

Bashaw School

Three-Year Education Plan /

Annual Educational Results Report

2015/2016 – 2017/2018



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Message from the Principal

Our commitment at Bashaw School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century.

High standards and expectations for each student in regard to academic performance and responsible citizenship are the foundation of our school. It is with pride that we hold these high standards and ask each of our students to commit to maintaining these within our entire school. It is the contribution of our wonderful students to our school community that makes Bashaw School an exceptional learning community. Full participation in academics and a willingness to act responsibly as an individual within our educational environment are the factors that enable all of our school community to have a successful and enjoyable year.

At our school we work within the following tenets to maintain and build success within our dynamic school community.

We believe that effective teachers:

- Create opportunities for intellectual risk-taking, collaboration, problem-solving, and application of classroom learning to real life situations;
- Implement strategies that promote ownership of learning to students;
- Design instruction to integrate a variety of innovative technological tools and resources to enhance learning;
- Demonstrate ongoing professional growth in order to increase the quality of instruction;
- Collaborate with colleagues to share and discuss exemplary practices, interpret student performance data, and design assessments that promote twenty-first century skills.

We believe that successful students:

- Communicate in a meaningful way for a variety of purposes and audiences;
- Employ critical and creative thinking skills to solve problems; and
- Pose questions, examine possibilities, and apply skills to find solutions to authentic issues.
- Make positive choices related to physical and mental wellness; and
- Contribute to the local and global community in a collaborative and respectful manner

Accountability Statement

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2015 for Battle River School Division was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*.

This document was developed in the context of the provincial government's business and fiscal plans. Bashaw School has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results. The Bashaw School and School Council approved the Education Plan for 2015-2018 for submission to Alberta Education.

(Name)
Principal

(Name)
School Council Chair

Communication of our Plan

Copies of our three year plan are made available to all staff and School Council members for discussion and feedback. Our highlights are published in our school newsletter, and copies of the report are available at the Divisional office as well as on the Divisional and School Websites. Bashaw School believes this Three Year Education Plan and AERR must be a living document to assist our school and community in achieving the goals for continuous improvement and success.

Foundation Statements

Vision

The mission of Bashaw School is to equip students with academic skills and knowledge, positive social skills and self-esteem in order to be life-long learners, committed to responsible, ethical decision-making that will positively shape the future and enhance the quality of life.

Mission

- Bashaw School, in cooperation with Battle River Regional Division #31, will continue to focus on providing an educational program for all students, which incorporates the needs of individual students.
- In cooperation, staff and parents will encourage students to establish educational goals for themselves.

- Students and staff will work to achieve the highest academic standards for each individual student.
- Students and staff will undertake the educational process in a cooperative, safe, secure learning environment.

Beliefs

We Believe:

1. The level of a child's self-esteem directly impacts ability to learn; therefore, each child must be helped to see his or her own worth in order to develop a positive strong sense of self.
2. Each child can learn.
3. Each child's needs should be the focus of teaching and learning.
4. Each student should be motivated to develop a desire to learn and that learning is a lifelong process.
5. Each child deserves a safe and secure learning environment and that each student has a responsibility to others as well as himself or herself.
6. Each student has a responsibility to be tolerant of others and treat others with respect and dignity, developing this in greater depth over time.
7. Education is an investment in society's future and should reflect the diversity of society.
8. Each child needs academic, social, emotional and physical learning opportunities to develop into an independent, constructive, whole member of society (not being singularly skilled for a single job).
9. The most efficient use of our resources in providing an excellent quality of education is essential.

Our School Profile

Bashaw School is a K-12 school with a current student population of approximately 228. Our Elementary classes are in single and combined-grades configuration. We operate a junior high that is complemented by the inclusion of the CTF curricula. Our high school offers comprehensive academic programming and options that are aligned with our demographic. We offer full access to Green Certificate and the Registered Apprenticeship Program. Bashaw is a small picturesque town with a big heart for country charm and warm, friendly atmosphere. Primarily a farming community, the area around Bashaw is known for productive croplands and a diverse livestock industry. With the strong community connection that is apparent in our school, we are working in partnership with the community in the development of our new school facility.

