



**Kathryn School**  
2017-2018 Annual Report  
December 2018



## MESSAGE FROM SCHOOL PRINCIPAL

During the 2017/18 school year Kathryn School began a process of reflection of what it means to be a Kodiak. This process required all of us; staff, students and our community, to ask hard questions about the values and ideals that make us who we are and where we want to go. From this process came three guiding pillars or principles; Academics, Wellness and Community. These pillars will be the foundation onto which we will develop expectations, philosophies and processes to guide us as we continue to strive to bring the most comprehensive educational experience to our students. Kathryn school will always be proud of its rich history but also looks forward to meeting the future needs of the young individuals that are growing and learning within our building. By developing and analyzing feedback through the pillars of academics, wellness and community we are honoring our commitment to prepare our students for their future.

Every spring, Alberta Education along with Rocky View Schools invites all stakeholders (parents/guardians, students and staff) to complete a set of surveys as one means to elicit valuable information about the direction of the school. This information is collated and then in the fall we as a community begin the process of analyzing the results of that data. This year's results clearly show that Kathryn and its three foundational pillars are resonating with our stakeholders. The overall message is one of positivity in both the Rocky View and Alberta Education surveys, with 16 out of 18 categories having Kathryn School either statistically the same as last year or moving in a positive direction. This certainly does not mean that we do not have areas of growth, but it does indicate that we as a school are going in the right direction.

An overall analysis shows that many of the areas that were identified as opportunities for growth in the 2016/17 School Annual Results Report have seen significant improvements from last year. With respect to parental involvement and communication the staff made a concerted effort to ensure that we put into place communication tools that clearly explained where students were in their academic journey. Furthermore, we reaffirmed the history of Kathryn being a school with close links to its community. The result is that satisfaction rates went from 68.1% to 87.8% on the Alberta Education Accountability Pillar. We view these results with pride but also with a continued commitment to make decisions that ensure that the school and home, work as seamlessly as possible to support our students. A second area of focus from last year was around ensuring that we use instructional practices that help students to be successful in the future. Once again, we showed significant improvement with overall satisfaction levels on both the Rocky View Schools and Alberta Education Surveys increasing by over 7%. With academics being one of the foundational pillars we will continue to focus on developing well rounded instructional practices that help to prepare students.

It is encouraging and exciting to see that when we as a staff and community focus on a goal we can and do find success. The successful lessons and strategies we learned last year will be once again put into place as we continue to tackle areas of growth. It is clear that we as a staff and as a broader community need to find ways to ensure that students feel respected by both their peers and adults. We will continue to implement changes and programs that encourage students to celebrate and respect one another. The revamping of the "Kodiak House Cup" is just one in a number of ways that we are highlighting all of the amazing "little things" that students do each day to make this building a better place. Another area of focus is in regard to our Provincial Achievement Test (PAT) results. While we recognize that PAT's are just one of many ways that students demonstrate their knowledge, we do feel it is important that our students feel comfortable when put into these situations. Kathryn staff have already begun to make changes to our practice that do not take away from the hands-on multi-disciplinary learning that is happening but help our students to feel more comfortable with "traditional" test writing situations, which is still an important form of assessment.

I am proud of what this "little" school accomplishes every day. We are a school filled with dedicated staff, amazing families and students that are excited to make a difference. The 2017/18 school year showed that we can and do make positive and productive change and will continue to do so in the future. So, let's celebrate what we have accomplished in the past, be proud of the now and look forward to a positive and productive future.

Sincerely,

Dave Banderk  
Principal

## OVERVIEW OF ACHIEVEMENTS

### Goal One – Learners are successful.

#### **Learners are literate and numerate**

Once again, for the 2017/18 School Education Plan, we continued to employ several strategies to ensure we met goals within Literacy and Numeracy at Kathryn School. We put into place structures to support cross-graded opportunities to support literacy learning. School wide implementation of Daily 5 Framework, Writers Workshop and Leveled Literacy Intervention (LLI). In addition, we implemented a school wide comprehensive assessment process to ensure that we were all using the same language. While our overall assessment (81.89%) did not change from the previous year (81.91%) it is significantly above the current Rocky View Schools average of 74.98%. This leads us to surmise that we continue to be on the right course with respect to literacy. This is even more impressive given the added complexities of developing a seamless school wide process from Kindergarten to Grade 8. We have and will continue to ensure that students have a consistent literacy experience from Kindergarten until they leave us at the end of Grade 8.

#### **Learners build 21<sup>st</sup> Century Competencies (skills and knowledge)**

Kathryn school saw a significant increase in our overall satisfaction in this measure with an increase from 75.66% in 2016 to 82.49% for the current year. While 21<sup>st</sup> Century Competencies include a diverse set of skills such as being *globally aware* and *financially literate* to *self-directed* and a *problem solver*. The approach that Kathryn took last year was to focus our attention on what both the community and staff felt were essential elements for our age group. Hence, we took the time to ensure that we were addressing in a deep and meaningful way the skills that centered around *self-directed learner*, *problem solver*, *communicator* and a *collaborator*. This more defined mandate allowed us to work on the foundational skills that in the future will transition to other competencies. The success of this approach is indicative in a 91% satisfaction rate with regards to staff's belief that students are learning 21<sup>st</sup> C Competencies which is an increase over past years and the Rocky View average of 85%.

#### **Learners take ownership of their learning**

Kathryn has a history of being above the Rocky View average with respect to this outcome and this trend continued once again this year with a satisfaction rate of 85% as compared to the Rocky View average of 80%. Having our learners take ownership of their learning is a critical aspect of student efficacy. Each day we challenge our students to do the best they can and we as a staff celebrate those successes. We know that we are only part of the equation and that without clear and concise communication with parents/guardians to encourage their children we can only do so much. We made a very conscious effort last year to ensure parents were informed about where their child was at with tools such as PowerSchool, Google Classroom and clear and concise language on Individual Program Plans (IPP). The direction has clearly had the desired outcome with 82% of parents indicating that the feedback their child gets at schools helps them to improve. This is an increase from the previous year and once again higher than the Rocky View School average. We are also in the enviable position as a school to be able to provide a Chromebook to every Grade 5 to 8 student in the school. This enables individuals to have the tools that they need to make the best product that they can. The availability of these tools is crucial given that 94% of student have stated that technology helps them to do a better job.

