

Bawlf School
Achieving Excellence



Annual Education Results Report

2024-25

September 2025

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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.



2023-2024 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 *Bawlf School Annual Education Results Report* for the 2023-2024 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 2023-2024 was approved by our School Council.

Parent Council Chair	Date	Principal	Date
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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 Beliefs or Values: All students belong and have the capacity to succeed in school

In Battle River School Division 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.

Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Bawf School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.4	78.4	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.4	70.6	76.6	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	94.7	76.8	85.4	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	90.4	90.3	96.1	88.1	88.6	87.3	High	Maintained	Good
	PAT6: Acceptable	n/a	70.0	70.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	20.0	20.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	82.6	82.6	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	22.8	22.8	n/a	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	71.2	71.2	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	12.3	12.3	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.4	82.8	87.6	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.3	78.3	83.5	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	82.8	66.5	71.6	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	83.3	77.5	79.3	79.5	79.1	78.9	Very High	Maintained	Excellent

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

SCHOOL GOAL(s)

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

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

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

Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener
(End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
Bawlf School	100%	93%	83%
BRSD	99.5%	92%	78%

Literacy: Castles and Colheart 3 (CC3) & Letter Name-Sound (LeNS) Test
(End of Year Results)

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
Bawlf School	16%	16%	33%
BRSD	20.5%	24.5%	21.7%

Provincial Achievement Test (PAT) & Diploma Exam Results

PAT Grade 6 Results									
	Bawlf School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	79.2	70	n/a	63.9	60.7	n/a	67.8	66.2
Standard of Excellence %	n/a	16.7	20	n/a	13.5	9.6	n/a	20.1	18.0
Comments:									

PAT Grade 9 Results									
	Bawlf School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	76.3	82.6	n/a	57.7	57.5	n/a	62.9	62.6
Standard of Excellence %	n/a	15.8	22.8	n/a	9.5	10.4	n/a	16.8	15.5
Comments:									

Diploma Exam Results									
	Bawlf School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	86.5	71.2	n/a	67.6	67.6	n/a	75.2	80.3
Standard of Excellence %	n/a	19.2	12.3	n/a	8.8	7.7	n/a	18.2	21.2
Comments:									

PAT Results Course Summary - By Number Writing

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	83.3	8.3	n/a	n/a	n/a	n/a	79.2	12.5	70	15
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4
Mathematics 6	Authority	87.5	8.3	n/a	n/a	n/a	n/a	50	8.3	80	5
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9
Science 6	Authority	75	20.8	n/a	n/a	n/a	n/a	95.8	29.2	80.0	30
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8
Social Studies 6	Authority	75	25	n/a	n/a	n/a	n/a	79.2	16.7	70	20
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0
English Language Arts 9	Authority	73.9	13	n/a	n/a	n/a	n/a	84.2	10.5	82.6	13
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4
Mathematics 9	Authority	60.9	21.7	n/a	n/a	n/a	n/a	57.9	5.3	82.6	17.4
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5
Science 9	Authority	87	34.8	n/a	n/a	n/a	n/a	84.2	31.6	82.6	30.4
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1
Social Studies 9	Authority	82.6	21.7	n/a	n/a	n/a	n/a	78.9	15.8	82.6	30.4
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Diploma Exam Results Course By Course Summary With Measure Evaluation

Diploma Exam Course by Course Results by Students Writing.											
		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	91.7	0	n/a	n/a	n/a	n/a	90	20	75	8.3
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5
English Lang Arts 30-2	Authority	85.7	0	n/a	n/a	n/a	n/a	88.9	11.1	*	*
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7
Mathematics 30-1	Authority	*	*	n/a	n/a	n/a	n/a	83.3	0	57.1	14.3
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0
Mathematics 30-2	Authority	57.1	0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2
Social Studies 30-1	Authority	100	0	n/a	n/a	n/a	n/a	n/a	n/a	90	0
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9
Social Studies 30-2	Authority	87.5	0	n/a	n/a	n/a	n/a	n/a	n/a	85.7	0
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3
Biology 30	Authority	22.2	0	n/a	n/a	n/a	n/a	88.9	44.4	75.0	41.7
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8
Chemistry 30	Authority	71.4	14.3	n/a	n/a	n/a	n/a	n/a	n/a	50	5
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100	20	n/a	n/a
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Implications for Education Plan

