



2022-2026

School Plan

Coalhurst

Elementary School



Introduction

This four-year plan has been created with input from Coalhurst Elementary School teaching staff and CES School Council and is reflective of the overarching goals set out in the [Palliser Education Plan and Results Report 2022-2023](#). This plan incorporates the voices of students and parent stakeholders through survey data.

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Vision, Mission, and Goals Summary

Vision

Success for every child.

Mission



Our connection is **community**
Our virtue is **kindness**
Our focus is **writing** and **mathematics**
Our strength is **diversity**

Each February CES celebrates kindness. Moving forward the virtue of kindness will be a year-long focus.

Goals Summary

1. CES will develop a learning community for staff and students.
2. CES students will be at or above grade level expectations with their writing.
3. CES students will be learning at or above grade level in mathematics.

Successes and Opportunities

1. Covid Learning Loss Initiative

This year we used the funding from the government targeted for Covid learning loss to support the growth of students in grades 1-3 with their language and math skills. We hired two teachers and these teachers provided release time for two veteran teachers who provided learning interventions for students who were struggling. The project was largely successful as we saw growth in student learning since the program started in January 2022.

2. First Nations, Metis, and Inuit Programming

In the last three years CES has been focused on increasing our understanding of First Nations, Metis, and Inuit culture, traditions, and knowledge with a move towards reconciliation. We have brought in a Piikani Elder to support our work and have also employed the services of other Blackfoot and Cree community members. This year we have connected with a Kainai Elder who has supported our learning.

This year we hosted the second annual First Nations, Metis, and Inuit cultural celebration. Our event was focused specifically on our local Blackfoot population. We had three Kainai Elders in attendance along with two Blackfoot dancers and drummers.



A teepee was built on the CES field during our Blackfoot Cultural Day 2022.

3. Playground Enhancements

CES has invested in more playground enhancements. We purchased two sheds to support a play program called loose parts play. This program has been delayed due to the collection of 'loose parts' taking longer than anticipated but once it is up and running it will provide many opportunities for children to take advantage of imaginative, unstructured play. This year we began filling up the sheds with equipment that children can use at recess.

CES also invested in two tetherball posts which were highly engaging for students. We are placing two large benches on the playground.

Lastly, we have installed a number of planter boxes that students will maintain during the school year. These planter boxes are part of our beautification efforts.



Planter boxes were installed by our maintenance team and planted by $\frac{3}{4}$ students as part of our beautification efforts.

4. Student Leadership Committee



Western Day celebrated at CES - led by our SLC committee

Our Student Leadership Committee, or SLC, continued their work this year to provide excellent learning and play experiences for our students. The group planned fun theme days, they hosted virtual assemblies, and helped the school to celebrate events on the calendar including a Christmas activity and spring break activity.

Theme days included Bright Colours Day, Mad Hatter Day, Black and White Day, Dress Like the Holidays, Twin Day, Jersey Day, and Western Day.

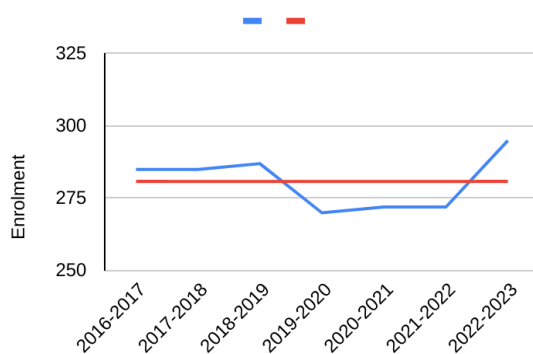
Trends and Issues

1. Staffing Reductions

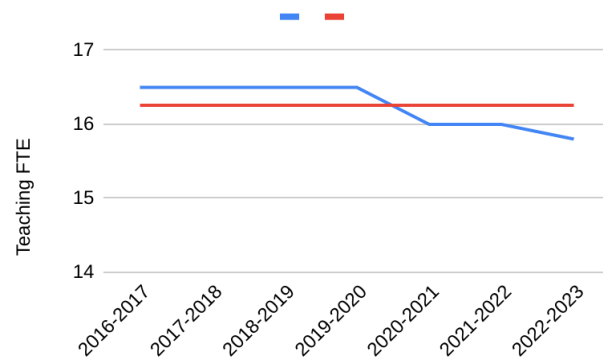
CES has had its budget reduced this year resulting in an official reduction of 0.5 FTE for staff. Since the original staffing allocation, Palliser has increased the allocation by 0.2 FTE and CES has added an additional 0.1 FTE from its site surplus. This 0.3 FTE increase was applied to our Learning Support Position resulting in an increase in a part time teaching position.

CES had a teacher allocation of 16.5 teachers as of 2019-2020. In the 2020-2021 school year this allocation was reduced to 16 teachers. This year our current FTE is 15.8 FTE. This overall reduction is despite a projected enrolment of 295 students which is higher than in any of the previous six years.