### Goal Two – Learners are engaged.

#### **Real-world, hands-on learning experiences engage learners**

We continue to explore instructional practices that shift to a culture of inquiry. This has resulted in Science Fairs, Active Living Days, Outdoor Schools, Design Challenges, cross curricular projects and a robust Student Leadership program. Students have taken up these challenges and “run” with them. Our community is noticing these changes and is reflected in feedback such as 84% of parents agreeing their student is interested in learning as compared to 72% the previous year. Furthermore, 95% of staff have noted that the school has a student-centered focus and that the needs of the learners drive decision-making at the school. We will continue to build on our momentum to search out and provide opportunities to make learning an authentic experience.

#### **Innovative and effective practices enrich learning**

Ensuring that students feel welcome, confident and happy at school is extremely important for the learning to be optimized. Work in this outcome has been supported through resources such as the RVS Design Team, a group of expert teachers who work side by side with our teachers to plan and design authentic, exciting learning opportunities for students. In addition, we utilized the RVS Literacy team to help us to develop a comprehensive literacy strategy built around best practices. This support is indicated in that 91% of our staff are confident with the elements of inquiry

and project-based learning. Staff will continue to implement the knowledge and skills that they have acquired over the past few years into proven strategies that will both inspire and positively affect the learning of the students.

### **Partnerships enhance and fuel learning**

Kathryn School is built upon its community roots and hence this partnership is an important and valued part of the school. We value this relationship and attempt to provide an environment that welcomes people into our school, whether this be for a single event or on a regular basis. The result is that the school is a bustling place with stakeholders dropping in daily to help out with school store, in classrooms, reading with students or on field trips. It should not be surprising that within this outcome we had over 86% of our stakeholders indicate a positive approval, this is an increase from the previous year's 81.69% and Rocky View Schools 78.78% approval rating. We are very proud of the fact that 94% of parents indicated that they feel welcome from the moment they enter Kathryn School. Our staff also value the importance of developing positive relationship with parents, with 95% saying they have built productive relationships with them. We live in a busy world however it is important that at this school that the busyness does not take away from the fact that we are a small community with the common goal of helping all our students become successful.

### **Goal Three – Learners are supported.**

#### **Learners feel well safe and respected**

We continue to work hard to ensure that Kathryn School is a safe and caring place to learn, grow and interact with others. We have made great strides in supporting our learners through universal and targeted, mindful practices as well as academic supports. We are making progress in this area with an overall satisfaction rate of 82.65% as compared to the previous year (79.54%) and the Rocky View Schools average of 79.23%. We are encouraged to see that 90% of parents see the school as a safe place up from 81% the year before. Additionally, parents also responded with 93% approval rating that respectful relationships are encouraged amongst staff and students this is an improvement of 14% from the previous year. We are also above the Rocky View School average with respect to students (82%) and staff (90%) with respect to the previous measure. While we are pleased to be moving in the right direction, we know that we still have work to do and will continue to strive to improve.

#### **Learning is accessible, individualized and challenging**

Working to support the diverse needs of our students while providing target populations with additional support and services is an ongoing goal for us at Kathryn School and is one of our foundational pillars, wellness. Overall, we have made significant improvements in this area over the last year and now have an overall evaluation of "Excellent" with an 85.31% satisfaction rate as compared to the previous year's 78.97% and the Rocky View School average of 71%. We are proud of what we have accomplished in this area developing school wide policies that support our learners at whatever place they are at in there learning needs. The vast majority of students (81%) have noted that when teachers assess their work, they give feedback that will help them improve as compared to the average of 70% for Rocky View Schools. Our goal to develop personalized, measurable and attainable IPP goals was met with support with 82% of parents agreeing that their child was now meeting their individual goals as compared to 63% the previous year.

#### **Student-centered decisions propel achievement**

Overall our stakeholders strongly believe (82%) that our school is a learner focused institution, this is an increase from the previous year (76.40%) and the Rocky View Schools average of 72.81%. Staff overwhelming indicated (95%) that the school has a student-centered focus. Parents also indicated (77%) that decisions made at the school are done through a student centric decision-making process, while this is an increase from the previous year it does indicate that we need to do a better job of informing parents about why we do what we do and the benefits for students. The development and implementation of an active Student Leadership program also provides opportunities for students to have a direct and impactful effect on the culture and direction of the school.

## PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

### Goal One – Learners are successful.

#### **Learners are literate and numerate**

Building upon our 2017/18 School Education Plan we have several priority areas underway that we are excited to continue working on for the upcoming year. With the support of the RVS literacy team, our school continues to work on developing research-based practices that support the uptake of literacy at the school. This will include developing school wide strategies for the “word work” portion of literacy. As we reflect on the “written” work developed by our students, we recognized that more needs to be done to help them to be able to communicate through writing. This will include not only the mechanics of writing such as spelling, grammar and punctuation, but also a focus on how to use writing as a tool to clearly communicate thoughts, feeling and knowledge. Through review of our numeracy data, and the feedback of teachers, we have also identified the need to develop further expertise and strategies to support numeracy in the school. This will include professional learning opportunities for our staff as well as the acquisition of manipulatives as a first step in the development of a whole school numeracy approach. We will also be assigning a staff member to become our numeracy lead; this individual will work with administration to develop a comprehensive roll out plan.

#### **Learners build 21<sup>st</sup> Century competencies (skills and knowledge)**

Our transition last year to focusing on four foundational competences; *self-directed learner*, *problem solver*, *communicator* and a *collaborator*, as has already been stated, resonated with our stakeholders. As we continue with this direction, we as a school need to find ways to communicate the success of the acquisition of these skills to parents/guardians. In the past this was done through the “7P’s” and reported on a monthly basis. As we transition to our three pillars of Academics, Wellness and Community and combine in the elements of the above-mentioned competencies we need to find a new way to report the success and areas of growth to our families. PowerSchool and online portfolios (My Blueprint) are two possible avenues that we are currently exploring to meet these needs. Both of these online tools have the ability to provide instant feedback and additionally online portfolios have the capability of also acting as a reflective tool for students. We will continue to explore these options as we search for the best tools to assist in the communication and reflection of 21<sup>st</sup> Century competencies.

