Achieving Excellence

Bawlf School

Annual Education Results Report

2022-23

Education Plan

2023-24

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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is "local data"?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *(Name of School)* Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

_____   _____   _____   _____

Parent Council Chair   Date   Principal   Date

Bawlf School

Profile
Bawlf School is located east of Camrose and has a population of just over 300 students. It is a school that has enjoyed a tremendous history of athletics, academics, and strong community support. As a rural community, there has been an emphasis on advocacy and supporting students with disadvantages and continuing to coordinate resources to ensure that the school has support and understanding for all.
Our Vision: ● Students will be able to achieve their individual potential and create a positive future for themselves, their families, and their local and extended communities ● Students will have the opportunity to experience a variety of activities and programs to develop their skills, abilities, talents, and to accommodate their learning styles ● Students will have high expectations set for them and receive consistent and ongoing feedback ● Students and all staff will be able to work in a safe and orderly environment where they feel comfortable, accepted, and respected.
Our Mission: To develop responsible and productive citizens through a balanced program that fosters the intellectual, social, emotional, creative, and physical development of all students within a safe and caring environment.
Our Values: All students belong and have the capacity to succeed in school In Battle River School Division #31 and Bawlf School, we believe: ● Our fundamental purpose is to promote student learning, growth, and understanding. ● When a student is in the greatest need, we will provide the greatest support. ● All staff need to be committed and dedicated to their own continuous learning. ● Passion and skill are central to being an influential and successful educator. ● Everyone will be treated with dignity and respect in a safe and caring environment.

- Character education is an essential component of a child's development.

- Optimal learning occurs when it is engaging, meaningful, and active.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	Bawlf	BRSD
Percentage of students in grades K to 2 who demonstrate early literacy development skills (CC3, LENS)	74%	78.8%
Writing Literacy	**Bawlf**	**BRSD**
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	75%	71.6%
Percentage of students who achieve the acceptable standard in English 30–2 Diploma Exam.	NA	83%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	8.3%	3.5%
Percentage of students who achieve the standard of excellence in English 30–2 Diploma Exam.	NA	8.5%
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	82.6%	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	13%	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	70%	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	15%	15%
Numeracy	**Bawlf**	**BRSD**
Percentage of students who achieve the acceptable standard in Math 30-1	57.1%	47.8%

Percentage of students who achieve the acceptable standard in Math 30–2	NA	48%
Percentage of students who achieve the standard of excellence in Math 30-1	14.3%	7.5%
Percentage of students who achieve the standard of excellence in Math 30–2	NA	5.3%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	82.6%	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	17.4%	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	80%	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	5%	8.2%

Results Analysis:
*Bawlf School consistently meets or exceeds the Division standards.
*The Provincial Achievement Test reflects a commitment to nurturing strong writing literacy skills at an early stage.
*Bawlf exhibits a robust foundation in mathematics, as evidenced by the high percentage of students meeting the acceptable standard in Math Provincial Achievement Tests.
*Students in grades K to 2 demonstrate a solid foundation in early literacy development skills, our goal is to increase the school standard for early learners to above 80%.
*Grade 12 students would benefit from opportunities to practice diploma essays in exam mode.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:
> **Student Growth and Achievement**- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
>
> **Teaching and Learning**-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

		Bawlf	BRSD
Percentage of students who achieve the acceptable standard on the cumulative PAT composite scores of all course marks.		80.4%	62%
Percentage of students who achieve the standard of excellence on the cumulative PAT composite scores of all course marks.		22.3%	11.3%
Percentage of students who achieve the acceptable standard on the cumulative Diploma composite scores of all course marks.		71.2%	87%
Percentage of students who achieve the standard of excellence on the cumulative Diploma composite scores of all course marks.		12.3%	75.6%
Overall satisfaction with the quality of basic education.		82.8%	87%
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	76.8%	75.6%
	4 yrs	90.2%	87.3%
	5 yrs	90.3%	90%
High school post-secondary transition rate of students within six years of entering Grade 10.		53.6%	54.4%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.		78.4%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.		68.9%	75.4%

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	67.2%	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	58.5%	73.8%

