	High	Maintained	Good
	5-year High School Completion	85.9	91.0	87.1	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	58.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	90.5	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	19.8	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	90.1	81.3	83.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	82.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	76.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.9	64.7	72.3	79.5	81.8	81.4	n/a	n/a	n/a

Livingstone Range Wildly Important Goal 1: Leadership

Every student and staff member recognizes that their contributions help make their school and the division a better place.

School Performance Measures

- Qualitative data - staff & student conversations
- Student leadership participation
- Staff distributed leadership opportunities

School Strategies

- Student leadership group established and meeting regularly
- Distribute leadership amongst staff members
- Promoting a culture of shared leadership and responsibility for all students
- Introduce collaborative professionalism

Commentary:

- This year we took some positive steps towards distributing leadership. Trusting relationships were formed and we began the process of establishing what it means by the statement: “we are all learning support”. We introduced a new approach to collaborative response team meetings and identified new staff leadership positions for the 2021-2022 school year including but not limited to: numeracy lead, literacy lead, PLC lead teachers, middle school and high school

learning support lead positions. Our student leadership group had excellent participation and supported our school goal of culture building throughout the pandemic school year by organizing school events, school virtual assemblies, morning announcements and participating in school goal planning. School council members also provided feedback to school planning through monthly meetings and survey input. Our School Survey indicated we are below the national average in students' effort to succeed in their learning and students with a positive self esteem which we will be working on. We discussed as a staff the benefits of collaborative professionalism and sought ways to share expertise within our building to improve our staff efficacy in relation to improving student learning. Moving forward we plan to continue to seek ways to empower all members of our school community to be leaders.

Livingstone Range Wildly Important Goal 2: Culture

All staff and students recognize that they are responsible for positive change

School Performance Measures

- Alberta Education Assurance Measures Survey (AEAMS)
- Our School Survey
- Qualitative data

School Strategies

- Provide team building opportunities for students and staff
- Promote positive relationships and a strong sense of belonging
- Leverage student leadership

Commentary:

- Working on school culture with a brand new administration leadership team during a pandemic was both a significant challenge and opportunity for positive change. The opportunity to lead in a year of intense fluidity, uncertainty and change led to establishing positive trusting relationships in a quicker manner. We implemented team building opportunities for staff and students including but not limited to: school wide virtual assemblies, staff social events, school themed events etc. that met COVID protocols. We used the school year to go through a re-visioning process where we were able to gather input from all stakeholders and establish new vision/mission/motto statements. We delivered a consistent message to all stakeholders of our emphasis on promoting positive relationships and having a strong sense of belonging for anyone who is a part of our school community.

Sense of belonging was an area below the national average on Our School Survey and is an area for improvement that we are focused on for the 2021-2022 school year. Student leadership was a strong driver for positive change throughout the year that we need to continue to leverage moving forward. Our AEAMS results indicated average student learning environment results and below provincial average results relating to citizenship. Our AEAMS results pertaining to welcoming, caring, respectful and safe learning environments were also below the provincial average. We are continuing to have a school goal for the 2021-2022 year around establishing a positive culture for our school community.

Livingstone Range Wildly Important Goal 3: Academics

Educators empower students to lead their own learning.

School Performance Measures

- Report card marks
- Alberta Education Assurance Survey (AEAS)

School Strategies

- Focus on students readiness to learn (connection building)
- Cultural audit of school by admin team
- Enhancing collaborative response process

Commentary:

- The cultural audit clearly showed the need for more instructional leadership from the admin team as we move forward as a school community. Literacy, numeracy, assessment and teacher pedagogy are in need of more focus/attention/support. Report card marks indicated a need for improved learning support structures and processes as well. Much effort was placed on building relationships and connection with students which is included in our new mission statement. Staff are understanding of the importance of relationships and we will continue to focus professional learning efforts in this area. Success for all learners is now a school goal of ours for the 2021-2022 school year as we are putting significant efforts towards improving learning support in our school. With the pandemic we did not receive much new information in regards to student academic performance (ie. standardized testing) but it is clear there is much work to be done in improving academic achievement in our school. Teaching assignments have been altered for

the 2021-2022 school year with an emphasis on placing teachers in positions of best fit for improving student learning. Collaborative response is a big component of our learning support efforts and we have also introduced weekly embedded PLC time for teachers moving forward. Our focus on 'we are all learning support' is directly related to empowering students to lead their own learning and reach their full potential.