7 Year Enrolment Trend



7 Year Teaching FTE Trend



With this reduction in staff teachers will be operating with class sizes that are above the provincial guidelines in all but our grade 5/6 classes.

Grade Levels	Number of Students Per Class	Provincial Guidelines
1	20	17 (Grade 1-3)
2	23	17 (Grade 1-3)
3/4	21.5	17-23 (Grade 1-6 avg)
5/6	20	23 (Grade 4-6)

The table shows the anticipated class sizes for 2022-2023 based on projections made in May 2022.

2. New Curriculum

New curriculum is being implemented in for the 2022-2023 school year in the following subject areas:

K-3 Mathematics Language Arts Physical Education and Wellness
4-6 Physical Education and Wellness

Teachers will need time, training, and collaborative efforts to develop effective lessons that will match the new curriculum.

3. Attendance

A significantly high number of students were frequently absent during the 2021-2022 school year. A number of students were away from school for significant periods of time, missing 40% or more of their days. There is a correlation of continued non-attendance for families whose children did not attend regularly during the pandemic. These are typically the same children who struggle with their reading and writing, mathematics, and with making strong social connections. School staff have commented on the challenges of keeping up with frequent non-attendees and in doing so it takes a significant amount of time away from students who are attending school regularly.

Friday attendance is also a problem. Our school dismisses at 12:15 pm on Fridays and this may be a reason that attendance is lower on Fridays than other days. Not all families understand the learning that takes place on Fridays despite being a shortened day.

ACTION ITEM: Attendance will be a key priority for our new Making Connections Worker. We will be asking our MCW to communicate regularly with parents of children who are not attending regularly and work with the families to come up with solutions.

4. Gaps in Learning and Achievement and New Grade 1 and 2 Configurations

Teachers continue to see a tremendous gap in learning with many students performing below grade level. Poor attendance and limitations due to Covid-19 protocols have accentuated this challenge. Although this is not an entirely new trend, it certainly does result in an ongoing need to differentiate learning within the classrooms to meet children where they are at versus teaching to a specific grade level.

For the next two years the grade one and two classes will split into their own grade levels and the teachers will loop with the children for that time period meaning that students in grade one will have the same teacher in grade two. This strategy is being

tested in an effort to reduce the gap in learning needs. Staff will analyze the results of this work and make a decision to continue with this approach after the 2023-2024 year. The grade 3-6 classes will remain in our multiage classrooms for at least the next two years.

ACTION ITEM: SCHOOL STAFF WILL CONTINUE TO IMPLEMENT PRACTICES FOR DIFFERENTIATING THEIR INSTRUCTION. STUDENTS MUST BE RECEIVING AN EDUCATION THAT IS SUITABLE FOR THEIR PARTICULAR NEEDS.

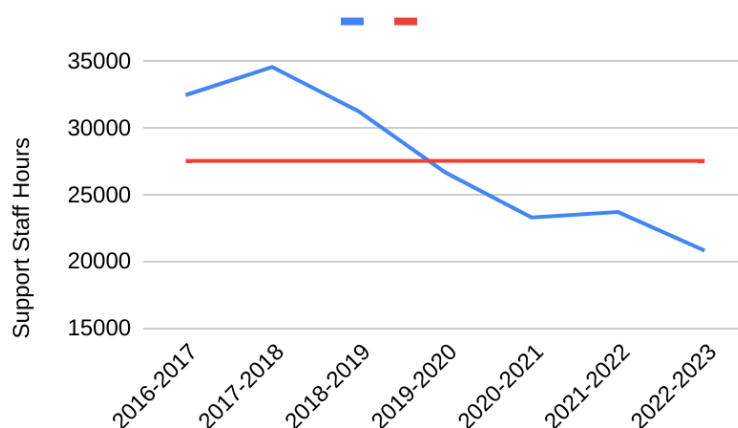
CES WILL HAVE DISTINCT 1 AND 2 CLASSES FOR A TWO-YEAR ACTION RESEARCH CYCLE. RESULTS OF THIS CHANGE WILL BE ANALYZED AND A DECISION WILL BE MADE TO CONTINUE OR DISCONTINUE WITH THE SEPARATE GRADE CONFIGURATIONS FOLLOWING THE 2023-2024 SCHOOL YEAR.

5. Shift in Student Needs and Subsequent Reduction in Learning Assistant Supports

In the last several years we have seen a reduction in the number of students traditionally coded as 'severe'. Six years ago our school consistently placed multiple children with severe codes in each classroom along with many students who have traditionally been classified as having mild to moderate needs. We are now seeing many fewer students qualifying for funding although the number of students traditionally coded in the "mild to moderate" range of needs has grown.

This change is expected to continue and will have a continued impact on staffing educational assistants. In the last six years we have reduced our educational assistant staff from 32505 hours to 20843 hours. The drastic reduction in education assistant hours means that there are fewer adults in the classroom to assist all students, especially those with mild to moderate learning challenges.