Results Analysis:
*School averages indicate a high level of learning is occurring in classrooms.
*Bawlf school will communicate openly and transparently with parents. We have an open-door policy.
* We will continue to use a variety of media to communicate the daily school events happening at Bawlf School. This includes the school newsletters, School messenger, daily communication with classroom teachers, and updates.
* In consultation with parents, staff, and community stakeholders, the administration team is focused on creating a positive and inclusive school community that is respectful of all students.
* The staff and teachers will continue to target character development through BRSD programs that reinforce kindness and foster a sense of belonging to the Bawlf school community.
* We will take all opportunities to win the trust of parents and community members by being responsive to and proactive with students who struggle academically.
* We have a restricted cell phone policy as a means of encouraging students to focus on the learning at hand.
* Continue to use Literacy leads for program planning from BRSD.
* Piloting grades 4-6 literacy to find new ways to support student literacy through phonics and reading.
* Teachers continue to invest additional assignable time to work with students who are struggling with content or material
* Continue to use our LF to assess students who exhibit struggles with material and early interventions from teachers.

Priority 3: Equity

All student's unique backgrounds will be fostered and honored through high-quality teaching and optimum learning.

Assurance Domains:
Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	Bawlf	BRSD
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	82.7%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	66.5%	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	78.3%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	66.2%	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	84.2%	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.2%	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	62.9%	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	75.4%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	70.6%	76.8%

Results Analysis: (achievements, improvements, areas of growth)
*Bawlf School enjoys a very high completion rate for high school students.
*A high number of students who have access to Rutherford scholarships and will continue to support their post-secondary program planning to make critical post-secondary plans.
*We will continue to advocate for increased student support within the school using our FSLW/MHCB and counseling services.

*We continue to work with students who have experienced trauma, to move from crisis management to building resilience, and confidence and use standardized assessment to provide care for all students attending Bawlf school.

*We will continue to invite conversations with the School Parent Council for feedback and input into future program planning.

*Continue to promote Green certificates and RAP and alternative program opportunities.

*We will continue to work with elementary students by programming character courses such as Dare to Care, Healthy Communities, and Essential Character assemblies for elementary k-6, and providing hot lunches whenever possible.

*Minimize learning disruptions to student's emotional safety by implementing a cell phone policy that encourages students to build trust and respect across the school community.

*Recognizing the distinct and important roles that all student groups/clubs play in Bawlf School.

*Continue to offer a broad and inclusive athletics program.

*As a rural school, we will seek to find additional avenues to support students growth in the CTS areas.

*We will continue to apply for nutrition grants to ensure that students have access to food as needed.

*Continue to access resources from BRSD that are focused on new international students and new arrivals to adapt programming and make their transition into our building positive and warm.

*We will continue to offer flexible and adaptive programming wherever possible through BRACE, Work Ex., and off-campus courses.

School Budget Summary 2022-2023

Categories	Amount ($)
Teachers	1,567,027.82
Support Staff	84,083.29
Substitutes	32,938.59
Classroom Resources	25,473.19
General Resources	14,416.25
Professional Development	480.36

- ● Teachers
- ● Support Staff
- ● Substitutes
- ● Classroom Resources
- ● General Resources
- ● Professional Development