#### **Learners take ownership of their learning**

As was outlined in the 2018/19 School Education Plan, creating and sustaining a positive and productive school culture will continue to be an area of focus for this year. A key priority within this is the development of a set of guiding principles as to how individuals will interact with one another. The “Kathryn Code of Conduct” will be based on the three pillars of Academics, Community and Wellness. It will be a common set of understandings developed by students, staff and the community and reflect the values of Kathryn School. The notion is that if stakeholders clearly understand the cultural norms of Kathryn school they will better be able to self-regulate their own actions to meet these expectations. Conversations from staff and parents/guardians to our students can then focus on strategies and techniques for self-regulation within these norms and less on defining and understanding the rules.

### Goal Two – Learners are engaged.

#### **Real-world, hands-on learning experiences engage learners**

We continue to explore opportunities at all levels to have students engage in active learning experiences. Staff are currently in the early stages of acquiring grants to develop a community garden at the school, complete the outdoor classroom in the far north portion of the school field and purchase snow shoes for more active exploration in the winter months. We have also signed up for Rocky View Schools “Battle of the Books” and have committed to the Calgary Science Fair. These are just a sampling of the new initiatives that Kathryn school is implementing to engage our students in activities outside of the traditional classroom. However, we have learned from the past and future initiatives such as those above will be based on sound educational philosophy where it is clear what the “learner outcomes” are and the skills, knowledge and attributes that students will be gaining. Only by being purposeful in our design and execution will students gain the valuable foundational skills they require while also creating meaningful and insightful final products.

#### **Innovative and effective practices enrich learning**

Alongside our goal of increasing real-world, hands-on learning experiences Kathryn school seeks to explore innovative and creative practices to enrich the learning for students and teachers. To actualize this, we continue to work with our Student Leadership group as one of the mechanisms for institutional change. Student Leadership is transitioning from

an event planning entity to a mechanism for positive cultural change in the building. They are beginning to see themselves as an avenue of change for not only the school but for the greater community. As a staff we will continue to guide them in their discovery of self-empowerment.

For the second year in a row we are partnering with St. Mary's University to work with several teacher candidates; this practice allows our mentor teachers to not only share their wealth of knowledge but also reflect on their own practices. We have also provided opportunities for students within Educational Assistance programs to mentor with us and are exploring opportunities around social work candidates. We continue to provide monetary support to staff that would like to explore innovative professional learning opportunities both within Rocky View Schools and outside of it.

### **Partnerships enhance and fuel learning**

Community involvement continues to be a very strong feature of Kathryn School. When reflecting on next steps however, we need to begin to explore opportunities to give back to our community. It is Kathryn School's turn to find ways that we can support a community that has supported us for so long. We have started this process with our annual Irricana Food Bank Drive and discussion around visiting the local community associations. In the months ahead, driven by staff and entities such as Student Leadership we will begin the process of developing initiatives that not only support but also enable us to explore our local community. Through the development of an even closer bond between the school and the community we will find opportunities that will enrich both students and our stakeholders.

### **Goal Three – Learners are supported.**

#### **Learners feel will safe and respected**

As reported in the 2018/19 School Education Plan we have outlined our plan to establish a school wide shared understanding of self-regulation strategies. In conjunction with the Kathryn Code of Conduct, as previously outlined, our goal is to provide an environment where all individuals feel a sense of safety and respect for one another. These strategies will provide our community; both students and staff, with effective tools, strategies and direction for self-regulation, executive functioning and social-conflict resolution skills. We will continue to refine our student support systems for universal programming, as well as for smaller targeted groups and individual needs. These support strategies will be based on proven research methods and techniques. We have also begun to recognize students that demonstrate behaviors and actions that keep our school safe, demonstrate respectful behavior and displaying academic leadership through our Kodiak House Cup. By encouraging and publicizing positive actions we are using pro-social behaviors as a model of the expected culture within Kathryn School.

#### **Learning is accessible, individualized and challenging**

Kathryn school is fortunate to be able to run with small class sizes. This combined with the fact that we keep our students from Kindergarten to Grade 8 enables us to really know our learners. Our staff uses this to ensure that each and every student is provided a learning experience that is unique to them. This is a situation that would not be possible in other schools given the constraints of larger classes and more students at each grade. Our classroom teachers are able to spend extensive time with each and every student in their class. For those students that need more assistance our Learning Support team is regularly able to work individually with students to improve their learning experience. We will continue to modify our approaches and techniques to provide even more tailored interventions and assistance to students through new resources such as the Daily Report Card and regularly scheduled literacy assessments.

#### **Student-centered decisions propel achievement**

As a school we will continue to make sure that we are communicating with our stakeholders about decisions that affect our learners. Through our school newsletter (Kathryn Kronicle), classroom correspondence and School Council we will continue to challenge ourselves to ensure that we answer the why as well as the how when a new initiative is brought forward, or an old practice is stopped. By doing so, all stakeholders will have a clearer understanding of the educational reasoning behind decisions. We will continue to increase our use of student voice in decisions that directly impact the school population. This voice can be through classes like Student Leadership or "ad hoc" groups that are passionate about a topic. We are confident that through clearer communication of the why and feedback from groups such as student leadership and school council, we can continue to make progress in all stakeholders understanding of where Kathryn School is going.