Summary of Accomplishments

Survey Results

100% of parents feel that the staff guide and support their children to meet behavior expectations

75% of parents feel there is good communication between the school and home

100% of parents feel there is effective leadership at the school

75% of parents feel that they can be involved in decisions that affect their child's education.

100% of parents feel welcome at the school

Grade 4 to 6

85% of students say that they take responsibility for their schoolwork

91% of students say that teachers provide effective feedback

87% say that a staff member cares about them

87% say that they have an opportunity to read each day

Grades 7 to 12

88% say that there is healthy lifestyles promoted and modelled

93% say they responsibility for their own learning

81% say that they have a staff advocate

98% say that they know how to behave at school

96% say that they are clear on what they are learning in class

Family School Liaison Worker is available for our continued mental health for 1 and 1/2 day each week. Appropriate Referrals made and procedures established for referrals. We have established a Mentorship program between students and community organizations.

Special Programs

- Breakfast for Learning
- Drama Program
- Mathletics
- Comprehensive Athletics Program
- Festival of Trees
- Operation Christmas Child
- Green Certificate
- CTS Offerings
- CTF Implementation
- Student Unions & Leadership options
- Terry Fox
- Jump Rope for Heart
- PLC 2.1 and Chromebook Implementation
- Recycling
- Swim Program
- Balanced Literacy
- DARE program
- Bashaw district Support Services partnership
- Farm Safety
- Bull Congress

Combined 2015 Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2015
School: 4502 Bashaw School



Measure Category	Measure Category Evaluation	Measure	Bashaw School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.2	78.6	79.9	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	82.6	76.6	73.5	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	86.4	77.6	80.6	89.5	89.2	89.5	Intermediate	Improved	Good
		Drop Out Rate	6.4	8.6	3.7	3.4	3.3	3.3	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	71.9	68.4	69.4	76.4	74.9	74.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	53.0	83.6	77.9	73.0	73.1	73.9	Very Low	Declined Significantly	Concern
		PAT: Excellence	11.4	11.8	13.6	18.8	18.4	18.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	51.7	76.5	65.1	85.2	85.5	84.6	Very Low	Maintained	Concern
		Diploma: Excellence	3.4	11.8	9.4	21.0	21.1	20.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	59.2	55.6	53.7	54.9	50.5	54.4	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	60.0	52.6	54.1	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	65.7	51.9	63.9	59.8	59.2	59.0	High	Maintained	Good
		Work Preparation	88.7	50.0	58.5	82.0	81.2	80.4	Very High	Improved Significantly	Excellent
		Citizenship	80.8	74.2	73.9	83.5	83.4	83.1	High	Improved	Good
Parental Involvement	Excellent	Parental Involvement	88.1	81.7	72.1	80.7	80.6	80.2	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	81.5	75.4	63.5	79.6	79.8	80.1	Very High	Improved Significantly	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

School Based Data –

Tell Them from Survey Data

Elementary Highlights

90% of students feel that they value school outcomes

87% of students feel that they have positive behavior at school

89% of students are interested and motivated in their learning

Secondary Highlights

Students are intellectually engaged at school above the Canadian norms.

Students feel that teachers are responsive to their needs above Canadian norms.

Expectations for success have a 7.4/10 rating which is above the Canadian norm of 7/10

School Goals for 2015-2016

Outcome One: Every student is successful

BRSD Desired Outcome One A: All students will demonstrate proficiency in numeracy and literacy at or exceeding their developmental level through quality programming.

BRSD Desired Outcome One B: All students will demonstrate engaged thinking, ethical citizenship, and the entrepreneurial spirit embedded within the 21st century learning competencies.

School Goals: Students will achieve academic success which will allow them to pursue their future goals with confidence and competence. We will provide educational programs that meet the needs of all students.

Strategies:

- Explore expanding options of a vocational nature
- Expansion of CTF programming
- Access Learning Facilitator expertise to expand upon differentiation strategies for the entirety of the school
- Implementation of high school flex options
- Begin a numeracy cohort to align the school and educate the community

Outcome Two: Alberta has quality teaching and school leadership

BRSD Desired Outcome Two: Effective learning and teaching is achieved through collaborative leadership, high standards and support for professional growth towards best practice.