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

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	86.7	78.4	86.4	82.7	82.3	81.9	85.1	84.4	83.7
Parent	94.1	75.6	91.7	84.0	83.4	84.6	88.7	87.3	86.7
Student	68.3	61.7	69.3	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	97.8	98	98.1	96.1	93.3	95.3	95.5	95.1	95.1

Comments:

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	84.7	68.9	85.4	77.2	75.4	76.4	81.0	80.4	79.9
Parent	79.3	50	81.8	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	90	87.9	88.9	90.1	85.8	86.2	87.4	87.3	86.6

Comments:

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	87.5	67.2	89.3	82.8	79.3	80.1	84.9	83.1	82.8
Parent	88.2	46.2	84.2	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	86.7	88.2	94.2	92.8	89.0	90.3	92.5	91.3	90.7
Comments:									

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
3 Year Completion	90.5	76.8	94.7	85.0	75.6	83.5	83.2	80.7	80.4
4 Year Completion	90.3	90.2	76.7	88.8	87.3	79.6	87.1	86.5	85.1
5 Year Completion	100	90.3	90.4	89.6	90.0	87.7	87.1	88.6	88.1
Comments:									

High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
4 Year Rate	78.2	57.4	50.4	36.3	39.4	33.5	41.2	40.2	41.1
6 Year Rate	62.6	53.6	85.7	57.2	54.4	55.6	60.3	59.7	60.1
Comments:									

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Rutherford Scholarship Eligibility Rate	72	84.2	100	75.4	76.6	75.9	70.2	71.9	70.7
Comments:									

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	92.4	82.8	92.4	86.8	87.0	86.8	89.0	88.1	87.6
Parent	91.1	78.9	92.5	80.4	82.5	81.9	86.1	84.4	83.8
Student	86.0	71.5	85.7	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	100	98	99.1	96.3	94.3	96.1	95.0	94.4	93.9
Comments:									

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	71.5	58.5	75.8	70.7	73.8	74.5	74.2	75.2	75.8
Parent	70.6	42.9	75	59.6	66.7	74.4	70.0	72.5	75.2
Student	74.6	61.9	82	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	69.2	70.6	70.6	79.2	80.9	80.9	76.3	78.0	78.2
Comments:									

Program of Studies

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	79.5	75.4	78	79.4	80.5	79.5	82.9	82.9	82.8
Parent	82.1	76.4	81.4	80.1	79.5	79.8	82.4	82.2	82.3
Student	63.5	61.9	66.6	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	92.9	87.8	85.9	88.6	88.9	88.2	89.3	89.3	89.2
Comments:									

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81.1	77.5	83.3	73.3	75.2	76.3	78.8	79.1	79.5
Parent	70.2	66.7	70	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	91.1	88.2	96.6	84.9	83.9	83.1	85.2	85.7	84.6
Comments:									

Implications for Education Plan

Priority 3: Equity

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

SCHOOL 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.

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.