7 Year Support Staff Hours Trend



6. Student Drop-off

The back parking and drop-off zone has been deemed an area of concern from staff and parents. Currently students are being dropped off in random locations in this area, including the dirt area not technically designed as a parking lot, and this has meant that children are walking in and around moving vehicles. This entire area is located on the Town of Coalhurst property.

ACTION ITEM: CES ADMINISTRATION IS WORKING WITH THE TOWN OF COALHURST AND PALLISER SCHOOLS TO COME UP WITH A PLAN TO HELP REDUCE THE POTENTIAL OF INCIDENTS INVOLVING TRAFFIC IN THIS BACK DROP-OFF LOCATION. ONE SIMPLE SOLUTION IS TO PAINT LINES IN THE DESIGNATED DROP-OFF LOCATIONS AND INCLUDE NO PARKING ZONES. A PROPOSAL FOR THIS IS RESTING WITH THE TOWN AT THE TIME OF THIS WRITING.

7. Back Playground Fencing and Back Playground Entrance

Staff have indicated that open boundaries on the back playground is a concern for younger children. Having a chain link fence or other barrier to indicate the boundary is seen as a potential solution.

The back playground entrance does not have a gate and it is common for vehicles to enter the premises after hours posing a safety hazard to pedestrians. Finding a solution to this issue may require relocating the garbage to an appropriate location.

ACTION ITEM: A REQUEST FOR FENCING WAS PUT FORWARD TO THE PALLISER MAINTENANCE DEPARTMENT IN THE FALL OF 2021. AT THAT TIME WE WERE TOLD THAT THIS WAS SOMETHING THAT COULD BE DONE BUT IT MAY NEED TO WAIT.

School Goals for 2022-2023

Goal Statement #1 - Wellness

CES is a kind and healthy learning community for students and staff.

Key Question

What impact does a kind and healthy learning community have on students and staff?

What are the essential ingredients of a “kind and healthy learning community” at CES?

- Kindness is the prominent virtue that is taught and modelled
- Students and staff take time to express and receive gratitude and kindness
- Social-Emotional Learning (SEL) is prominent
- Diversity and inclusivity are valued
- Reconciliation is a focus and the [Truth and Reconciliation Commission Calls to Action](#) are understood and welcomed by all staff
- Students feel a sense of community and contribute to the sense of community of others
- Staff collaborate freely and professionally and are focused on improving the learning of children
- Teachers use a Universal Design for Learning philosophy and collaborate when students do not learn (Response to Intervention)

What are the important questions that the staff at CES will address as part of our focus on building a kind and healthy learning community?

1. How is kindness deliberately embedded into our school community?
2. What is the connection between kindness and gratitude?
3. What are the Calls to Action related to education and how can they be implemented into our classrooms?
4. What conditions must be in place for effective teacher collaboration?
5. How do we address the chronic absenteeism of students since Covid restrictions?
6. To what degree will a kind and healthy learning community contribute to a strong sense of belonging and positive relationships? See [Appendix 1: Social-Emotional Learning Outcomes](#) for trend data on our current results.

What data are we using to track our progress? (OurSchool Survey Results)

- 1. Students with a Positive Sense of Belonging:** *Students who feel accepted and valued by their peers and by others at their school.*

SEL Outcome	May 2019	Nov 2019	Nov 2020	Nov 2021	May 2022	Average	Plus/Minus Canadian Norms
Students with a Positive Sense of Belonging	65%	65%	71%	80%	73%	71%	-8%
Canadian Norm	79%	77%	79%	80%	80%	79%	
Males	76%	73%	64%	76%	70%	72%	-8%
Canadian Norm Males	80%	79%	80%	80%	80%	80%	
Females	58%	59%	76%	83%	77%	71%	-8%
Canadian Norm Females	78%	75%	78%	80%	80%	78%	

- 2. Students with Positive Relationships:** *Students who have friends at school they can trust and who encourage them to make positive choices.*

	May 2019	Nov 2019	Nov 2020	Nov 2021	May 2022	Average	Plus/Minus Canadian Norms
Students with Positive Relationships	77%	86%	86%	75%	80%	81%	-2%
Canadian Norm	84%	84%	84%	82%	82%	83%	
Males	81%	83%	82%	68%	79%	79%	-1%
Canadian Norm Males	81%	81%	81%	78%	78%	80%	
Females	74%	89%	90%	84%	83%	84%	-3%
Canadian Norm Females	87%	87%	87%	86%	86%	87%	

3. **Positive Teacher-Student Relations:** *Students who feel teachers are responsive to their needs and encourage independence with a democratic approach.*
4. **Positive Learning Climate:** *There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.*
5. **Expectations for Success:** *The school staff emphasizes academic skills and hold high expectations for all students to succeed.*

	May 2019	Nov 2019	Nov 2020	Nov 2021	May 2022	Average	Plus/Minus Canadian Norms
Positive Student-Teacher Relations	76%	63%	79%	74%	74%	73%	6%
Canadian Norm	83%	63%	64%	64%	64%	68%	
Positive Learning Climate	60%	77%	87%	85%	83%	78%	-2%
Canadian Norm	69%	82%	83%	84%	84%	80%	
Expectations for Success	82%	63%	70%	71%	67%	71%	-2%
Canadian Norm	86%	67%	69%	71%	71%	73%	

What strategies are we using to meet our goal?