## Appendix A: Rocky View Schools Accountability Pillar – Kathryn School Results

Goal	Outcome	Kathryn			Rocky View Schools			Measure Evaluation		
		Current	Previous Year	3 Year Average	Current	Previous Year	3 Year Average	Achievement	Improvement	Overall
Goal One: Learners are successful	Learners are literate and numerate	81.89%	81.91%	81.22%	74.98%	74.76%	74.28%	High	Not Significant	Good
	Learners build 21 <sup>st</sup> Century competencies (skills & knowledge)	82.49%	75.66%	79.54%	78.85%	78.11%	78.22%	Intermediate	Not Significant	Acceptable
	Learners take ownership of their learning	85.00%	83.97%	84.88%	80.05%	80.59%	79.88%	High	Not Significant	Good
Goal Two: Learners are engaged	Real-world, hands-on learning experiences engage learners	76.63%	75.85%	75.85%	77.74%	78.01%	77.68%	Intermediate	Not Significant	Acceptable
	Innovation and effective practices enrich learning	75.57%	77.98%	78.20%	71.74%	72.37%	72.52%	Intermediate	Not Significant	Acceptable
	Partnerships enhance and fuel learning	86.40%	81.69%	84.15%	78.78%	78.34%	78.49%	Very High	Not Significant	Excellent
Goal Three: Learners are supported	Learners feel well, safe, valued and respected	82.65%	79.54%	82.03%	79.23%	78.97%	79.25%	Intermediate	Not Significant	Acceptable
	Learning is accessible, individualized, and challenging	85.31%	78.97%	79.78%	71.09%	70.87%	70.94%	Very High	Not Significant	Excellent
	Student-centered decisions propel achievement	81.85%	76.40%	78.49%	72.81%	72.69%	72.72%	High	Not Significant	Good

**APPENDIX B: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR**

		2017/18		2016/17		2015/16	
		Kathyrn	Other Rocky View Schools	Kathyrn	Other Rocky View Schools	Kathyrn	Other Rocky View Schools
1. I feel welcome at school.	Disagree	6%	8%	9%	7%	4%	6%
	Undecided	10%	10%	6%	10%	5%	10%
	Agree	84%	82%	85%	82%	91%	84%
2. Teachers help me when I need it.	Disagree	7%	7%	4%	7%	7%	7%
	Undecided	7%	11%	13%	11%	8%	11%
	Agree	86%	82%	83%	82%	86%	82%
3. Students care about each other at my school.	Disagree	37%	24%	19%	23%	19%	21%
	Undecided	17%	26%	31%	28%	24%	27%
	Agree	47%	49%	50%	50%	56%	51%
4. The staff at my school cares about me.	Disagree	8%	9%	7%	8%	5%	8%
	Undecided	12%	16%	9%	16%	9%	17%
	Agree	80%	75%	84%	76%	86%	75%
5. I feel safe at school.	Disagree	9%	9%	5%	9%	8%	8%
	Undecided	9%	14%	13%	12%	8%	12%
	Agree	82%	77%	82%	79%	84%	80%
6. I am treated fairly by adults in the school.	Disagree	18%	12%	11%	12%	12%	12%
	Undecided	11%	14%	20%	14%	12%	15%
	Agree	71%	74%	68%	74%	76%	73%
7. Students and adults show respect for each other at this school.	Disagree	26%	17%	13%	16%	13%	14%
	Undecided	17%	21%	23%	21%	14%	23%
	Agree	57%	62%	64%	63%	74%	62%
8. I have access to quality technology to support my learning.	Disagree	1%	6%	3%	7%	4%	6%
	Undecided	3%	7%	7%	8%	8%	8%
	Agree	96%	87%	90%	85%	88%	86%
9. The use of technologies at school helps me do my school work better.	Disagree	2%	7%	6%	7%	6%	7%
	Undecided	4%	12%	7%	12%	12%	13%
	Agree	94%	81%	87%	81%	82%	80%
10. Teachers make my class interesting.	Disagree	20%	16%	13%	17%	13%	17%
	Undecided	13%	19%	17%	18%	22%	19%
	Agree	67%	65%	70%	64%	65%	64%
11. I am learning the skills I will need when I leave school.	Disagree	10%	18%	9%	16%	10%	16%
	Undecided	13%	18%	15%	19%	16%	19%
	Agree	77%	64%	76%	65%	74%	65%
12. I can understand the language arts assignments my teachers provide me.	Disagree	7%	9%	3%	9%	6%	9%
	Undecided	6%	13%	16%	14%	15%	14%
	Agree	87%	78%	81%	78%	79%	78%



		2017/18		2016/17		2015/16	
		Kathryn	Other Rocky View Schools	Kathryn	Other Rocky View Schools	Kathryn	Other Rocky View Schools
13. I can complete most of my math assignments with confidence.	Disagree	11%	16%	7%	16%	11%	14%
	Undecided	7%	14%	11%	14%	17%	15%
	Agree	82%	70%	82%	70%	72%	71%
14. Teachers use a variety of ways to help me learn.	Disagree	9%	13%	9%	13%	14%	12%
	Undecided	15%	16%	16%	16%	15%	17%
	Agree	76%	72%	75%	71%	71%	71%
15. I understand how my teacher determines my marks.	Disagree	10%	13%	10%	13%	12%	12%
	Undecided	10%	16%	14%	16%	22%	18%
	Agree	81%	71%	77%	71%	66%	70%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Disagree	12%	14%	9%	14%	12%	13%
	Undecided	11%	19%	19%	19%	17%	19%
	Agree	77%	67%	72%	67%	71%	68%
17. When teachers assess my work they give me the feedback I need to help me improve.	Disagree	11%	15%	6%	14%	15%	14%
	Undecided	9%	16%	11%	16%	13%	16%
	Agree	81%	70%	83%	69%	72%	70%
18. School staff is helping me to be a better citizen.	Disagree	11%	16%	6%	16%	8%	15%
	Undecided	18%	22%	30%	22%	21%	23%
	Agree	71%	62%	64%	62%	72%	63%
19. I am confident I can succeed in school.	Disagree	4%	10%	4%	9%	7%	9%
	Undecided	10%	13%	6%	13%	6%	13%
	Agree	86%	78%	89%	78%	87%	79%
20. I take responsibility for my learning.	Disagree	4%	4%	2%	4%	4%	4%
	Undecided	3%	9%	6%	9%	7%	9%
	Agree	92%	87%	91%	88%	89%	88%
21. The school helps me to do my very best.	Disagree	15%	12%	3%	12%	9%	11%
	Undecided	10%	19%	17%	18%	14%	19%
	Agree	75%	68%	80%	69%	77%	70%
22. My teacher is helping me to learn 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)	Disagree	8%	12%	5%	12%	11%	11%
	Undecided	12%	20%	16%	20%	21%	21%
	Agree	81%	68%	79%	68%	68%	69%
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Disagree	11%	12%	5%	12%	9%	12%
	Undecided	11%	15%	12%	15%	16%	15%
	Agree	78%	73%	83%	74%	74%	73%
24. I enjoy learning at schools.	Disagree	34%	22%	22%	21%	20%	20%
	Undecided	14%	19%	11%	19%	16%	19%
	Agree	52%	59%	68%	60%	65%	61%
25. My teacher(s) inspires me to learn.	Disagree	19%	18%	10%	18%	19%	18%
	Undecided	9%	21%	19%	21%	17%	22%
	Agree	73%	61%	71%	61%	63%	60%