90.9%
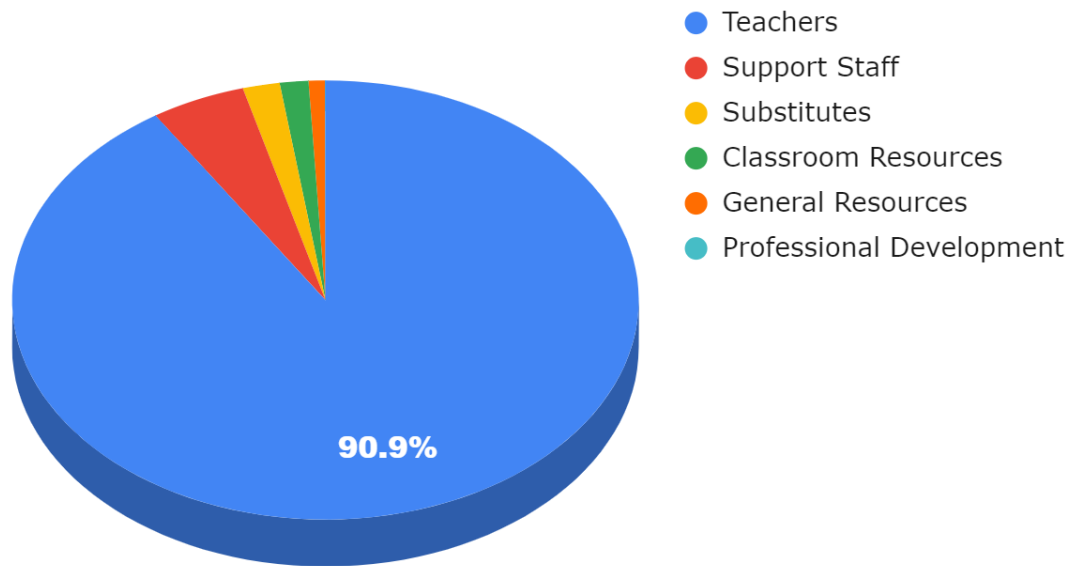
Stakeholder Engagement

Bawlf School prioritizes stakeholder engagement through various channels.

*The School Council facilitates open communication, fostering collaboration among administration, teachers, parents, and the community.

*Newsletters and live report cards ensure transparent and real-time updates on school activities and student progress.

*Savy Representatives act as student liaisons, enhancing student involvement in decision-making.

*Partnership with the parent-organized Bawlf Educational Support Team Foundation (BEST)

*Support from community donors, including the Lions Club, Ember Resources, Battle River Implements, and Canada Malting Limited.

*Bi-yearly parent-teacher and student-led conferences, as well as regular parent email and phone calls.

*Monthly Bawlf School Bulletins, regular elementary classroom newsletters.

*School Volunteers, we encourage parents and community members to volunteer in various school activities,

such as reading programs, field trips, or organizing events.

*Bawlf School Instagram account, to share updates, achievements, and important information.

*Dare to Care Parent Courses (on supporting the Anti-Bullying program) offered to all families virtually.

School Education Plan 2023-2024

Literacy Goal: Elementary students who are reading below grade level will receive targeted literacy intervention.

Bawlf School will be part of a BRSD literacy intervention pilot for Division 2 and 3 students.

High Quality Teaching involves:
- ☑ Intentional Planning
- ☑ Responsive Instruction
- ☑ Purposeful Assessment
- ☑ Positive Classroom Culture
- ☑ Engaged Professionalism

Optimum Learning involves:
- ☑ Emotionally, Intellectually, & Physically Safe Environments
- ☑ Relevant, rigorous & appropriate content
- ☑ Learner agency
- ☑ Meets diverse needs
- ☑ Scaffolded instruction

Strategies:

*A common literacy block for division 1 and 2 students during the second semester.

*Group students according to their lowest skill deficit to build on the foundations of reading.

*Utilize the mClass lesson Bursts for targeted intervention

*Train division 1 teachers in UFLI, a program that builds "readers' "phonological" awareness of the sounds that make up spoken language, understanding the alphabet system for linking sounds to letters, and decoding skills for converting print to speech – all critical to early reading success" (*University of Florida – College of Education, 2017*).

*Participation in reading university for eligible students.

*Library time for all students to engage in recreational reading.

*Student/parent reading together will be encouraged.

*Support and PD for teachers learning the new resources for the piloted resources.

*Family Literacy night supported by the Learning Commons and all teachers.

Measures:
*CC3

*LeNS

*HLAT

*DIBELS

*Haggerty Assessments

*Classroom observation

*Provincial Achievement Tests

*Diploma results

*Bawlf School-based assessments

Implementation Plan:
*Using data from DIBELS, students in K-6 will be grouped according to their lowest skill deficit and will receive daily literacy intervention/enrichment in addition to their regular literacy instruction.

*Students will have the opportunity to move through groupings as the necessary skills are achieved.

*Students will be progress monitored at the culmination of each mClass burst.

*Teachers will collaborate during staff meetings and collaboration days to discuss student progress, placement, and needed support.

*Teachers who are piloting literacy resources will collaborate with other BRSD schools on implementation and success.

Allocation of Resources:	**Professional Learning:**
*Lead teacher (sub time) *EA's assigned to groups *Haggerty, UFLI, Amplify (mClass)	School collaboration days Collaboration Response meetings Dibels and UFLI training and sessions BRSD PD from Instructional Consultants

Numeracy Goal: Students in all grades will be more comfortable and gain confidence with daily math through real-world problem-solving.