1. Ensure that this four-year plan is paced and progressive
2. Embed kindness teachings into our days
3. Embed opportunities for students to express and receive gratitude and kindness
4. Continue to use Kelso's Choice in grades 1-6
5. Review the TRC Calls to Action with all staff
6. Continue to develop strong relationships with local Kainai Elders and embed indigenous ways of knowing into our community
7. Teacher collaboration meetings are focused on school goals with an emphasis on prioritizing student learning
8. Staff and students engage in cross-graded initiatives including those run through the Student Leadership Committee (SLC)
9. Implement a grade 1-6 house team competition with an emphasis on building community, having fun, and winning pizza

Comments

Stakeholder Input (CES School Council)

September 2022

January 2023

June 2023

Goal Statement #2 - Literacy

CES students will be at or above grade level expectations with their writing.

Key Question

How do we improve the writing ability of our students?

Why is writing a focus for CES?

- Teachers have indicated that progress seen through reading has not translated to similar progression in writing
- Teachers have observed that many students do not enjoy writing
- Writing is a critical skill that will continue to be important even as technology changes the ways in which we communicate through writing

What are the important questions that the staff at CES will respond to as part of our focus on writing?

1. What is the connection between writing and other elements of language arts development? (reading, listening, viewing, speaking, and representing)
2. What are the writing progressions from early language development to mastery-level writers?
3. Why do some students enjoy/not enjoy writing?
4. What can staff do to instill more joy in learning to write?
5. Why do some of our students not progress at grade level with their writing?
6. Of the factors influencing writing progress, what factors are within the influence of the school and staff?
7. What forms of writing are most critical for our students?
8. How do we organize our programs so that students can progress no matter their current level of functioning?
9. How will we collectively assess writing progress?

What data are we collecting that indicates a need for improvement and how will we know if we are successful?

- Grade 1-6 common writing assessments
- Grade 6 PAT results (not yet available at the time of this draft)
- Ongoing teacher observations and student writing assessments
- [Average time allocated for writing each day \(including instruction\)](#)
- [Average time allocated for dedicated student writing each day](#)

What strategies are we using to meet our goal?

1. We will conduct common writing assessments with each grade level. We will do two assessments during the year (Gr 2-6 Sept/Oct and March; Gr 1 Nov and April).
2. Common marking of assessments within teacher teams using rubrics and exemplars.
3. Teacher collaboration time and site-based professional development days will be used for this work.
4. Teacher/administration meetings to discuss the progress and to align resources.

Comments

Stakeholder Input (CES School Council)

September 2022

January 2023

June 2023

Goal Statement #3 - Mathematics

CES students will be learning at or above grade level in mathematics.

Key Question

How do we improve the mathematics ability of our students?

Why is mathematics a focus for CES?

- Students with strong mathematical skills are able to problem solve in an exceedingly technical world. Mathematics is critical for making sense of numbers, time, patterns so that they may function with everyday tasks and with more demanding tasks.
- Provincial Achievement Test results show that 36% of our students did not score 50% or higher on the Math Part A (Numerical Operations). PAT results also show that 39% did not achieve 50% or higher on the Part B component of the test (problem solving). See [Appendix 3](#) for **Provincial Achievement Test 2022 results in Mathematics**.
- Teacher observations indicate that students vary greatly in every classroom in their knowledge and understanding of mathematical concepts.
- Numerate students must have a firm understanding of number operations (including multiplication facts) and number sense.

What are the important questions that the staff at CES will respond to as part of our focus on mathematics?

1. What are the mathematical learning progressions from kindergarten to grade six and how are these progressions laid out in the new [Alberta Mathematics Curriculum](#)?
2. Why do some of our students not progress at grade level with mathematics?
3. Of the factors influencing mathematical progress, what factors are within the influence of the school and staff?
4. What forms of writing are most critical for our students?
5. How do we organize our programs so that students can progress no matter their current level of functioning?
6. How will we collectively assess mathematical progress?

What data are we collecting?

- Grade 2-6 MIPI results
- Grade 6 PAT Mathematics results
- Grade level teacher designed math assessments

What strategies are we using to meet our goal?

1. Teachers will need sufficient time to become familiar with the new mathematics curriculum.
2. The “mathematical learning experience” should be equitable from one class to the next in each team and from grade level to grade level. Understanding learning progressions and how to instruct and assess these progressions is critical work for all teachers.
3. We will conduct common mathematics assessments with grades 2-6 in September. The tool we will use is the MIPI.
4. Use common assessments among team members.
5. Grade 6 PAT results report to teachers.
6. Teacher collaboration time and site-based professional development days will be used for this work.
7. Teacher/administration meetings to discuss the progress and to align resources.