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	88.7	78.3	91.3	85.4	83.3	83.4	86.1	84.7	84.0
Parent	93.4	70	93.8	84.1	82.9	85.9	86.9	85.6	85.3
Student	72.8	70.2	83.3	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	100	94.9	96.8	96.7	91.5	93.2	93.6	92.0	91.6
Comments:									

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	82.7	70.6	86.4	79.4	76.8	77.3	81.4	80.3	79.4
Parent	88.2	60	86	75.5	73.2	76.7	80.4	79.4	78.7
Student	66.6	63.4	76.7	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	93.3	88.2	96.6	93.2	87.3	90.2	91.7	90.3	89.8
Comments:									

Safe and Caring

Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90	82.7	93.7	88.4	86.7	86.8	88.8	87.5	87.1
Parent	91.8	78.7	95	87.7	86.6	88.8	89.5	88.1	88.0
Student	78.3	74.3	88.2	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	100	95.2	97.8	97.0	93.2	94.1	94.3	93.0	92.9
Comments:									

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	76.9	62.9	76.8	71.2	69.6	69.5	72.6	72.9	71.9
Parent	75.5	58.5	85.5	63.7	63.6	67.4	67.4	68.4	67.8
Student	74.2	72.4	75.6	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	81.1	57.8	69.4	75.4	66.2	68.8	77.0	76.0	74.8
Comments:									

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	76.6	66.5	82.8	76.5	75.2	76.5	81.6	80.6	79.9
Parent	80	61.6	81.3	68.1	69.3	73.7	77.4	75.7	75.4
Student	67.3	70.7	80.6	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	82.7	67.1	86.7	84.1	76.6	78.9	87.3	86.2	85.6
Comments:									

At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	77.6	66.2	83.6	78.1	76.5	78.0	81.9	81.2	80.6
Parent	74.5	53.3	77.6	67.9	67.1	71.5	75.3	73.7	73.5
Student	67.3	70.7	80.6	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	91.1	74.5	92.6	89.3	82.9	85.4	90.3	89.9	89.5
Comments:									

Drop Out Rate

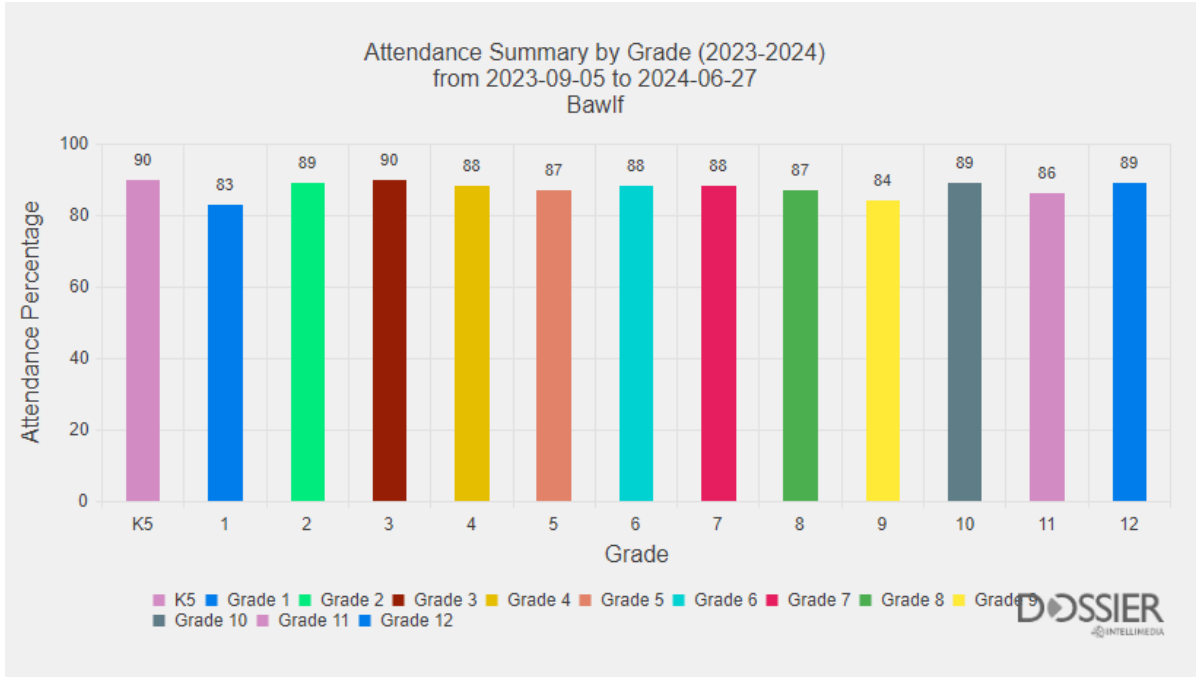
Drop Out Rate - annual dropout rate of students aged 14 to 18