High Quality Teaching involves:	Optimum Learning involves:
☑ Intentional Planning ☑ Responsive Instruction ☑ Purposeful Assessment ☑ Positive Classroom Culture ☑ Engaged Professionalism	☑ Emotionally, Intellectually, & Physically Safe Environments ☑ Relevant, rigorous & appropriate content ☑ Learner agency ☑ Meets diverse needs ☑ Scaffolded instruction

Strategies:

*Start every math class with word problems.

*Build a math vocabulary word bank across all grades.

*Review MIPI data to interpret grade-level math deficits.

*Have students regularly review basic math facts to support mastery.

*Lead teacher who is our numeracy representative who works with BRSD to collaborate on best practices and needed supports.

Measures:
*PAT results

*Diploma results

*MIPI screening

*Classroom observation

*Bawlf School-based assessments

Implementation Plan:
*Bawlf School math lead will regularly meet with other BRSD math representatives to develop math support for all schools.

*All grades will start math class with math word problems.

*Students will regularly review math vocabulary for each unit. Teachers will provide necessary math vocabulary to students and parents for in-school and at-home review.

*Students will spend time each week working on basic math facts, at their skill level, through the use of math sheets and math websites.

*Students will participate in Financial literacy in all elementary grades.

Allocation of Resources:	Professional Learning:
*Math Up *Math manipulatives *math mats *whiteboards (individual)	*Bawlf School numeracy lead to provide information on BRSD math data and other resources. *Monthly staff meetings to review the data and

*cards, games *Chromebooks (math websites) *Math-focused field trips	collaborate on how to continue moving toward student success. *BRSD Professional Learning Series, Numeracy presentations by CARC.

Equity Goal: Bawlf School will foster equity by addressing and removing barriers to learning and participation.

Ongoing development of a positive school culture for all students and staff.

High Quality Teaching involves:	Optimum Learning involves:
☑ Intentional Planning ☑ Responsive Instruction ☑ Purposeful Assessment ☑ Positive Classroom Culture ☑ Engaged Professionalism	☑ Emotionally, Intellectually, & Physically Safe Environments ☑ Relevant, rigorous & appropriate content ☑ Learner agency ☑ Meets diverse needs ☑ Scaffolded instruction

Strategies:

*Supporting students in maintaining positive school-appropriate behaviors.

*Regular communication with parents to support student behavior.

*Programming character courses such as Dare to Care, Healthy Communities, and Essential

*Character assemblies for elementary k-6.

*Providing breakfast and lunches to students in need.

*Minimize learning disruptions to student's emotional safety by implementing a cell phone policy.

*Use of student's voice through SAVY.

*Working with the School Council and BEST to gain a wheelchair-accessible swing.

*Reduce barriers to learning with educational assistants.

*Use BRSD inclusive consultations service for targeted at-risk students.

*Use of FSLW/ Mental health/Addiction supports.

*Identify at-risk students through CRM meetings- personalize program planning.

*Optimize attendance through frequent home contact.

*Regular consultation with an RCMP liaison officer.

*Completing and updating Behaviour Plans for students in need.

*Fundraising to lower costs for students in financial need.

*Daily whole school classroom walkthroughs by the administration.

Measures:

*Student surveys.

*Student attendance.

*Tracking "at risk students" through office referrals.

*Completion rates in high school subjects with students passing all classes.

*Student recommendations, ideas, and feedback delivered through SAVY.

*Feedback from Parent Council

*Monitoring diploma and PAT results to target learner outcomes

Implementation Plan:
*All grade K-9 health classes will participate in the Dare to Care program.

*Students will be positively greeted each day when coming off the bus to promote a welcoming and supportive atmosphere, fostering a sense of belonging and setting a positive tone for the day, which can positively impact their overall well-being and engagement.

*Weekly MHCB sessions.

*Leadership and mentorship opportunities across grades.

*Weekly administration collaboration with FSLW and MHCB workers.

*Preparing many staff to work with our students with diverse needs.

Allocation of Resources:	Professional Learning:
*MHCB staff	*Restorative Practices
*FSLW staff	*BRSD PLS on equity
*Dare to Care Program	*Healthy Communities
*Essential Characteristics awards	*Dare to Care sessions
	*Seizure PD
	*Diabetes PD