



École Edwards Elementary School



2016-2017 Annual Report
October 2017

MESSAGE FROM SCHOOL PRINCIPAL

École Edwards Elementary School continues to be a vibrant and invigorated learning community that is safe and greatly cares for its students. As a dual track English and French Immersion school, it thrives through a deeply embedded Leader in Me philosophy that contributes significantly to this success. Our focus on **building relationships** by working together so we can **learn, succeed and lead** is lived on a daily basis in our community.

Literacy continues to be a focus including developing a common school-wide approach, as well as continuing with our home reading and sight word program. We have successfully achieved significant and measurable school improvement in particular within literacy as demonstrated by our RVS and Alberta Education survey results across all stakeholders. It is further evidenced by the more than 100 students supported with our RTI (Response to Intervention) model through teacher collaboration that identified the strategies needed to improve student literacy. This also helped teachers adapt their practice within the classroom to better meet the individual literacy needs of their students. We continue to support teachers with professional learning in terms of best literacy practice including, but not limited to, guided reading, focused mini-lessons on effective reading strategies, ongoing reading assessments, and LLI (Levelled Literacy Intervention). This professional learning and collaboration will support the development of a common school-wide framework. Literacy continues to be a necessary focus as the foundation of learning for all students.

We are excited to further support students in their quest to take ownership over their own learning and to more fully develop the 21st century competencies that will prepare them for life and work within this new age of innovation and information. To support this RVS goal, and the expressed interest of our students and parents, we are developing a makerspace at École Edwards. Makerspaces provide hands-on, creative ways for students to design, experiment, and invent as they engage in science, engineering, and tinkering. This developing focus will necessarily include professional learning for staff and the incorporation of community partners and financial investment through the school for students to be able to pursue their creative interests and innovation potential. It will be a growing focus in our future planning for student success.

As a new admin team at École Edwards we continue to explore the best means to support the school community, to ensure student-centred decisions and our results guide our school improvement. Being a **Leader in Me** school and living the principles of the **8 Habits** helps keep our vision focused on **empowering** each learner to truly know him or herself as a leader. Adding to this foundation we have incorporated **Mind Up** as another layer of support for student social emotional learning. This program utilizes a brain centered approach to integrating neuroscience, positive psychology, mindful awareness training and social and emotional learning, as tools for success in the classroom and in life. In tandem these two approaches will give students the tools to cope and succeed.

Together we... learn, succeed, lead

Ensemble nous... apprenons, réussissons, dirigeons!

Peter Fultz
Principal
École Edwards Elementary School

OVERVIEW OF ACHIEVEMENTS

Goal One – Learners are successful.

Literacy was a primary focus for the previous and current school year in response to an identified need from our stakeholders. Across every measure there was significant improvement. Our Alberta Education Accountability results indicated a 17% increase in school improvement overall. There was an improvement of 10% in our literacy and numeracy according to students, parents, and staff within the RVS surveys. This achievement came as a result of many changes, in particular, in regards to our literacy approach. We included families in our efforts with the creation and adoption of a school-wide home reading and sight word program. Our own survey indicated wide support for this program as our literacy initiative unfolded. In addition, we re-affirmed common literacy blocks for each grade as well as working towards the common practice of guided reading in every classroom to support our readers. An RTI (Response to Intervention) model was an essential part of this initiative that included support within the classroom through identifying student need with running reading records and benchmark reading assessments. Students in need of more intensive support to further their reading success and growth received it from their classroom teacher and sometimes from our literacy support team. It was truly a focused community effort to support readers and raise literacy levels for our students.

Our stakeholders shared that we continue to do well in regards to building the 21st century competencies (skills and knowledge) with our learners. Our teachers continue to explore inquiry and project based learning with their students as evidenced by many of the innovative and creative endeavors our students become involved with such as engineering challenges through the RVS cohorts. In the spirit of igniting student interests and creating the opportunities for innovation and creativity, a makerspace is being created within our school for all students to soon access through their teachers. This amazing creative mindset will continue to be developed as we move through the current school year.

Goal Two – Learners are engaged.

Edwards learners shared that they are engaged and that teachers inspire them to do their best through interesting work that is connected to skills they will need later in life. Teachers and parents seem to concur. A wonderful example of this was when our students display such excitement with any inquiry based work within the classroom including engineering challenges that many students have been involved with. Students were highly engaged and saw the connection between what they were doing and the real world. These type of inquiry-based and project-based endeavors are cross-curricular by nature and allow for a students' creative expression and enhances engagement. The participation by teachers in the RVS Cohorts-Canada 150 and Trailblazers have given the opportunity for students to explore, connect, and create in a different learning environment. The development of our new MakerSpace will tap into this intense student interest in innovation and will provide them the opportunity to challenge themselves and explore what fascinates them.

Literacy engagement and success remains strong at Edwards. RVS literacy-based professional learning including RVS supported Reading and Writing Workshop sessions, has placed more literacy tools in teachers' toolboxes to enrich literacy practices and teaching practice in general. These tools are promoting greater student engagement. In order to ensure this engagement is consistent across the school a common Edwards literacy structure and approach is being developed collaboratively within our staff.

Our RVS survey results confirm our successes in student engagement with a 6% improvement in terms of stakeholder confidence in our efforts to provide innovation and effective practices to enrich our students' learning. We will continue to further our success with engaging our learners.

Goal Three – Learners are supported.