Comments

Stakeholder Input (CES School Council)

September 2022

January 2023

June 2023

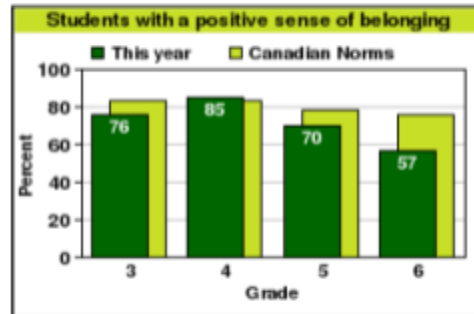
Appendix 1: Social-Emotional Learning Outcomes

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

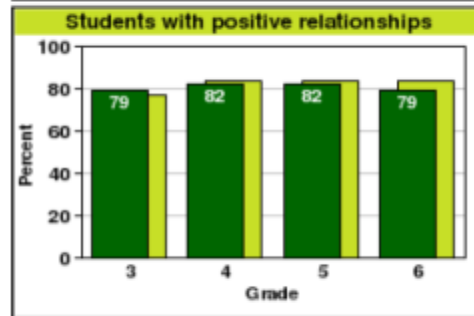
- 73% of students in this school had a high sense of belonging; the Canadian norm for these grades is 80%.
- 77% of the girls and 70% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 80% and for boys is 80%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 80% of students had positive relationships; the Canadian norm for these grades is 82%.
- 83% of the girls and 79% of the boys in this school had positive relationships. The Canadian norm for girls is 86% and for boys is 78%.

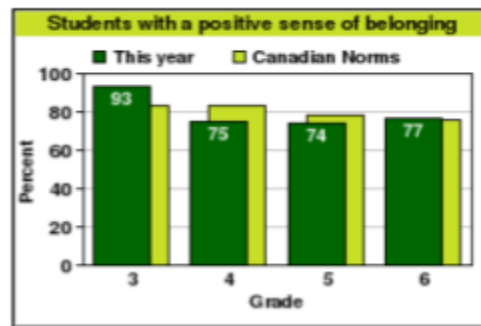


May 2022 Results

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

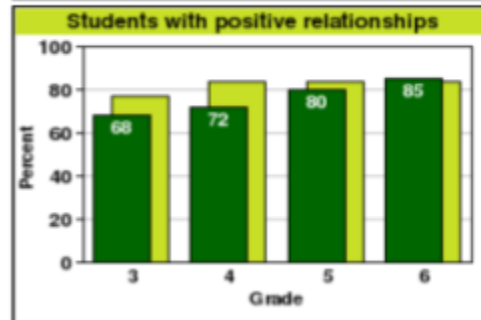
- 80% of students in this school had a high sense of belonging; the Canadian norm for these grades is 80%.
- 83% of the girls and 76% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 80% and for boys is 80%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 75% of students had positive relationships; the Canadian norm for these grades is 82%.
- 84% of the girls and 68% of the boys in this school had positive relationships. The Canadian norm for girls is 86% and for boys is 78%.

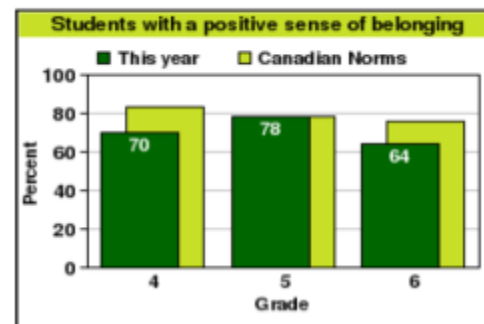


November 2021 Results

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

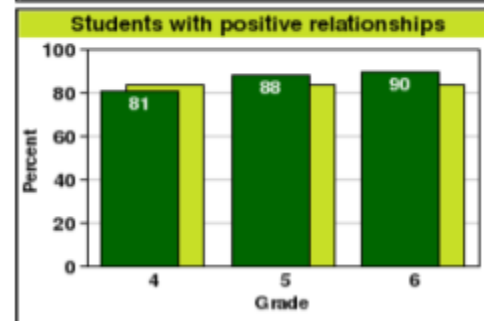
- 71% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 76% of the girls and 64% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 86% of students had positive relationships; the Canadian norm for these grades is 84%.
- 90% of the girls and 82% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.

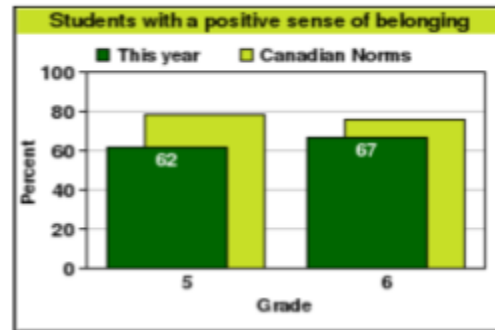


November 2020 Results

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

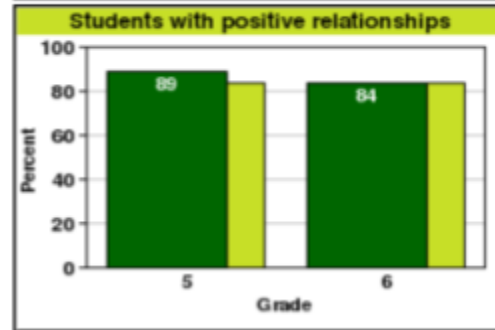
- 65% of students in this school had a high sense of belonging; the Canadian norm for these grades is 77%.
- 59% of the girls and 73% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 75% and for boys is 79%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 86% of students had positive relationships; the Canadian norm for these grades is 84%.
- 89% of the girls and 83% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.

