

## Livingstone Range School Division

# 2021-2022 Alberta Education Results Report

## 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

Fall 2022

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	<a href="#">Student Learning Engagement</a>	82.2	84.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	72.8	78.4	72.0	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	<a href="#">3-year High School Completion</a>	75.0	85.4	77.2	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	71.8	85.9	88.2	87.1	88.2	85.6	Very Low	Declined	Concern
	<a href="#">PAT: Acceptable</a>	44.4	n/a	57.0	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	5.0	n/a	8.9	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	73.0	n/a	87.5	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	10.8	n/a	16.4	18.2	n/a	24.0	n/a	n/a	n/a
	<a href="#">Education Quality</a>	83.0	90.1	84.2	89.0	89.6	90.3	Low	Maintained	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	78.6	82.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	78.8	76.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	64.0	80.9	72.3	78.8	79.5	81.5	Very Low	Maintained	Concern

## 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

- Alberta Education Assurance Measures (AEAM)
- Measurable Results Assessment (MRA)
- Qualitative data
- Student leadership participation

### School Strategies

- Continue to work towards a “we are all learning support” approach
- Enhance Collaborative Response approach in our school
- Distribute leadership opportunities for staff members (ie. staff lead opportunities)
- Leverage student leadership
- Stakeholder input for school planning

Commentary:

- We continued to move forward with our school philosophy of “we are all learning support” (we all have the opportunities to be leaders). Our collaborative response structures and approaches have become a part of our norms and the way we do things at F.P. Walshe School. We are continuing to work towards more efficiently utilizing data to support the collaborative response process. Through staff professional learning we have adopted more of a needs based and collaborative approach to supporting students. We have established various staff leadership positions in the areas of: First Nations Metis and Inuit, student leadership, collaborative response, athletics, event planning, literacy, numeracy, learning support, and professional learning communities. Our MRA survey results point to areas for growth in students self-advocacy, prosocial behaviors, and positive wellbeing along with a strength in interpersonal effectiveness as a staff. We gathered stakeholder input in the school improvement process through: parent advisory meetings, pizza with principals, individual student meetings, and overall being present in the school and school community. Qualitative data supports more stakeholders feeling a part of the process and seeing themselves as leaders at F.P. Walshe School.

## Livingstone Range Wildly Important Goal 2: Culture

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

### School Performance Measures

- AEAM
- MRA
- Qualitative data

### School Strategies

- Support individual student goal setting
- Timetable/schedule to support staff strengths and interests
- Expand Elder in Residence program
- Improve school visuals in building
- Promote positive relationships and a strong sense of belonging
- Provide team building opportunities for staff and students

Commentary:

- As a school we are continuing to work together under our motto of: We Are Walshe. We had a number of team building opportunities for staff and students and made adjustments to our timetable/staff schedules to enhance learning experiences and the overall culture of our school. This past year we expanded our Elder in Residence program by adding a 2nd female Elder to our team. Each of our Elders attended a full school day once/week which has been positively impacting our students' sense of belonging and understanding of Blackfoot culture. We added new visuals in the school with vision/mission/motto signs, an Education is our Buffalo visual in our learning commons, and a large We Are Walshe message in our common area. We purposefully planned professional development days and staff meeting agenda items around how we can continue to build positive relationships within our school community. Our MRA results showed strong scores in our school climate and collective efficacy to positively impact students. The MRA results showed more growth is needed in the areas of school belonging and students having strong trusting relationships with staff. Our AEAM survey shows we need continued growth in the areas of citizenship and welcoming, caring, respectful and safe learning environments. These areas continue to be a focus of our professional learning plan and our school improvement plan.

## Livingstone Range Wildly Important Goal 3: Academics

*Educators empower students to lead their own learning.*

### School Performance Measures

- AEAM
- MRA
- Report cards

### School Strategies

- We are all learning support
- Collaborative response model
- Staff trauma informed professional learning
- Staff differentiation professional learning
- Staff student engagement professional learning
- Restructuring of school timetable and teacher schedules
- School professional learning plan to support success for all learners

Commentary:

- We have continued to follow a collaborative approach to learning support and have embedded these practices under a we are all learning support model. We focused our professional learning this past year on utilizing a needs based approach with students and focusing on the why when supporting students. Our MRA results show a need to improve on our instructional efficacy which is a major focus of our 2022/2023 professional learning plan. Student goal setting and support is also an area on the MRA which demonstrates growth is needed. Our AEAM report shows low PAT acceptable and excellence scores while our Diploma acceptable score is solid. The area of educational quality also shows a need for improvement on the AEAM report. We continue as a staff working on our ability to engage our students while differentiating in the classroom. We also will continue to follow a collaborative approach in meeting the diverse needs of students.