École Edwards learners feel safe, cared for, valued and respected as evidenced by our RVS survey results and these results come from the students, parents as well as staff. More importantly that wonderful reality can be felt throughout the building on a daily basis by our students and visitors who comment on our

friendly, welcoming atmosphere. The day to day bucket filling creates an air of positivity within the school community. On almost every measure within the student survey results there was improvement ranging from 10 -20 %, a very significant increase over the past year. Our parent results positive in most areas as well. It is clear that our community is seeing progress at Edwards when it comes to being safe and caring. They feel welcome and accepted and with that accomplished we can focus on the value and importance of learning.

Students and parents have also shared that they feel the decisions the school is making are student-centred and do propel student learning. The noted school improvement increase of 17% within the Alberta Education Accountability Report supports the RVS results as student success is tied to decisions that are student-centred. Of the students surveyed, 89% feel they are learning the skills they need when they are finished school. The number of Edward students that felt they had a voice in their learning was an incredible 30% higher compared to the previous year. We will continue to nurture this within our school community to ensure stakeholders do feel that the best interests of students are being served. We are here to guide and facilitate our learners with an abundance of opportunities to excel and grow in their knowledge and skills that are essential for the 21st century.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners are successful.

Students taking ownership over their learning is an area we plan to continue to further develop. As a part of our communication of student learning every student has an e-portfolio that is expressed through their own student blog. Within this blog they can upload examples of work they are proud of and wish to share and reflect on. Reflecting upon one's work is one means of taking ownership. This tool is still new to our school and we continue to develop it as an important part of student learning in keeping with the RVS CoSL Initiative. Key is the student ownership over what is posted and and what is said in their reflection. As a school, both staff and students, continue to grow in their familiarity with it and teachers are being provided ample opportunities to further their own professional learning through morning sessions of blogs and breakfast as well as on our PL (Professional Learning) days. The goal is to further support students in this regard through teacher growth. It will continue to be a focus for the remainder of the current school year and the year moving forward. Parents can support this learning as well by asking their children to view their student e-portfolio and see the work they are very proud to share and most keenly interested in sharing.

Providing more opportunities for students to share their passions and interests within the curriculum and beyond is a very important aspect of ownership over their learning. Our new makerspace is one means to to further goal while it continues to be developed in the current school year. It will remain and grow as a focus for the next school year. Makerspaces provide hands-on, creative ways for students to design, experiment, and invent as they engage in science, engineering, and tinkering. Continued support to teachers in the quest to embed inquiry-based learning within the classroom. Students love the opportunity to explore their own interests. This creating and innovating in this way puts them in the driver seat and they will glean far more from their own learning when it also comes from them and their own interests. Fostering this is an essential condition of the knowledge and skills required for a 21st century learner.

To support this, aside from the space and the materials, our staff is engaged in professional learning that will support our the 21st century competencies that embrace innovation and creativity. Staff will be given the opportunity to participate in site visits to help grow our own professional knowledge and our own makerspace.

Goal Two – Learners are engaged.

We will work to improve and change the perception that we have limited partnerships that enhance learning. We appreciate that partnerships fuel learning and we have many such partnerships that we will continue to support. In addition, we are seeking new partnerships with other community groups. We will work to improve our communication to stakeholders about the many partnerships that we do have and may not be commonly known throughout the school community.

Currently we have many partnerships with our Tri-School site that includes high school students and middle school students being paired up with Edwards students for wee reads as a part of our focus on literacy. Many of our classes also partner with both schools for various projects and endeavors. With the wider community we partner with Genesis Place and the Plainsman arena to offer swimming and skating to our students as a part of our emphasis on physical literacy. Our school has consistently partnered with the Airdrie Public Library as another place to access books while also bringing them into our school to offer programs through our Learning Commons for classes.

We have other ongoing relationships with many other parts of our community. Our choral group performs at the Bethany Home for residents every year and it is a highlight for everyone involved. Other classes such as our grade 1s have visited other nearby nursing care homes to give our students the opportunity to work with and benefit from the experience our seniors have to offer. It is truly a win-win for everyone.

In the past we have partnered with Calgary Reads and its affiliate, Rocky View Reads. We are continuing this relationship with this wonderful literacy organization. Our hope is that some of our students will have the opportunity to visit their new Calgary Reads House to explore the books and the literacy space they have available for students, but also families to visit. Calgary Reads is committed to supporting us with our literacy focus.

With our newly designed and reimaged Learning Commons, we desire to embrace the “anytime, anywhere” philosophy of learning for our students. We recognize that our Learning Commons is an amazing space which we want to utilize to its full potential, offering students and our entire learning community flexible learning spaces. Our new Learning Commons has the potential to offer students flexibility in their learning, a place where students can explore themes and interests and a central meeting place for our learning community.

Goal Three – Learners are supported.

Learners mostly feel supported at École Edwards, but stakeholders shared that more needs to be done to ensure learning is accessible, individualized, and challenging for every student. We understand that it is essential that there be clear communication about current successes and new initiatives that demonstrate the needs of the learners drive our decision-making.

We have re-organized our Learning Support model and we will continue to offer professional learning sessions from the RVS Learning Support team to further develop our capacity as a professional staff to support all students. Support sessions for teachers in IPP (Individual Program Plan) creation and familiarity with Dossier, the RVS technical platform used, will continue to be offered as a means to support the accessibility of learning for every student.

New this year we will be partnering with Big Brothers and Big Sisters. We will be joining their program that has mentor students from the high school connect with and support our students during the school day. Edwards students chosen will be those identified as ones that could benefit from having an older mentor to spend time with for one hour on a weekly basis. We believe this new partnership could have a positive impact of many of our students.