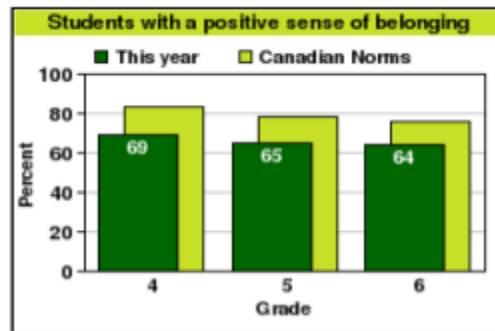


November 2019 Results

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

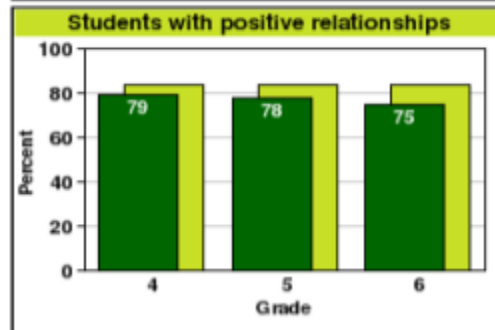
- 65% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 58% of the girls and 76% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 77% of students had positive relationships; the Canadian norm for these grades is 84%.
- 74% of the girls and 81% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.

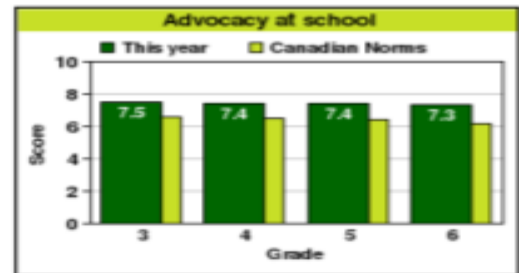


May 2019 Results

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

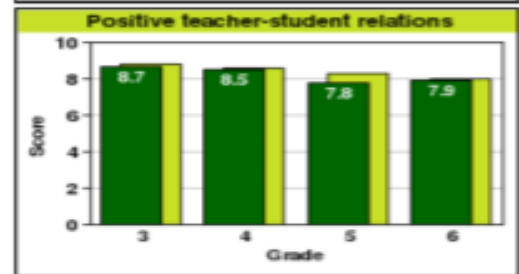
- In this school, students rated advocacy at school 7.4 out of 10; the Canadian norm for these grades is 6.4.
- In this school, advocacy at school was rated 7.7 out of 10 by girls and 7.1 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.3.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

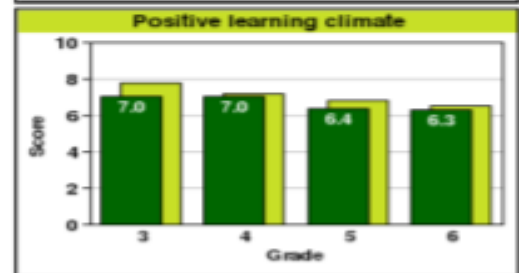
- In this school, positive teacher-student relations were rated 8.3 out of 10; the Canadian norm for these grades is 8.4.
- In this school, positive teacher-student relations were rated 8.7 out of 10 by girls and 7.9 out of 10 by boys. The Canadian norm for girls is 8.6 and for boys is 8.3.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom 6.7 out of 10; the Canadian norm for these grades is 7.1.
- In this school, disciplinary climate of the classroom was rated 7.1 out of 10 by girls and 6.4 out of 10 by boys. The Canadian norm for girls is 7.1 and for boys is 7.

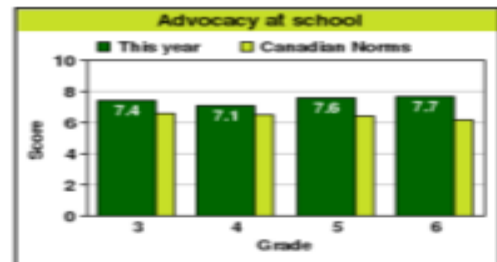


May 2022 Results

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

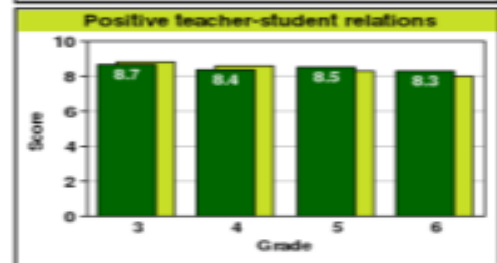
- In this school, students rated advocacy at school 7.4 out of 10; the Canadian norm for these grades is 6.4.
- In this school, advocacy at school was rated 7.6 out of 10 by girls and 7.2 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.3.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