		2017/18		2016/17		2015/16	
		Kathryn	Other Rocky View Schools	Kathryn	Other Rocky View Schools	Kathryn	Other Rocky View Schools
26. I am happy to go to school.	Disagree	28%	25%	19%	23%	20%	22%
	Undecided	15%	20%	21%	21%	15%	20%
	Agree	57%	55%	60%	56%	66%	58%
27. My school teaches me how to live a balanced, healthy lifestyle.	Disagree	11%	18%	10%	19%	10%	17%
	Undecided	14%	19%	16%	19%	14%	20%
	Agree	75%	63%	74%	62%	76%	63%
28. I feel I have a voice in my education.	Disagree	22%	23%	10%	22%	17%	21%
	Undecided	12%	19%	19%	20%	18%	20%
	Agree	67%	58%	71%	58%	66%	59%
29. I feel safe on the school bus.	Disagree	10%	17%	3%	16%	7%	15%
	Undecided	11%	20%	14%	18%	15%	18%
	Agree	78%	63%	83%	66%	78%	67%
30. Students on my bus show respect for each other.	Disagree	49%	38%	33%	36%	37%	36%
	Undecided	8%	26%	25%	25%	27%	25%
	Agree	43%	36%	41%	39%	36%	39%
31. Discipline and rules on the bus are fair.	Disagree	15%	19%	15%	18%	12%	18%
	Undecided	16%	20%	6%	18%	10%	19%
	Agree	69%	61%	79%	64%	79%	64%
32. (Grade 8-12 only) I know how to access information regarding university and other post-secondary education.	Disagree	58%	24%	30%	25%	18%	23%
	Undecided	8%	17%		17%	29%	18%
	Agree	33%	60%	70%	58%	53%	60%
33. (Grade 8-12 only) My school helps me plan for my future after I leave school.	Disagree	50%	25%	10%	27%	24%	24%
	Undecided		21%	20%	20%		21%
	Agree	50%	54%	70%	53%	76%	55%
34. (Grade 8-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Disagree	25%	19%	10%	20%	6%	17%
	Undecided	8%	21%	10%	20%	29%	21%
	Agree	67%	60%	80%	59%	65%	61%

**Areas of Strength:**

- Accessibility to technology tools that help students to learn
- A clear and concise understanding of Language Arts assignments and how they will help students to grow
- Students use the feedback provided by teachers to improve their understanding of a concept

**Future Priorities:**

- Increase the percentage of students that state they care about each other at school
- Increase the percentage of students that state that all members of the school show respect for one another
- Increase the percentage of students that state they enjoy learning at school

## APENDIX C: RVS PARENT SURVEY COMPARATIVE RESULTS BY YEAR

		2017/18		2016/17		2015/16	
		Kathyrn	Other Rocky View Schools	Kathyrn	Other Rocky View Schools	Kathyrn	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Dissatisfied	1%	5%	10%	6%	3%	5%
	Undecided	4%	5%	3%	6%	2%	6%
	Satisfied	94%	90%	87%	88%	95%	89%
2. with the opportunities you have to be involved in school decision-making that affects your child?	Dissatisfied	10%	9%	15%	11%	8%	10%
	Undecided	6%	18%	10%	19%	12%	18%
	Satisfied	84%	73%	74%	70%	79%	71%
3. that staff at your child's school builds positive relationships with parents?	Dissatisfied	4%	9%	19%	10%	10%	11%
	Undecided	7%	10%	9%	11%	9%	11%
	Satisfied	88%	81%	72%	79%	80%	79%
4. with the way the school keeps you informed about your child's progress and achievement?	Dissatisfied	9%	14%	23%	15%	15%	15%
	Undecided	15%	10%	15%	11%	9%	10%
	Satisfied	76%	76%	62%	74%	75%	75%
5. that your child is demonstrating reading and writing skills appropriate to his/her grade level?	Dissatisfied	19%	10%	17%	10%	6%	10%
	Undecided	3%	8%	8%	8%	10%	9%
	Satisfied	78%	82%	76%	82%	84%	81%
6. that your child is demonstrating numeracy skills appropriate to his/her grade level?	Dissatisfied	13%	10%	13%	10%	6%	9%
	Undecided	6%	8%	9%	7%	9%	8%
	Satisfied	81%	82%	78%	83%	84%	82%
7. that your child is interested in learning?	Dissatisfied	7%	10%	18%	10%	10%	10%
	Undecided	9%	9%	10%	8%	10%	9%
	Satisfied	84%	82%	72%	82%	79%	82%
8. with the safety of the school environment?	Dissatisfied	7%	7%	9%	7%	8%	7%
	Undecided	3%	8%	10%	8%	6%	8%
	Satisfied	90%	85%	81%	85%	86%	85%
9. that there is a caring atmosphere at the school?	Dissatisfied	6%	7%	13%	8%	9%	8%
	Undecided	4%	9%	6%	9%	6%	10%
	Satisfied	90%	84%	81%	82%	84%	82%
10. that respectful relationships are encouraged amongst all staff and students?	Dissatisfied	6%	8%	13%	9%	5%	8%
	Undecided	1%	9%	8%	8%	7%	9%
	Satisfied	93%	83%	79%	82%	88%	83%
11. that your child is treated fairly by adults at the school?	Dissatisfied	6%	7%	10%	8%	3%	7%
	Undecided	3%	8%	4%	9%	9%	9%
	Satisfied	91%	85%	86%	83%	88%	83%
12. that your child is learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied	3%	6%	12%	7%	2%	7%
	Undecided	20%	13%	17%	15%	20%	14%
	Satisfied	77%	80%	71%	78%	78%	78%