School Goals: Quality teaching and leadership will be fostered in an inclusive environment that supports life- long learners.

Strategies:

- Review and Analysis of Early Literacy program by entire staff
- Incorporate Healthy Choices into CTS or Leadership
- Continue to build on Character/Citizenship/Leadership programs and activities
- Incorporate more Technology Devices such as the Chrome book into individual classrooms and expand the professional development offered in the school setting.
- Aligning professional growth plans with school/ division's everyday four

Outcome Three: Alberta's education system is governed effectively

BRSO Desired Outcome Three: Effective leadership, along with the voice of stakeholders, will allow students and community members to possess a strong connection to their schools as an inclusive, safe, healthy, welcoming and caring environment

School Goals: Promote a safe and caring environment in which all students take responsibility for their actions.

Provide an environment in which all students become positive role models for each other

Offering a diverse extra/co-curricular program to provide students opportunities to develop positive character traits

Strategies:

- Student Leadership expands the scope and breadth of activities
- Expand the opportunity for student Leadership at the Junior High and Elementary Level
- Continue to develop a positive relationship between school council and the school
- Review other opportunities to improve student/school/parent/community relationships as they arise.
- Establishment of other events to improve parent involvement such as art shows, showcase events, school fair, spirit days

Outcome Four: First Nations, Metis and Inuit students are successful

BRSO Desired Outcome Four: All first Nations, Métis and Inuit students will be included and engaged in learning environments designed to support their diversity and their individualized academic success.

School Goals: All first Nations, Métis and Inuit students will be engaged in learning environments designed to support and celebrate their diversity and their individualized academic success. Furthermore FNMI perspectives will be explored within our teaching practices.

Strategies:

- Alignment of the Social Studies curriculum by the humanities department
- Accessing outside agencies to celebrate and educate on the diversity of the first Nation, Metis and Inuit cultures

Parental Involvement

Parents can access the Bashaw Three-Year Plan/AERR via our website at www.brsd.ab.ca/bashaw. Throughout the course of the year our school capitalizes on many community events to bring the messages of the Three-Year Plan/AERR to our communities. Some of these opportunities include: annual satisfaction surveys, school council meetings, distribution of an annual report to the community, awards nights, graduations, staff meetings, extracurricular events and more. All stakeholders have also been afforded the opportunity to speak directly to the Principal and Vice Principal via email, phone, meetings, or at various events throughout the year.

Timelines and Communication

Bashaw school accesses a variety of mediums to communication with stakeholders. Bi-weekly newsletters are made available through email and print throughout the school year. Maplewood utilizes the parent portal to allow parents and students to access their achievement on a regular basis. The website is maintained regularly and include specific events, links, and important announcements when necessary. When the need arise specific letters and documents are sent home from administration and special announcements are utilized on the website. Individual teachers also use a variety of communication methods including; agendas, email, management software, and class newsletters.

School Councils

The Three-Year Plan/AERR in Bashaw School remains a fluid document that can be updated and changed throughout the course of the school year. Bashaw School Council is provided with a copy of the Bashaw Three-Year Plan/AERR and their feedback is garnered through our annual meetings. Our school has worked in conjunction with the school council to align our Three-Year Plan/AERR with the Divisional Plan/AERR.

Professional Development Plans

Focus #1

Clear and early communication with stakeholders will be a priority over the next sequence of this three year plan. Our professional development will be focused on engaging feedback in a formal sense (reports, etc.) and in our day to day feedback. Some strategies that we will be employing in these plans will be peer teaching, observations and peer review of comments. We will be using a number of resources such as *Educational Accountability* by Gariepy, Spencer, Couture (2009). Another resource to support these professional development opportunities will be the O'Connor book of *How to Grade for Learning*.

Focus #2

Developing a Systematic and School wide Focus on Learning

This will be a fundamental component of our three year plan. We will be collaboratively developing the systems for the support and celebration of the success of all of our stakeholders. The development of the norms, values and goals will be system wide with feedback from all of our stakeholders as we develop these systems within our school culture. The print resource that we will be accessing through these times will be *Transforming School Culture* by Muhammad. Other forms of Professional Development will be our guest speaker Tammy Ward who we will be working with throughout the 2015/16 school year.