We recognize the great importance of social emotional wellness and learning for our students. Building this capacity and providing these tools reduces anxiety and strengthens resilience helping our students feel supported. To accomplish this goal, we must continue to build the capacity of staff through professional learning as well as developing a common mindfulness language in both languages of instruction. One such program brought into professional learning this year has been the Mind Up program. It is another layer of support for student social emotional learning. This program utilizes a brain centered approach to integrating neuroscience, positive psychology, mindful awareness training and social and emotional learning, as tools for success in the classroom and in life. As a school community we are introducing it to our students and it

will continue to be a focus for social emotional learning and as a means to support our learners moving forward into next year.

Appendix A: Rocky View Schools Accountability Pillar

Rocky View Schools Accountability Pillar

| Goal | Outcome | Edwards | | | Rocky View Schools | | | Measure Evaluation | | |
|---------------------------------------|---|---------|---------------|-------------------------|--------------------|---------------|-------------------------|--------------------|-------------------------|------------|
| | | Current | Previous Year | Previous 3 Year Average | Current | Previous Year | Previous 3 Year Average | Achievement | Improvement | Overall |
| Goal One: Learners are successful | Learners are literate and numerate | 77.25% | 67.55% | N/A | 74.76% | 73.09% | N/A | Intermediate | Significant Improvement | Good |
| | Learners build 21 st Century competencies (skills & knowledge) | 79.61% | 78.40% | N/A | 78.11% | 77.71% | N/A | Intermediate | Not Significant | Acceptable |
| | Learners take ownership of their learning | 76.59% | 79.52% | N/A | 80.59% | 78.99% | N/A | Low | Not Significant | Issue |
| Goal Two: Learners are engaged | Real-world, hands-on learning experiences engage learners | 82.35% | 81.41% | N/A | 78.01% | 77.28% | N/A | Intermediate | Not Significant | Acceptable |
| | Innovation and effective practices enrich learning | 83.50% | 77.15% | N/A | 72.37% | 73.44% | N/A | Very High | Not Significant | Excellent |
| | Partnerships enhance and fuel learning | 71.64% | 81.72% | N/A | 78.34% | 78.36% | N/A | Low | Significant Decline | Concern |
| Goal Three: Learners are supported | Learners feel well, safe, valued and respected | 80.28% | 81.88% | N/A | 78.97% | 78.33% | N/A | Intermediate | Not Significant | Acceptable |
| | Learning is accessible, individualized, and challenging | 66.31% | 68.19% | N/A | 70.87% | 70.85% | N/A | Low | Not Significant | Issue |
| | Student-centred decisions propel achievement | 73.14% | 72.33% | N/A | 72.69% | 72.65% | N/A | Intermediate | Not Significant | Acceptable |

APPENDIX B: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

| | | 2016/17 | | 2015/16 | |
|--|-----------|---------|--------------------------|---------|--------------------------|
| | | Edwards | Other Rocky View Schools | Edwards | Other Rocky View Schools |
| 1. I feel welcome at school. | Disagree | 5% | 7% | 9% | 6% |
| | Undecided | 3% | 10% | 8% | 10% |
| | Agree | 93% | 82% | 83% | 84% |
| 2. Teachers help me when I need it. | Disagree | 4% | 7% | 9% | 7% |
| | Undecided | 4% | 11% | 14% | 11% |
| | Agree | 92% | 82% | 77% | 82% |
| 3. Students care about each other at my school. | Disagree | 16% | 23% | 26% | 21% |
| | Undecided | 12% | 28% | 20% | 27% |
| | Agree | 72% | 49% | 55% | 51% |
| 4. The staff at my school cares about me. | Disagree | 5% | 8% | 10% | 8% |
| | Undecided | 5% | 16% | 12% | 17% |
| | Agree | 90% | 75% | 78% | 75% |
| 5. I feel safe at school. | Disagree | 8% | 9% | 13% | 8% |
| | Undecided | 6% | 12% | 8% | 12% |
| | Agree | 86% | 78% | 79% | 80% |
| 6. I am treated fairly by adults in the school. | Disagree | 8% | 12% | 11% | 12% |
| | Undecided | 3% | 14% | 14% | 15% |
| | Agree | 88% | 73% | 75% | 73% |
| 7. Students and adults show respect for each other at this school. | Disagree | 11% | 16% | 14% | 14% |
| | Undecided | 7% | 22% | 23% | 23% |
| | Agree | 82% | 63% | 64% | 62% |
| 8. I have access to quality technology to support my learning. | Disagree | 3% | 7% | 7% | 6% |
| | Undecided | 3% | 8% | 10% | 8% |
| | Agree | 94% | 85% | 83% | 86% |
| 9. The use of technologies at school helps me do my school work better. | Disagree | 5% | 7% | 10% | 7% |
| | Undecided | 6% | 12% | 17% | 13% |
| | Agree | 89% | 81% | 73% | 80% |
| 10. Teachers make my class interesting. | Disagree | 9% | 17% | 14% | 17% |
| | Undecided | 5% | 19% | 13% | 19% |
| | Agree | 87% | 64% | 73% | 64% |
| 11. I am learning the skills I will need when I leave school. | Disagree | 6% | 17% | 8% | 16% |
| | Undecided | 5% | 19% | 15% | 19% |
| | Agree | 89% | 65% | 77% | 64% |
| 12. I can understand the language arts assignments my teachers provide me. | Disagree | 5% | 9% | 8% | 9% |
| | Undecided | 8% | 14% | 16% | 14% |
| | Agree | 88% | 78% | 76% | 78% |