		2017/18		2016/17		2015/16	
		Kathyrn	Other Rocky View Schools	Kathyrn	Other Rocky View Schools	Kathyrn	Other Rocky View Schools
13. that your child enjoys learning at school?	Dissatisfied	8%	10%	19%	10%	12%	10%
	Undecided	15%	9%	6%	9%	8%	9%
	Satisfied	77%	81%	74%	81%	79%	80%
14. that the school staff is helping your child to become a good citizen?	Dissatisfied	2%	5%	10%	6%	3%	5%
	Undecided	8%	11%	5%	10%	10%	11%
	Satisfied	91%	84%	84%	84%	87%	84%
15. that staff at your child's school builds partnerships with the community?	Dissatisfied	5%	5%	16%	6%	5%	6%
	Undecided	21%	21%	19%	22%	20%	19%
	Satisfied	74%	74%	65%	72%	75%	76%
16. that the needs of learners drive decision-making at your child's school?	Dissatisfied	5%	11%	19%	11%	8%	12%
	Undecided	18%	23%	16%	23%	29%	21%
	Satisfied	77%	67%	65%	65%	63%	68%
17. that schools shows your child how to live a balanced, healthy lifestyle?	Dissatisfied	6%	7%	14%	8%	5%	9%
	Undecided	11%	17%	12%	18%	18%	16%
	Satisfied	83%	76%	74%	74%	77%	76%
18. that the feedback your child gets from his/her teachers helps him/her improve?	Dissatisfied	6%	11%	12%	12%	7%	12%
	Undecided	12%	12%	13%	13%	21%	13%
	Satisfied	82%	76%	75%	74%	72%	75%
19. that your child has access to instruction that meets his/her needs?	Dissatisfied	9%	12%	17%	12%	8%	13%
	Undecided	12%	11%	14%	11%	13%	11%
	Satisfied	79%	76%	69%	77%	78%	76%
20. that your child takes responsibility for his/her learning?	Dissatisfied	11%	8%	8%	8%	5%	8%
	Undecided	9%	13%	12%	12%	15%	12%
	Satisfied	80%	79%	81%	80%	79%	80%
21. that teachers use a variety of ways to help your child learn?	Dissatisfied	6%	9%	12%	10%	4%	10%
	Undecided	11%	13%	14%	13%	23%	14%
	Satisfied	83%	78%	74%	77%	73%	77%
22. that your child's teacher(s) inspires him/her to learn?	Dissatisfied	8%	10%	16%	11%	11%	11%
	Undecided	12%	12%	9%	13%	16%	13%
	Satisfied	80%	77%	75%	76%	72%	76%
23. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Dissatisfied	9%	11%	17%	13%	7%	12%
	Undecided	9%	23%	20%	24%	26%	21%
	Satisfied	82%	66%	63%	63%	67%	67%

**Areas of Strength:**

- Staff at Kathyrn School actively build positive relationships with parents
- Significant increase in the belief that staff at Kathyrn school make learning interesting
- Significant increase in the belief that Kathyrn School is a safe environment
- Significant increase in the belief that Kathyrn School promotes a safe and caring atmosphere
- Significant increase in the belief that respectful relationships are encouraged amongst staff and students

**Future Priorities:**

- Increased satisfaction that students are learning foundational 21<sup>st</sup> Century Competencies
- Increased satisfaction that children are enjoying what they learn at Kathryn

**APENDIX D: RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR**

		2017/18		2016/17		2015/16	
		Kathyrn	Other Rocky View Schools	Kathyrn	Other Rocky View Schools	Kathyrn	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Dissatisfied	5%	8%	5%	7%		6%
	Undecided	5%	7%		7%	4%	7%
	Satisfied	90%	86%	95%	86%	96%	87%
2. with the opportunities you have to be involved in school / workplace decision-making?	Dissatisfied	5%	14%	11%	13%	7%	12%
	Undecided	5%	13%		12%	11%	14%
	Satisfied	90%	73%	89%	75%	81%	74%
3. with the safety of the school / workplace environment?	Dissatisfied	5%	4%		4%		3%
	Undecided		6%		4%		4%
	Satisfied	95%	91%	100%	92%	100%	94%
4. that there is a caring atmosphere at the school / workplace?	Dissatisfied	10%	7%	6%	8%	4%	4%
	Undecided		6%	11%	6%	4%	7%
	Satisfied	90%	87%	83%	86%	93%	88%
5. that respectful relationships are encouraged amongst all staff and/or students?	Dissatisfied	5%	8%	5%	8%	4%	7%
	Undecided	5%	7%	21%	6%	8%	7%
	Satisfied	90%	85%	74%	86%	88%	87%
6. with the quality of professional learning opportunities in RVS?	Dissatisfied	5%	11%	5%	8%		9%
	Undecided	5%	11%	5%	10%	7%	12%
	Satisfied	90%	78%	89%	82%	93%	79%
7. that the technologies available in your school / workplace meets 21st Century standards?	Dissatisfied		10%	5%	10%		12%
	Undecided		7%		6%	7%	9%
	Satisfied	100%	83%	95%	85%	93%	79%
8. that your school/site is a good place to work?	Dissatisfied	5%	6%	5%	6%	4%	4%
	Undecided	5%	5%	11%	6%	4%	6%
	Satisfied	90%	89%	84%	87%	93%	90%
9. with the involvement of parents within the school community?	Dissatisfied	5%	12%	6%	10%	4%	10%
	Undecided	11%	16%	11%	14%	13%	15%
	Satisfied	84%	73%	83%	77%	83%	75%
10. that the needs of learners drive decision-making at the this school?	Dissatisfied		9%	11%	10%	4%	8%
	Undecided	5%	12%	6%	11%	4%	13%
	Satisfied	95%	79%	83%	80%	92%	79%
11. that students are treated fairly by adults at the school?	Dissatisfied		2%	11%	3%	8%	1%
	Undecided	16%	3%	6%	3%	8%	4%
	Satisfied	84%	95%	83%	94%	83%	95%