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Drop Out Rate	1.6	1.2	2.6	2.5	1.7	3.5	2.3	2.5	2.5
Returning Rate	*	*	*	15.3	15.3	21.9	17.3	17.2	16.6
Comments:									

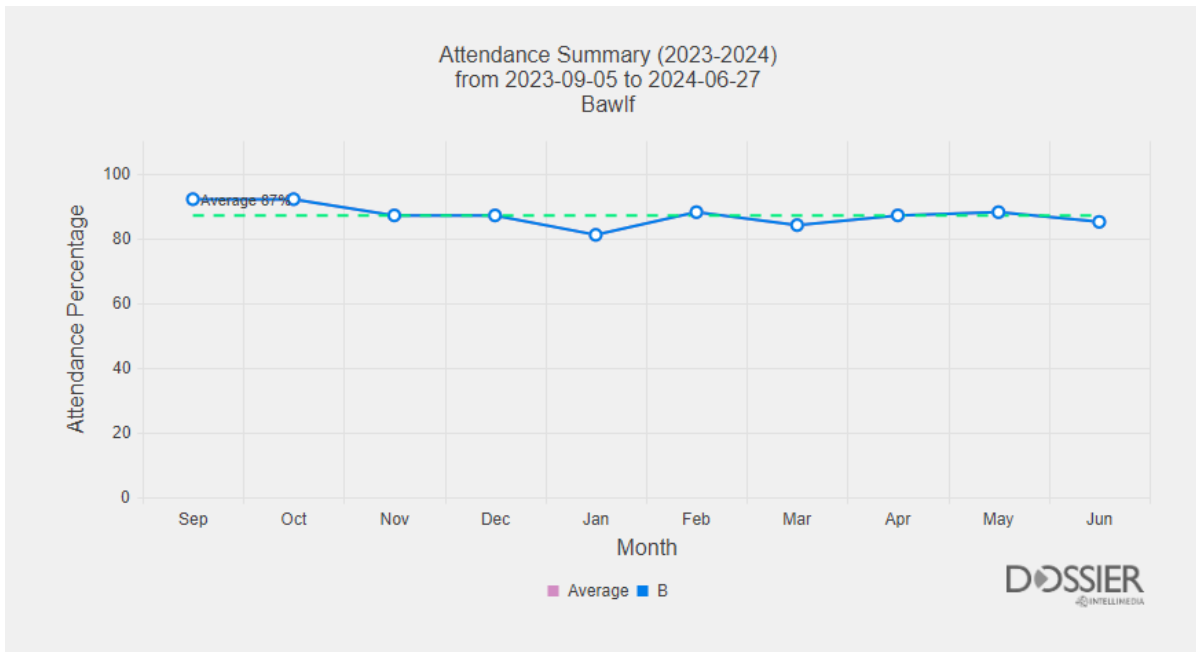
Implications for Education Plan

Attendance

Average Attendance/grade for the year.