| | | 2016/17 | | 2015/16 | |
|--|-----------|---------|--------------------------|---------|--------------------------|
| | | Edwards | Other Rocky View Schools | Edwards | Other Rocky View Schools |
| 13. I can complete most of my math assignments with confidence. | Disagree | 15% | 16% | 12% | 14% |
| | Undecided | 6% | 14% | 17% | 15% |
| | Agree | 80% | 70% | 71% | 71% |
| 14. Teachers use a variety of ways to help me learn. | Disagree | 4% | 13% | 10% | 12% |
| | Undecided | 4% | 16% | 11% | 17% |
| | Agree | 92% | 71% | 80% | 71% |
| 15. I understand how my teacher determines my marks. | Disagree | 8% | 13% | 12% | 12% |
| | Undecided | 6% | 16% | 18% | 18% |
| | Agree | 86% | 71% | 71% | 70% |
| 16. I get enough information and feel involved in on how my marks are calculated/worked out. | Disagree | 10% | 15% | 12% | 13% |
| | Undecided | 6% | 19% | 19% | 19% |
| | Agree | 84% | 66% | 69% | 68% |
| 17. When teachers assess my work they give me the feedback I need to help me improve. | Disagree | 5% | 14% | 11% | 14% |
| | Undecided | 7% | 17% | 15% | 16% |
| | Agree | 88% | 69% | 74% | 70% |
| 18. School staff is helping me to be a better citizen. | Disagree | 11% | 16% | 16% | 15% |
| | Undecided | 8% | 23% | 23% | 23% |
| | Agree | 81% | 61% | 62% | 63% |
| 19. I am confident I can succeed in school. | Disagree | 8% | 9% | 8% | 9% |
| | Undecided | 5% | 13% | 9% | 13% |
| | Agree | 87% | 78% | 83% | 79% |
| 20. I take responsibility for my learning. | Disagree | 1% | 4% | 6% | 4% |
| | Undecided | 4% | 9% | 4% | 9% |
| | Agree | 94% | 88% | 90% | 88% |
| 21. The school helps me to do my very best. | Disagree | 8% | 12% | 13% | 11% |
| | Undecided | 6% | 18% | 11% | 19% |
| | Agree | 86% | 69% | 76% | 70% |
| 22. My teacher is helping me to learn 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.) | Disagree | 7% | 12% | 12% | 11% |
| | Undecided | 10% | 20% | 27% | 21% |
| | Agree | 84% | 68% | 61% | 69% |
| 23. My teacher(s) uses real-life, meaningful examples to help me learn. | Disagree | 8% | 12% | 13% | 12% |
| | Undecided | 5% | 15% | 14% | 15% |
| | Agree | 88% | 73% | 73% | 73% |
| 24. I enjoy learning at schools. | Disagree | 18% | 21% | 20% | 20% |
| | Undecided | 9% | 19% | 17% | 19% |
| | Agree | 73% | 60% | 63% | 61% |
| 25. My teacher(s) inspires me to learn. | Disagree | 11% | 18% | 13% | 18% |
| | Undecided | 6% | 21% | 17% | 22% |
| | Agree | 83% | 60% | 69% | 60% |

| | | 2016/17 | | 2015/16 | |
|---|-----------|---------|--------------------------|---------|--------------------------|
| | | Edwards | Other Rocky View Schools | Edwards | Other Rocky View Schools |
| 26. I am happy to go to school. | Disagree | 18% | 23% | 19% | 22% |
| | Undecided | 11% | 21% | 16% | 20% |
| | Agree | 71% | 56% | 65% | 58% |
| 27. My school teaches me how to live a balanced, healthy lifestyle. | Disagree | 8% | 19% | 10% | 17% |
| | Undecided | 8% | 19% | 14% | 20% |
| | Agree | 84% | 62% | 75% | 63% |
| 28. I feel I have a voice in my education. | Disagree | 12% | 22% | 17% | 21% |
| | Undecided | 10% | 20% | 19% | 20% |
| | Agree | 78% | 58% | 64% | 59% |
| 29. I feel safe on the school bus. | Disagree | 13% | 16% | 18% | 14% |
| | Undecided | 10% | 18% | 25% | 18% |
| | Agree | 78% | 66% | 57% | 68% |
| 30. Students on my bus show respect for each other. | Disagree | 47% | 36% | 49% | 36% |
| | Undecided | 11% | 25% | 29% | 25% |
| | Agree | 42% | 39% | 22% | 39% |
| 31. Discipline and rules on the bus are fair. | Disagree | 17% | 18% | 25% | 17% |
| | Undecided | 6% | 19% | 25% | 19% |
| | Agree | 78% | 64% | 51% | 64% |
| 32. (Grade 8-12 only) I know how to access information regarding university and other post- secondary | Disagree | | 25% | | 23% |
| | Undecided | | 17% | | 18% |
| | Agree | | 58% | | 60% |
| 33. (Grade 8-12 only) My school helps me plan for my future after I leave school. | Disagree | | 27% | | 24% |
| | Undecided | | 20% | | 21% |
| | Agree | | 53% | | 56% |
| 34. (Grade 8-12 only) I have sufficient opportunities to be involved in decisions that affect student life. | Disagree | | 20% | | 17% |
| | Undecided | | 20% | | 21% |
| | Agree | | 59% | | 61% |

Areas of Strength:

- On every measure within the student survey there was significant improvement over the previous year.
- In regards to safe and caring the results are excellent. When asked about students caring for each other, 72% felt satisfied, an increase of 27% from the previous year. In addition, 90% of the students felt cared for by staff, another significant increase of 12%.
- In terms of having a voice in their education, 90% of students were satisfied, an increase of 14% over the previous year.
- In terms of how students are feeling about their confidence and success with their learning they again shared a significant improvement in this area. Students also shared that they were 91% satisfied that staff were helping to make them better citizens, an increase of over 19% from the previous year.