		2017/18		2016/17		2015/16	
		Kathryn	Other Rocky View Schools	Kathryn	Other Rocky View Schools	Kathryn	Other Rocky View Schools
12. that the school staff is helping students to become good citizens?	Dissatisfied		3%	11%	3%	4%	3%
	Undecided	16%	5%	17%	5%	4%	5%
	Satisfied	84%	93%	72%	92%	92%	92%
13. that students enjoy learning at school?	Dissatisfied	5%	3%	6%	3%		3%
	Undecided	5%	8%	6%	7%	4%	8%
	Satisfied	89%	89%	89%	90%	96%	90%
14. with the resources and supports provided by the jurisdiction to assist schools in meeting student needs?	Dissatisfied		24%	6%	21%	8%	20%
	Undecided	16%	17%	17%	15%	21%	16%
	Satisfied	84%	59%	78%	64%	71%	64%
15. that students have access to instruction that meets their needs?	Dissatisfied	5%	8%	11%	10%	4%	10%
	Undecided		10%	6%	8%	4%	10%
	Satisfied	95%	82%	83%	82%	92%	80%
16. that staff at your school builds positive relationships with parents?	Dissatisfied		2%		2%	4%	1%
	Undecided	5%	7%		7%		8%
	Satisfied	95%	91%	100%	91%	96%	91%
17. that staff at your school builds partnerships with the community?	Dissatisfied		4%	6%	3%	4%	3%
	Undecided	16%	10%	22%	12%	13%	11%
	Satisfied	84%	86%	72%	85%	83%	86%
18. that schools teach students how to live a balanced, healthy lifestyle?	Dissatisfied		5%		5%		5%
	Undecided	11%	11%		11%	4%	12%
	Satisfied	89%	84%	100%	83%	96%	83%
19. that the school has a student-centered focus?	Dissatisfied		4%		4%		2%
	Undecided	5%	6%	6%	6%	4%	7%
	Satisfied	95%	90%	94%	90%	96%	91%
20. that students take responsibility for their learning?	Dissatisfied	11%	19%	17%	19%	8%	20%
	Undecided	16%	17%	11%	17%	8%	18%
	Satisfied	74%	64%	72%	64%	83%	62%
21. with the involvement of parents in their child's education?	Dissatisfied		16%		14%		16%
	Undecided	10%	14%		12%	13%	15%
	Satisfied	90%	70%	100%	73%	87%	69%
22. with the support students receive through RVS' learning specialists and support services, if required?	Dissatisfied	18%	22%	8%	22%	13%	22%
	Undecided		16%	8%	14%	40%	14%
	Satisfied	82%	62%	83%	63%	47%	64%
23. that you understand the elements of inquiry and project-based learning?	Dissatisfied		3%		2%		3%
	Undecided	9%	5%	17%	5%	33%	7%
	Satisfied	91%	93%	83%	93%	67%	91%

		2017/18		2016/17		2015/16	
		Kathryn	Other Rocky View Schools	Kathryn	Other Rocky View Schools	Kathryn	Other Rocky View Schools
24. that student assessment information is used to help improve instruction?	Dissatisfied		3%		3%		3%
	Undecided	9%	7%	8%	6%	7%	10%
	Satisfied	91%	90%	92%	92%	93%	87%
25. that students are demonstrating literacy skills appropriate to their grade level?	Dissatisfied	9%	17%	8%	19%	7%	21%
	Undecided	9%	11%		12%	13%	14%
	Satisfied	82%	72%	92%	69%	80%	65%
26. that students are demonstrating numeracy skills appropriate to their grade level?	Dissatisfied	9%	17%	17%	18%	13%	20%
	Undecided	9%	16%		15%	7%	19%
	Satisfied	82%	67%	83%	66%	80%	61%
27. that student assessment information is used to help improve student performance?	Dissatisfied		3%		4%		5%
	Undecided	9%	9%	8%	8%	13%	11%
	Satisfied	91%	88%	92%	89%	87%	84%
28. that students are learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied		5%		6%	7%	7%
	Undecided	9%	9%	17%	9%	7%	12%
	Satisfied	91%	85%	83%	85%	87%	80%
29. that students with special needs are meeting their IPP goals?	Dissatisfied		12%	8%	11%	7%	13%
	Undecided	18%	18%	8%	18%	14%	19%
	Satisfied	82%	71%	83%	71%	79%	69%
30. that student assessment information is used to help inform instruction?	Dissatisfied		2%		3%		4%
	Undecided		8%	8%	7%	7%	9%
	Satisfied	100%	90%	92%	90%	93%	88%
31. that you use inquiry-based or project-based learning to facilitate interdisciplinary practices?	Dissatisfied		4%		4%	7%	5%
	Undecided	18%	11%	25%	10%	27%	14%
	Satisfied	82%	85%	75%	86%	67%	81%
32. with the support students receive through community agencies, if required?	Dissatisfied		9%	8%	12%		10%
	Undecided	9%	26%	8%	23%	27%	26%
	Satisfied	91%	65%	83%	65%	73%	63%

**Areas of Strength:**

- That respectful relationships are encouraged between staff and/or students
- The needs of learners drive decision making at Kathryn School
- That staff at Kathryn build valuable and important partnership with the community

**Future Priorities:**

- Increase the percentage of staff that believe that students are treated fairly by adults at the school
- Increase the percentage of staff that believe that students are demonstrating literacy skill appropriate to their grade level



## APPENDIX E: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY – KATHYRN SCHOOL

Measure Category	Measure	Kathyrn 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	<a href="#">Safe and Caring</a>	83.8	82.7	85.6	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	<a href="#">Program of Studies</a>	74.6	68.2	76.6	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	<a href="#">Education Quality</a>	88.9	83.8	89.2	90.0	90.1	89.9	High	Maintained	Good
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	69.3	73.0	78.6	73.6	73.4	73.3	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	12.5	15.0	17.1	19.9	19.5	19.2	Low	Maintained	Issue
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	76.7	71.2	76.0	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	77.0	72.4	76.7	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
	<a href="#">Parental Involvement</a>	87.8	68.1	74.3	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	78.3	65.6	71.4	80.3	81.4	80.7	High	Improved	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events. 10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available. 12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## APPENDIX F: OVERALL SATISFACTION SURVEY – ALBERTA EDUCATION- KATHYRN SCHOOL

As part of Alberta Education's Accountability Pillar, each year it institutes a satisfaction survey with parents, students and certificated staff. The chart below reports the overall results (aggregated across respondent groups) for each accountability survey measure over the past five years.