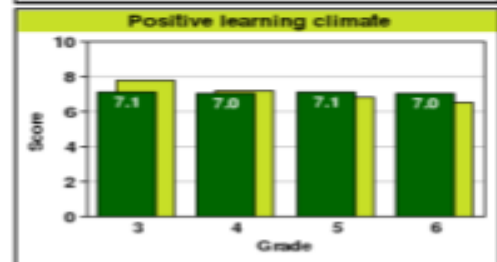
- In this school, positive teacher-student relations were rated 8.5 out of 10; the Canadian norm for these grades is 8.4.
- In this school, positive teacher-student relations were rated 8.6 out of 10 by girls and 8.3 out of 10 by boys. The Canadian norm for girls is 8.6 and for boys is 8.3.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom 7.1 out of 10; the Canadian norm for these grades is 7.1.
- In this school, disciplinary climate of the classroom was rated 7.2 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 7.1 and for boys is 7.

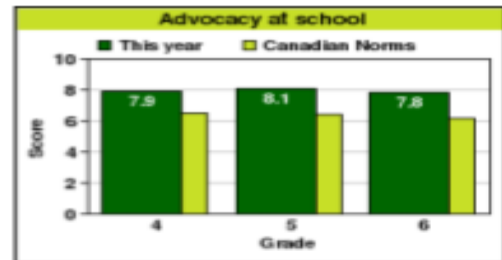


November 2021 Results

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

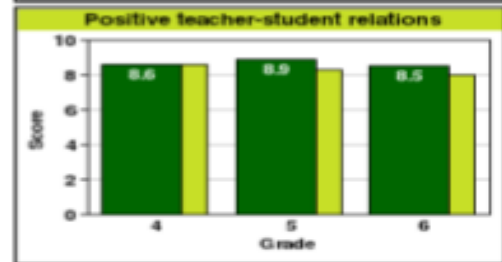
- In this school, students rated advocacy at school 7.9 out of 10; the Canadian norm for these grades is 6.4.
- In this school, advocacy at school was rated 8 out of 10 by girls and 7.9 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.3.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

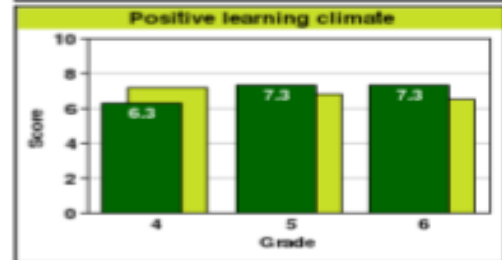
- In this school, positive teacher-student relations were rated 8.7 out of 10; the Canadian norm for these grades is 8.3.
- In this school, positive teacher-student relations were rated 8.8 out of 10 by girls and 8.5 out of 10 by boys. The Canadian norm for girls is 8.5 and for boys is 8.1.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom 7 out of 10; the Canadian norm for these grades is 6.9.
- In this school, disciplinary climate of the classroom was rated 7.2 out of 10 by girls and 6.7 out of 10 by boys. The Canadian norm for girls is 6.9 and for boys is 6.9.

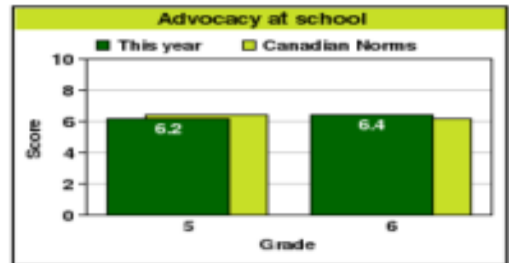


November 2020 Results

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

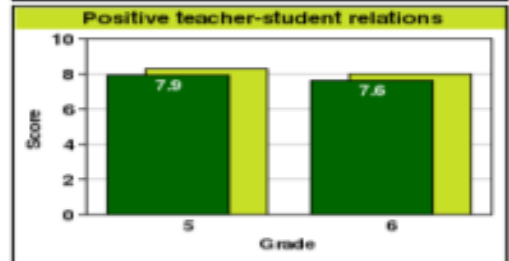
- In this school, students rated advocacy at school 6.3 out of 10; the Canadian norm for these grades is 6.3.
- In this school, advocacy at school was rated 6.4 out of 10 by girls and 6.2 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.3.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

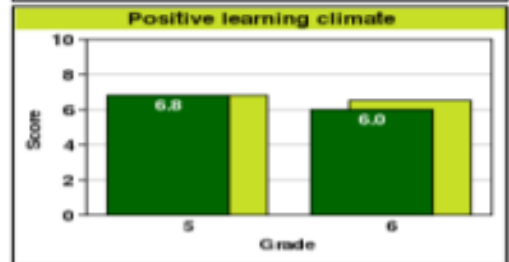
- In this school, positive teacher-student relations were rated 7.7 out of 10; the Canadian norm for these grades is 8.2.
- In this school, positive teacher-student relations were rated 8 out of 10 by girls and 7.4 out of 10 by boys. The Canadian norm for girls is 8.3 and for boys is 8.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom 6.3 out of 10; the Canadian norm for these grades is 6.7.
- In this school, disciplinary climate of the classroom was rated 6.3 out of 10 by girls and 6.4 out of 10 by boys. The Canadian norm for girls is 6.7 and for boys is 6.7.