Future Priorities:

- Although 73% of students were satisfied with how much they enjoy learning at school, an increase of 10%, there is still room to grow. We will ensure we include the joy of learning in our improvement efforts for the coming school year and future planning.

APPENDIX C: RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

| | | 2016/17 | | 2015/16 | |
|--|--------------|---------|--------------------------|---------|--------------------------|
| | | Edwards | Other Rocky View Schools | Edwards | Other Rocky View Schools |
| 1. with the way you are welcomed when you visit your child's school? | Dissatisfied | 5% | 6% | 3% | 5% |
| | Undecided | 7% | 6% | 6% | 5% |
| | Satisfied | 88% | 88% | 91% | 89% |
| 2. with the opportunities you have to be involved in school decision-making that affects your child? | Dissatisfied | 11% | 11% | 18% | 10% |
| | Undecided | 23% | 19% | 22% | 18% |
| | Satisfied | 66% | 71% | 60% | 72% |
| 3. that staff at your child's school builds positive relationships with parents? | Dissatisfied | 11% | 11% | 10% | 11% |
| | Undecided | 11% | 11% | 9% | 11% |
| | Satisfied | 78% | 79% | 81% | 79% |
| 4. with the way the school keeps you informed about your child's progress and achievement? | Dissatisfied | 21% | 15% | 32% | 15% |
| | Undecided | 17% | 10% | 9% | 10% |
| | Satisfied | 62% | 74% | 59% | 76% |
| 5. that your child is demonstrating reading and writing skills appropriate to his/her grade level? | Dissatisfied | 12% | 10% | 19% | 10% |
| | Undecided | 14% | 8% | 12% | 9% |
| | Satisfied | 75% | 82% | 69% | 82% |
| 6. that your child is demonstrating numeracy skills appropriate to his/her grade level? | Dissatisfied | 10% | 10% | 15% | 9% |
| | Undecided | 15% | 7% | 12% | 8% |
| | Satisfied | 75% | 83% | 73% | 83% |
| 7. that your child is interested in learning? | Dissatisfied | 12% | 10% | 11% | 10% |
| | Undecided | 14% | 8% | 8% | 9% |
| | Satisfied | 75% | 82% | 81% | 82% |
| 8. with the safety of the school environment? | Dissatisfied | 8% | 7% | 9% | 7% |
| | Undecided | 8% | 8% | 7% | 8% |
| | Satisfied | 84% | 85% | 84% | 85% |
| 9. that there is a caring atmosphere at the school? | Dissatisfied | 8% | 8% | 6% | 8% |
| | Undecided | 6% | 9% | 9% | 10% |
| | Satisfied | 86% | 82% | 85% | 82% |
| 10. that respectful relationships are encouraged amongst all staff and students? | Dissatisfied | 7% | 10% | 7% | 8% |
| | Undecided | 7% | 8% | 10% | 9% |
| | Satisfied | 87% | 82% | 84% | 83% |
| 11. that your child is treated fairly by adults at the school? | Dissatisfied | 6% | 8% | 7% | 7% |
| | Undecided | 8% | 9% | 9% | 10% |
| | Satisfied | 86% | 83% | 84% | 83% |

| | | 2016/17 | | 2015/16 | |
|---|--------------|---------|--------------------------|---------|--------------------------|
| | | Edwards | Other Rocky View Schools | Edwards | Other Rocky View Schools |
| 12. that your child is learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)? | Dissatisfied | 6% | 7% | 10% | 7% |
| | Undecided | 16% | 15% | 21% | 14% |
| | Satisfied | 78% | 78% | 70% | 79% |
| 13. that your child enjoys learning at school? | Dissatisfied | 11% | 11% | 11% | 10% |
| | Undecided | 13% | 8% | 9% | 9% |
| | Satisfied | 77% | 81% | 81% | 80% |
| 14. that the school staff is helping your child to become a good citizen? | Dissatisfied | 3% | 6% | 4% | 5% |
| | Undecided | 14% | 10% | 10% | 11% |
| | Satisfied | 82% | 84% | 86% | 84% |
| 15. that staff at your child's school builds partnerships with the community? | Dissatisfied | 5% | 7% | 4% | 6% |
| | Undecided | 22% | 22% | 18% | 19% |
| | Satisfied | 74% | 72% | 78% | 76% |
| 16. that the needs of learners drive decision-making at your child's school? | Dissatisfied | 11% | 12% | 15% | 11% |
| | Undecided | 24% | 23% | 20% | 21% |
| | Satisfied | 66% | 65% | 65% | 68% |
| 17. that schools shows your child how to live a balanced, healthy lifestyle? | Dissatisfied | 6% | 8% | 10% | 8% |
| | Undecided | 23% | 18% | 16% | 16% |
| | Satisfied | 71% | 74% | 74% | 76% |
| 18. that the feedback your child gets from his/her teachers helps him/her improve? | Dissatisfied | 14% | 12% | 17% | 12% |
| | Undecided | 14% | 13% | 13% | 13% |
| | Satisfied | 72% | 74% | 71% | 75% |
| 19. that your child has access to instruction that meets his/her needs? | Dissatisfied | 16% | 12% | 17% | 12% |
| | Undecided | 11% | 11% | 15% | 11% |
| | Satisfied | 73% | 77% | 69% | 77% |
| 20. that your child takes responsibility for his/her learning? | Dissatisfied | 14% | 8% | 10% | 8% |
| | Undecided | 20% | 11% | 24% | 11% |
| | Satisfied | 65% | 81% | 66% | 80% |
| 21. that teachers use a variety of ways to help your child learn? | Dissatisfied | 11% | 10% | 11% | 10% |
| | Undecided | 12% | 13% | 11% | 14% |
| | Satisfied | 78% | 77% | 78% | 76% |
| 22. that your child's teacher (s) inspires him/her to learn? | Dissatisfied | 9% | 11% | 9% | 11% |
| | Undecided | 13% | 13% | 16% | 13% |
| | Satisfied | 78% | 76% | 75% | 76% |
| 23. that your child is meeting the goals established in his or her Individual Program Plan (I. P.P.)? | Dissatisfied | 13% | 13% | 10% | 12% |
| | Undecided | 27% | 24% | 30% | 21% |
| | Satisfied | 60% | 63% | 60% | 67% |