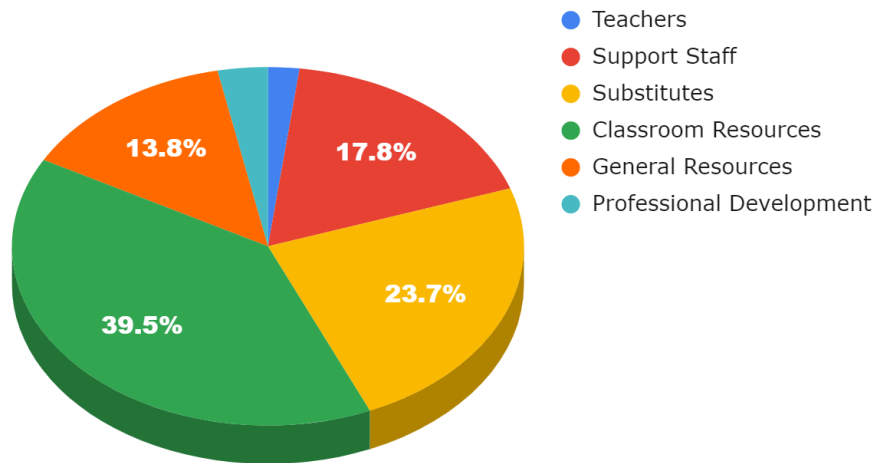


Average Attendance for each month.



School Budget Summary 2023-2024

Categories	Amount (\$)
Teachers	1,719,266.12
Support Staff	237,028.95
Substitutes	41,199.86
Classroom Resources	16,169.64
General Resources	12,977.05
Professional Development	396.90



School Year Summary

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.

*Savvy 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.

*Parent Survey completed in the spring with 45 responses.

*Visit to Bawlf Town Council during a monthly meeting to share ways we can collaborate with the community.

EDUCATION PLAN 2024-2025

Learning Success For All

OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.
Recognize and support the diverse and unique learning needs of all students.

SCHOOL GOAL:

Elementary students reading below grade level will receive targeted literacy support. Junior high students who are at risk will participate in literacy and numeracy interventions, with additional literacy enrichment available. In high school, students will increase their assignment completion rate and subject marks.

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.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:

- *mClass lesson Bursts for small group intervention in grades 1 to 6
- *Group students according to their lowest skill deficit to build on the foundations of reading
- *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*).
- *Library time for all students to engage in recreational reading.
- *Buddy reading between division 1 and junior high students.
- *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.
- *Partner with the community volunteerism class to facilitate individual student support.
- *Seek parent volunteers to do small group reading and math fact review.
- *Daily literacy and numeracy intervention for junior high students.
- *High school students have access to daily support blocks with teachers in humanities and math/science.
- *Encourage grade 12 students to participate in Rock the Diploma if it is offered again this year.
- *Created a late assignment policy to provide students with clear boundaries around late assignments.

Measures:

- *CC3
- *LeNS
- *EICS
- *DIBELS
- *Classroom observation
- *Provincial Achievement Tests

- *Diploma results
- *Bawlf School-based assessments
- *Tracking the number of students who come for student support time

Implementation Plan:

- *Using data from DIBELS, at-risk students in grades 1-6 will be grouped according to their lowest skill deficit and will receive literacy intervention in addition to their regular literacy instruction.
- *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.
- *In the monthly bulletins we will seek parent volunteers to come into the school to complete literacy and numeracy support with students.
- *Bawlf School math lead will regularly meet with other BRSD math representatives to develop math support for all schools.
- *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.

Allocation of Resources:

- *Lead teacher (sub time)
- *EA's assigned to groups
- *Haggerty, UFLI, Amplify (mClass)

Professional Learning:

- *Collaborative Response meetings
- *Dibels and UFLI training and sessions
- *BRSD PD from Instructional Consultants
- *Bawlf School numeracy lead to provide information on BRSD math data and other resources.
- *Monthly staff meetings to review the data and collaborate on how to continue moving toward student success.
- *BRSD Professional Learning Series, Numeracy presentations by CARC.

Enhance High Quality Learning and Working Environments

OUTCOMES

- Prioritize resources to support student and system success.
- Foster welcoming, caring and equitable learning and working environments.
- Support and enhance the positive culture of teaching, leading and learning.

SCHOOL GOAL:

Bawlf Staff will collaborate and initiate best practices that support student learning and engagement.

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.