OVERALL SATISFACTION LEVELS											
	2013/14		2014/15		2015/16		2016/17		2017/18		Target 2018/19
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
<b>Safe and Caring Schools</b>	88.5	88.6	89.0	89.0	88.4	89.5	82.7	89.5	83.8	89.0	90
<b>Program of Studies</b>	89.1	80.7	82	81.5	79.5	81.9	68.2	81.9	74.6	81.8	85
<b>Education Quality</b>	93.5	89.4	92.6	89.8	91.1	90.1	83.8	90.1	88.9	90.0	95
<b>Access to Services</b>	74.3	71.6*	65.9	71.7*	70.8	72.7*	57.3	73.2*	72.3	72.8*	80
<b>Work Preparation</b>	84.6	79.7	80.4	80.3	76.6	82.6	71.2	82.7	76.7	82.4	85
<b>Citizenship</b>	87.1	82.5	77.8	83.4	79.8	83.9	72.4	83.7	77.0	83.0	85
<b>Parental Involvement</b>	89.3	79.7	77.3	80.3	77.5	80.9	68.1	81.2	87.8	81.2	95
<b>School Improvement</b>	87.1	80.0	77.3	80.6	71.5	81.2	65.6	81.4	78.3	80.3	85
<b>Professional Learning</b>	77.8	81.0*	83.3	82.4*	84.6	83.9*	94.9	84.5*	100	84.2*	100

\*Found under ACOL Measure in APORI Report

### Areas of Strength:

- Significant improvement in "Parental Involvement" as compared to 2016/17 and provincial average results
- Significant improvement in "School Improvement" as compared to 2016/17 results
- Significant improvement in "Access to Services" as compared to 2016/17 results
- 100% of our staff are satisfied with "Professional Learning" opportunities

### Future Priorities:

- "Citizenship" as compared to the provincial average
- "Safe and Caring Schools" as compared to the provincial average
- "Program of Studies" as compared to the provincial average

## APPENDIX G: PROVINCIAL ACHIEVEMENT TEST RESULTS (COHORT)

The chart below shows the Division's results for student achievement at both the "acceptable" standard and the "standard of excellence". The "target" reflects the school's best assessment of future student performance given the five-year trend and any applicable improvement initiative.

### PROVINCIAL RESULTS LANGUAGE ARTS:

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>L.A. GRADE 6:</b>											
Acceptable Standard:	68.0	81.9	87.0	82.8	83.3	82.9	80	82.5	68.2	83.5	80
Standard of Excellence:	8.0	17.6	21.7	19.5	12.5	20.4	12.0	18.9	4.5	17.9	10

### PROVINCIAL RESULTS MATHEMATICS:

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>MATH GRADE 6:</b>											
Acceptable Standard:	68.0	73.5	78.3	73.3	79.2	87.7	60.0	73.0	59.1	71.9	70
Standard of Excellence:	8.0	15.4	13.0	14.1	8.3	14.0	4.0	14.5	4.5	13.5	10

### PROVINCIAL RESULTS SCIENCE:

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>SCIENCE GRADE 6:</b>											
Acceptable Standard:	64.0	75.9	82.6	76.4	83.3	78.0	76.0	76.7	81.8	78.4	80
Standard of Excellence:	20.0	24.9	34.8	25.3	20.8	27.1	20.0	25.8	27.3	31.2	30

### PROVINCIAL RESULTS SOCIAL STUDIES:

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>SOCIAL GRADE 6:</b>											
Acceptable Standard:	48.0	70.4	82.6	69.8	75.0	71.4	76.0	70.5	68.2	74.9	70
Standard of Excellence:	8.0	16.6	13.0	18.1	20.8	22.0	24.0	18.9	13.6	23.7	15

#### Areas of Strength:

- Both "Acceptable Standard" and "Standard of Excellence" increased for Science as compared to the 2016/17 results. Additionally, the "Acceptable Standard" was above the provincial average.

#### Future Priorities:

- Increase the number of students that reach the "Acceptable Standard" in Language Arts, Math and Social Studies to be closer to provincial averages
- Increase the number of students that reach "Standard of Excellence" in Language Arts, Math and Social Studies to be closer to provincial averages

# ANNUAL RESULTS REPORT (2017/18) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

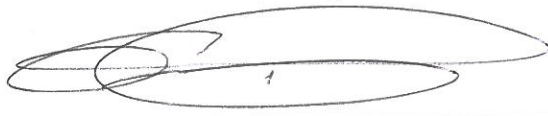
There has been consultation with:

	Yes	Date(s)
<b>School Staff</b>	<input checked="" type="checkbox"/>	October 9 <sup>th</sup> , November 13 <sup>th</sup> , December 3 <sup>rd</sup>
<b>School Council</b>	<input checked="" type="checkbox"/>	October 10 <sup>th</sup> , November 14 <sup>th</sup> , December 6 <sup>th</sup>

I, (*Principal*), certify that the proposed School Annual Results Report was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

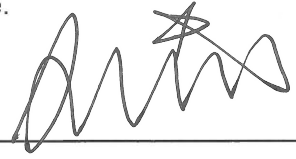
  
\_\_\_\_\_  
**Principal Signature**

*Dec 7 / 18*  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**School Council Chair Signature**

*Dec 6 / 18*  
\_\_\_\_\_  
**Date**

Subject to monitoring and review, I approve in principle the proposed School Annual Results Report based on the certification above.

  
\_\_\_\_\_  
**Superintendent of Schools**

**March 6, 2019**  
\_\_\_\_\_  
**Date**