Areas of Strength:

- Parents are more satisfied their children's progress with learning the 21st century competencies with 78% satisfied, an increase of over 8% from the previous year, and now on par with the RVS average.
- There was 7% improvement in parental satisfaction with reading and writing skills for their children over the previous year.
- Edwards continues to rate very well with parents in terms of offering a safe and caring atmosphere for their children with satisfaction levels in the mid to high 80% range.

Future Priorities:

- More work still needs to be done to demonstrate to families that children on IPPs are meeting their goals.
- Students taking ownership over their learning is an area of growth parents are wanting to see with their children.

APPENDIX D: RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

| | | 2016/17 | | 2015/16 | |
|---|--------------|---------|--------------------------|---------|--------------------------|
| | | Edwards | Other Rocky View Schools | Edwards | Other Rocky View Schools |
| 1. that you feel a part of a learning community at your school / workplace? | Dissatisfied | 29% | 6% | 7% | 6% |
| | Undecided | 10% | 7% | 4% | 7% |
| | Satisfied | 62% | 87% | 89% | 87% |
| 2. with the opportunities you have to be involved in school / workplace decision- making? | Dissatisfied | 36% | 12% | 9% | 12% |
| | Undecided | 2% | 13% | 14% | 14% |
| | Satisfied | 62% | 75% | 77% | 74% |
| 3. with the safety of the school / workplace environment? | Dissatisfied | 17% | 4% | 4% | 2% |
| | Undecided | 2% | 4% | | 4% |
| | Satisfied | 81% | 93% | 96% | 94% |
| 4. that there is a caring atmosphere at the school / workplace? | Dissatisfied | 31% | 7% | 5% | 4% |
| | Undecided | 7% | 6% | 2% | 7% |
| | Satisfied | 62% | 87% | 93% | 88% |
| 5. that respectful relationships are encouraged amongst all staff and/or students? | Dissatisfied | 36% | 7% | 7% | 6% |
| | Undecided | 2% | 6% | 4% | 7% |
| | Satisfied | 62% | 86% | 89% | 87% |
| 6. with the quality of professional learning opportunities in RVS? | Dissatisfied | 7% | 8% | 7% | 9% |
| | Undecided | 10% | 10% | 16% | 12% |
| | Satisfied | 83% | 83% | 77% | 79% |
| 7. that the technologies available in your school / workplace meets 21st Century standards? | Dissatisfied | 17% | 9% | 5% | 12% |
| | Undecided | 10% | 6% | 7% | 9% |
| | Satisfied | 74% | 85% | 88% | 79% |
| 8. that your school/site is a good place to work? | Dissatisfied | 21% | 6% | 5% | 4% |
| | Undecided | 12% | 6% | 4% | 6% |
| | Satisfied | 67% | 88% | 91% | 90% |
| 9. with the involvement of parents within the school community? | Dissatisfied | 20% | 9% | 5% | 10% |
| | Undecided | 10% | 14% | 11% | 15% |
| | Satisfied | 71% | 77% | 84% | 75% |
| 10. that the needs of learners drive decision-making at the this school? | Dissatisfied | 29% | 9% | 15% | 8% |
| | Undecided | 15% | 10% | 13% | 13% |
| | Satisfied | 56% | 80% | 73% | 79% |
| 11. that students are treated fairly by adults at the school? | Dissatisfied | 15% | 2% | | 1% |
| | Undecided | 5% | 3% | 4% | 4% |
| | Satisfied | 80% | 95% | 96% | 94% |