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

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Strategies:

- *During staff meeting/collaboration days, staff will take turns sharing best practices that they employ (eg. Google Read and Write, tests on Google Forms, recording voice notes for students, headphones etc.)
- *Collaborative Response meeting discussions
- *Familiarize staff and students with the Leader in Me program (pilot)
- *Programming character courses such as Howard P. Wigglebotton, We Thinkers, Leader In Me (7 Habits of Highly Effective Kids), Essential Characteristics assemblies for elementary k-6.
- *Use BRSD inclusive consultations service for targeted at-risk students.
- *Use of SWF/ Mental health/Addiction supports.
- *Identify at-risk students through CR meetings- personalize program planning.
- *Optimize attendance through frequent home contact.
- *Regular consultation with an RCMP liaison officer.
- *Completing and updating Behaviour and Safety Plans for students in need.
- *Daily whole school classroom walkthroughs by the administration.
- *Late assignment policy and Athletic Extra-Curricular Philosophy & Guidelines implemented.

Measures:

- *Number of staff sharing best practices during collaboration time
- *Teachers reporting on their CR action items
- *Student and parent 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

Implementation Plan:

- *Staff will sign up to present at staff meetings
- *All grade K-6 health classes will participate in the 7 Habits for Happy Kids program
- *Students in grades K-3 will go through the We Thinkers 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 SWF and MHCB workers.
- *Preparing many staff to work with our students with diverse needs.

<p>Allocation of Resources:</p> <ul style="list-style-type: none"> *BRSD Consultants *We Thinkers Volume 1 and 2 *Leader in Me (7 Habits of Happy Kids) Registration 	<p>Professional Learning:</p> <ul style="list-style-type: none"> *BRSD PD from Instructional Consultants *Leader in Me training *Staff Meetings
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Well Being

OUTCOMES

Prioritize and enhance well-being and positive mental health for all.
Promote inclusive environments that celebrate diversity and support all.
Students who self-identify as Indigenous are supported to achieve success.

SCHOOL GOAL: Build a whole-school team atmosphere where students mentor and support each other, fostering connections that enhance well-being and create a positive, inclusive community for all.

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.

Strategies:

- *Whole School team activities
- *K-6 Essential Characteristics assemblies
- *High School Community Volunteerism class
- *High School Leadership class
- *JH Leadership school jobs and classroom support
- *Friendship groups (MHCB)
- *Lego/Playgroup
- *Family Dance
- *Pep Rally for students who make it to Provincials
- *Christmas Concert
- *School Choir
- *Concession workers
- *School plants cared for by students
- *Supporting students in maintaining positive school-appropriate behaviors.
- *Regular communication with parents to support student behavior.
- *Providing breakfast and lunches to students in need.
- *Minimize learning disruptions to student's emotional safety by implementing a cell phone policy.
- *Use of students' voice through SAVY, with monthly meetings with administration to discuss students' needs.
- *SAVY, Students Union
- *Working with the School Council and BEST to gain a wheelchair-accessible swing
- *Students will create and read their treaty acknowledgment at assemblies
- *Annual Christmas Luncheon
- *Remembrance Day Service
- *Annual Terry Fox Run
- *Grade 5 Ranch Camp

- *Class Farewell
- *HSSU Show and Shine
- *Elementary Track Meet
- *Whole School Lunch in June (Sponsored by Central Agencies)
- *Boo Hoo Breakfast

Measures:

- *Feedback from Parent Council
- *Students and staff discussions
- *Attendance to School Events

Implementation Plan:

- *Train students in supporting classmates and younger students
- *Pair students with good-fit teachers and classrooms
- *Continue with whole school team activities in semester 2
- *Train teachers in the Leader in Me program

Allocation of Resources:

- *MHC staff
- *SWF staff
- *Leader in Me Program
- *Essential Characteristics awards
- *Whole Team Activity resources

Professional Learning:

- *Leader in Me