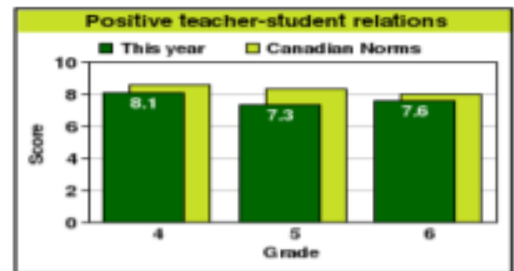


November 2019 Results

Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

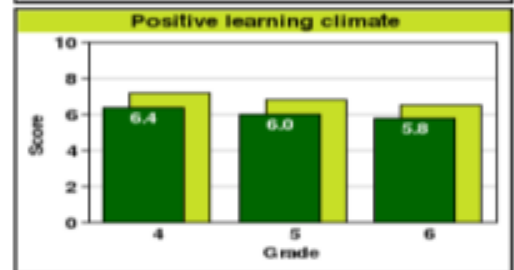
- In this school, positive teacher-student relations were rated 7.6 out of 10; the Canadian norm for these grades is 8.3.
- In this school, positive teacher-student relations were rated 7.8 out of 10 by girls and 7.4 out of 10 by boys. The Canadian norm for girls is 8.5 and for boys is 8.1.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

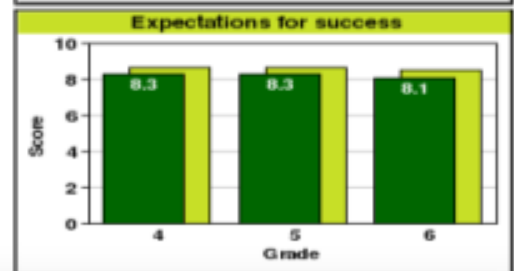
- In this school, students rated disciplinary climate of the classroom 6 out of 10; the Canadian norm for these grades is 6.9.
- In this school, disciplinary climate of the classroom was rated 5.9 out of 10 by girls and 6.2 out of 10 by boys. The Canadian norm for girls is 6.9 and for boys is 6.9.



Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated teachers' expectations for academic success 8.2 out of 10; the Canadian norm for these grades is 8.6.
- In this school, teachers' expectations for academic success were rated 8.2 out of 10 by girls and 8.3 out of 10 by boys. The Canadian norm for girls is 8.7 and for boys is 8.6.



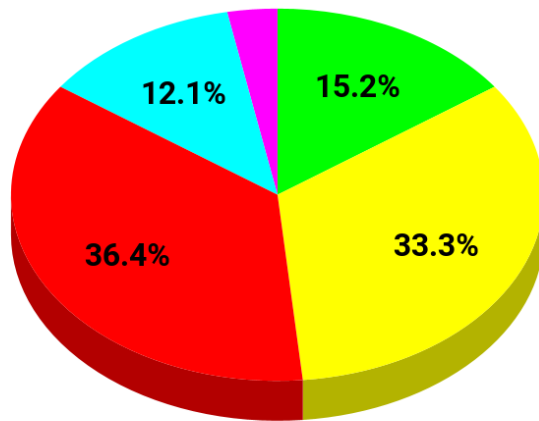
May 2019 Results

[Appendix 2: Average Time Allocated for Writing](#)

[Appendix 3: Mathematics Provincial Achievement Test Results 2022](#)

Mathematics Part A

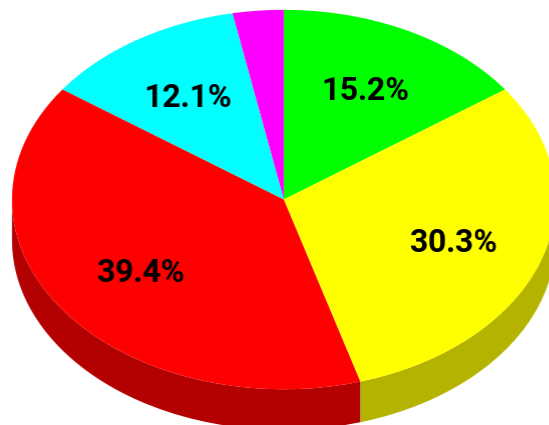
Spring 2022



- Students Scoring 80%+
- Students Scoring 50%-79%
- Students Scoring <49%
- Students Exempt
- Students Absent

Mathematics Part B

Spring 2022



- Students Scoring 80%+
- Students Scoring 50%-79%
- Students Scoring <49%
- Students Exempt
- Students Absent