| | | 2016/17 | | 2015/16 | |
|--|--------------|---------|--------------------------|---------|--------------------------|
| | | Edwards | Other Rocky View Schools | Edwards | Other Rocky View Schools |
| 12. that the school staff is helping students to become good citizens? | Dissatisfied | 15% | 3% | | 3% |
| | Undecided | 10% | 5% | | 5% |
| | Satisfied | 76% | 92% | 100% | 92% |
| 13. that students enjoy learning at school? | Dissatisfied | | 3% | | 3% |
| | Undecided | 7% | 7% | | 8% |
| | Satisfied | 93% | 90% | 100% | 89% |
| 14. with the resources and supports provided by the jurisdiction to assist schools in meeting student needs? | Dissatisfied | 49% | 20% | 31% | 19% |
| | Undecided | 7% | 15% | 13% | 16% |
| | Satisfied | 44% | 65% | 56% | 65% |
| 15. that students have access to instruction that meets their needs? | Dissatisfied | 27% | 10% | 18% | 9% |
| | Undecided | 10% | 8% | 15% | 10% |
| | Satisfied | 63% | 83% | 67% | 81% |
| 16. that staff at your school builds positive relationships with parents? | Dissatisfied | 7% | 1% | | 1% |
| | Undecided | 7% | 7% | 4% | 8% |
| | Satisfied | 85% | 92% | 96% | 90% |
| 17. that staff at your school builds partnerships with the community? | Dissatisfied | 15% | 3% | | 3% |
| | Undecided | 22% | 12% | 2% | 12% |
| | Satisfied | 63% | 85% | 98% | 86% |
| 18. that schools teach students how to live a balanced, healthy lifestyle? | Dissatisfied | 5% | 5% | | 5% |
| | Undecided | 8% | 11% | 13% | 11% |
| | Satisfied | 88% | 83% | 87% | 84% |
| 19. that the school has a student-centered focus? | Dissatisfied | 13% | 4% | 4% | 2% |
| | Undecided | 15% | 6% | 4% | 7% |
| | Satisfied | 73% | 90% | 93% | 91% |
| 20. that students take responsibility for their learning? | Dissatisfied | 29% | 19% | 13% | 20% |
| | Undecided | 12% | 17% | 18% | 18% |
| | Satisfied | 59% | 64% | 69% | 62% |
| 21. with the involvement of parents in their child's education? | Dissatisfied | 22% | 14% | | 16% |
| | Undecided | 16% | 12% | 11% | 15% |
| | Satisfied | 63% | 74% | 89% | 69% |
| 22. with the support students receive through RVS' learning specialists and support services, if required? | Dissatisfied | 44% | 22% | 17% | 22% |
| | Undecided | 19% | 14% | 23% | 14% |
| | Satisfied | 38% | 64% | 60% | 64% |
| 23. that you understand the elements of inquiry and project-based learning? | Dissatisfied | | 2% | | 3% |
| | Undecided | 6% | 5% | 9% | 7% |
| | Satisfied | 94% | 93% | 91% | 90% |

| | | 2016/17 | | 2015/16 | |
|--|--------------|---------|--------------------------|---------|--------------------------|
| | | Edwards | Other Rocky View Schools | Edwards | Other Rocky View Schools |
| 24. that student assessment information is used to help improve instruction? | Dissatisfied | 3% | 2% | 6% | 3% |
| | Undecided | 9% | 6% | 3% | 10% |
| | Satisfied | 88% | 92% | 91% | 87% |
| 25. that students are demonstrating literacy skills appropriate to their grade level? | Dissatisfied | 16% | 19% | 29% | 21% |
| | Undecided | 13% | 11% | 23% | 14% |
| | Satisfied | 72% | 70% | 49% | 66% |
| 26. that students are demonstrating numeracy skills appropriate to their grade level? | Dissatisfied | 13% | 19% | 11% | 20% |
| | Undecided | 13% | 15% | 20% | 19% |
| | Satisfied | 75% | 66% | 69% | 61% |
| 27. that student assessment information is used to help improve student performance? | Dissatisfied | 6% | 3% | 9% | 4% |
| | Undecided | 6% | 8% | | 12% |
| | Satisfied | 88% | 89% | 91% | 84% |
| 28. that students are learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)? | Dissatisfied | 13% | 5% | | 8% |
| | Undecided | 9% | 9% | 9% | 12% |
| | Satisfied | 78% | 86% | 91% | 80% |
| 29. that students with special needs are meeting their IPP goals? | Dissatisfied | 19% | 11% | 6% | 13% |
| | Undecided | 16% | 18% | 26% | 18% |
| | Satisfied | 66% | 71% | 69% | 69% |
| 30. that student assessment information is used to help inform instruction? | Dissatisfied | 6% | 3% | 3% | 4% |
| | Undecided | 3% | 7% | 3% | 9% |
| | Satisfied | 91% | 90% | 94% | 87% |
| 31. that you use inquiry-based or project-based learning to facilitate interdisciplinary practices? | Dissatisfied | 13% | 4% | 3% | 5% |
| | Undecided | 10% | 10% | 11% | 14% |
| | Satisfied | 77% | 86% | 86% | 81% |
| 32. with the support students receive through community agencies, if required? | Dissatisfied | 28% | 11% | 6% | 10% |
| | Undecided | 31% | 23% | 29% | 26% |
| | Satisfied | 41% | 66% | 66% | 63% |

Areas of Strength:

- Literacy was a focus and our current school education plan and staff were 72% satisfied with student literacy achievement for their grade level, an increase of 23%. That is a marker of very significant improvement
- In regards to students demonstrating appropriate skill level for numeracy within their grade level staff were 75% satisfied, an increase of 6% which is a marker good improvement.
- Staff continue to be more than 90% satisfied that student assessment information is used to help inform instruction.

Future Priorities:

- In the past year Edwards went through a significant change over in staff. The entire admin team and almost all the office staff was new. Many staff moved to the new French Immersion site at AE Bowers. Grade 5 was added to our school. In total there were 17 new staff. This amount of change created a need to connect as a staff and naturally this takes time. On most staff measures there was a reduction in staff satisfaction including a feeling of belonging and involvement in decision-making. We will continue to provide opportunities to build connections amongst staff and listen actively to staff concerns while in continuing to involve them in the decision-making process.

APPENDIX E: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

| Measure Category | Measure | Ecole Edwards Elementary | | | 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 | Safe and Caring | 88.4 | 88.3 | 87.3 | 89.5 | 89.5 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 80.5 | 87.9 | 85.3 | 81.9 | 81.9 | 81.5 | High | Maintained | Good |
| | Education Quality | 92.6 | 90.8 | 89.6 | 90.1 | 90.1 | 89.6 | Very High | Maintained | 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) | PAT: Acceptable | n/a | n/a | n/a | 73.4 | 73.6 | 73.2 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | 19.5 | 19.4 | 18.8 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.0 | 82.7 | 83.1 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.2 | 21.2 | 21.5 | 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 | Transition Rate (6 yr) | n/a | n/a | n/a | 57.9 | 59.4 | 59.3 | n/a | n/a | n/a |
| | Work Preparation | 83.6 | 88.5 | 79.2 | 82.7 | 82.6 | 81.9 | High | Maintained | Good |
| | Citizenship | 84.7 | 83.9 | 82.3 | 83.7 | 83.9 | 83.6 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 80.4 | 80.7 | 74.7 | 81.2 | 80.9 | 80.7 | High | Maintained | Good |
| Continuous Improvement | School Improvement | 90.1 | 73.1 | 69.4 | 81.4 | 81.2 | 80.2 | Very High | Improved Significantly | Excellent |

APPENDIX F: OVERALL SATISFACTION SURVEY – Alberta Education

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 | | | | | | | | | | | |
|--------------------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|
| | 2012/13 | | 2013/14 | | 2014/15 | | 2015/16 | | 2016/17 | | Target |
| | School | Prov | School | Prov | School | Prov | School | Prov | School | Prov | 2017/18 |
| Safe and Caring Schools | 85.5 | 89.0 | 86.5 | 88.6 | 87.1 | 89.0 | 88.3 | 89.5 | 88.4 | 89.5 | 91.0 |
| Program of Studies | 85.2 | 81.5 | 85 | 80.7 | 83 | 81.5 | 87.9 | 81.9 | 80.5 | 81.9 | 85.0 |
| Education Quality | 90.3 | 89.8 | 89.6 | 89.4 | 88.6 | 89.8 | 90.8 | 90.1 | 92.6 | 90.1 | 93.0 |
| Access to Services | 58.4 | 70.8* | 52.5 | 71.6* | 61 | 71.7* | 71.7 | 72.7* | 71.7 | 73.2* | 75.0 |
| Work Preparation | 77.6 | 80.3 | 74.1 | 79.7 | 75 | 80.3 | 88.5 | 82.6 | 83.6 | 82.7 | 85.0 |
| Citizenship | 81.6 | 83.4 | 81.6 | 82.5 | 81.3 | 83.4 | 83.9 | 83.9 | 84.7 | 83.7 | 85.0 |
| Parental Involvement | 77.2 | 80.3 | 70.4 | 79.7 | 73 | 80.3 | 80.7 | 80.9 | 80.4 | 81.2 | 83.0 |
| School Improvement | 79.9 | 80.6 | 73.4 | 80.0 | 61.6 | 80.6 | 73.1 | 81.2 | 90.1 | 81.4 | 92.0 |
| Professional Learning | 87.9 | 82.2* | 83.3 | 81.0* | 96 | 82.4* | 87.6 | 83.9* | 87.6 | 84.3* | 90.0 |

*Found under ACOL Measure in APORI Report

Areas of Strength:

- School Improvement increased 10.1% over the past year and is nearly 10% higher than the provincial average; a very significant positive change reaching its highest satisfaction level in the past five years. Our School Education Plan focus on literacy including our school-wide RTI model and a school-wide home reading and sight word program are likely contributing factors.
- Education Quality has also reached its highest level of satisfaction during the current five-year period. Professional learning and teacher practice is having a positive impact on the quality of instruction within the classroom.
- Our school continues to measure well in terms of being a safe and caring community.

Future Priorities:

- Parental Involvement remains an area that we would like to further improve although our result is only slightly below the provincial average. It is always a challenge to find new ways of involving our parents in school life as families are increasingly challenged by the dictates of time.
- Access to services through the school remains an area to continue to focus on improving. We need to ensure families know what services are available and how to access them. This will require a refined process for communication to families.


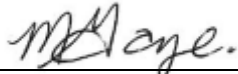
ANNUAL RESULTS REPORT (2016/17) APPROVAL FORM

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) |
|-----------------------|-------------------------------------|-------------------------|
| School Staff | <input checked="" type="checkbox"/> | October 17, 2017 |
| School Council | <input checked="" type="checkbox"/> | October 11 and 18, 2017 |

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.

| | |
|--|---------------------------------------|
|  <hr/> Principal Signature | October 23, 2017 <hr/> Date |
|  <hr/> School Council Chair Signature | October 23, 2017 <hr/> Date |

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

| | |
|---|--------------------------------------|
|  <hr/> Superintendent of Schools | January 2, 2018 <hr/> Date |
|---|--------------------------------------|