Vulcan Prairieview Elementary School
Annual Education Report
2020-2021

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Dream and believe, learn and achieve.

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SECTION 1: WHO WE ARE

School Profile:
Vulcan Prairieview Elementary offers an early learning program as well as kindergarten to grade six. The population was 196 students in kindergarten to grade 6 (with 10 of those doing online learning) and 27 early learning students as of September 30, 2020. The demographics of the school population reflect that of the community, a mix of rural and urban students

Mission Statement:
Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world

Vision:
Empowered Minds Building Strong Community

SECTION 2: DATA/EVIDENCE - WHAT WE HAVE ACHIEVED

A. Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Vulcan Prairieview Elementary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.7	91.0	94.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.8	82.6	89.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.7	90.7	95.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	81.9	91.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	31.4	35.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	87.5	71.7	79.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	87.3	86.0	91.9	83.3	82.9	83.2	Very High	Declined	Good
Parental Involvement	Parental Involvement	90.2	78.7	83.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.1	73.0	87.8	81.5	81.0	80.9	Very High	Maintained	Excellent

Summary Comments:

In comparison to the previous year, we showed improvement in all areas that were included in the measure. We showed the greatest improvement in the categories of program of studies, work preparation, parental involvement and school improvement. Although we did not offer anything different for our program of studies, we did a better job of communicating to parents what we were able to offer our students in this area. For a small school, we are able to offer a great deal of options and opportunities. We attribute our improvement in the area of work preparation to our programs like Junior ATB, Vulcan Volunteers, and our focus on the development of character attributes that would contribute to success in the world of work. Opportunities such as our family game night allowed our parents to be involved in our school in ways that had never occurred before.

B. Overview of OurSchool Survey Data - November 2019

- **Overview of Student Survey:**

Our mean results were generally very comparable with the Canadian norms. Students had an overall positive sense of belonging in our school and had positive relationships. Most students (86%) felt that the staff emphasizes academic skills and holds high expectations for students to succeed. They felt that overall, their class time is used efficiently (82%) and that the instruction is well-organized with a clear purpose and with immediate and appropriate feedback that helps them learn (83%). A large percentage (28%) of students had a moderate to high level of anxiety.

- **Overview of Parent Survey**

Overall, parents felt welcome at our school (8.9/10). Parents felt that our school had high expectations (8.1/10), and that the school supports learning (8.4/10). According to parents, their children felt safe at our school (8.7/10) and that the school supports positive behaviour (7.9/10) but some felt that behaviour issues were not dealt with in a timely manner (6.6/10). Overall, parents felt that they were well informed about their child's progress in school subjects (8.3) but some felt that they were not as informed about opportunities concerning their child's future (7.2) Based on parents' reports, some children (12%) were moderate to severe victims of bullying (physical, social, and verbal).

C. Critical Evidence/Data of Strategic Plan

- **Attendance Data**

In the 2018-19 school year, we saw a great deal of student absenteeism due to anxiety and mental health issues. We saw that nearly 1% of our students were absent between 25-50% of the time. Nearly 16% were absent between 10-25% of the time and less than 2% were perfect attenders.
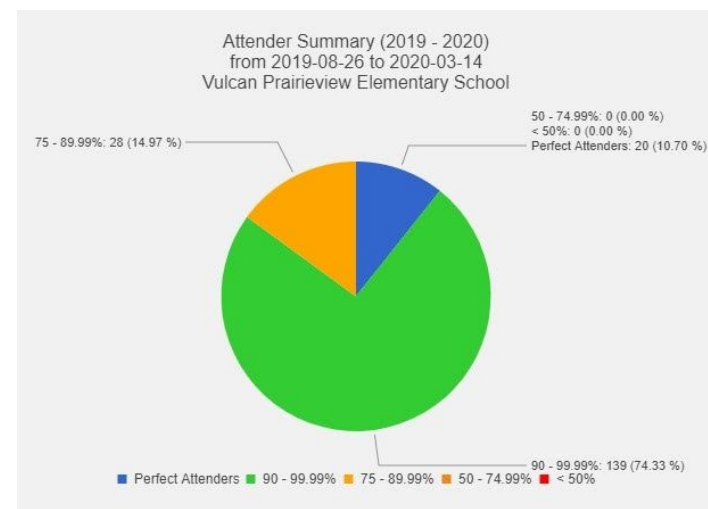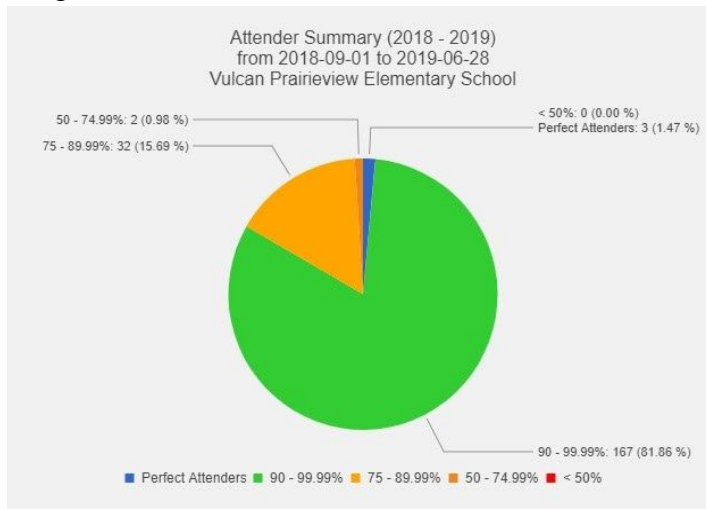
 In the 2019-2020 year (up to the shutdown in March) we saw a slight improvement in our attendance data. We had no students absent greater than 25% of the time, 15% of our students were absent 10-25% of the time, and we saw a significant increase in our perfect attenders (greater than 10% of our students). This tells us that despite the fact that more of our students were feeling anxiety, the mental health supports and processes we were putting in place in our school were successfully allowing more students to feel safe and supported enough to attend school more regularly.

- ## **Mathematics Intervention/Programming Instrument (MIPI) Data -**

Grade 2

Questions Summary		
Points Possible	20	
Average Score (Points and %)	17.55555556	87.78%
Counted Submissions	0	0.00%
Number of Questions with at risk averages (50-59%)	0	0%
Number of Questions with fail averages (< 50%)	0	0%

Student Achievement Breakdown	
Total Students:	27
Above 80%	21
60-80 %	5
50-59%	1
25-49%	0
0-24%	0

Grade 3

Questions Summary		
Points Possible	23	
Average Score (Points and %)	16.17241379	70.31%
Counted Submissions	0	0.00%
Number of Questions with at risk averages (50-59%)	2	9%
Number of Questions with fail averages (< 50%)	2	9%

Student Achievement Breakdown	
Total Students:	30
Above 80%	10
60-80 %	12
50-59%	5
25-49%	1
0-24%	1

Grade 4

Questions Summary		
Points Possible	25	
Average Score (Points and %)	15.71428571	62.86%
Counted Submissions	0	0.00%
Number of Questions with at risk averages (50-59%)	7	28%
Number of Questions with fail averages (< 50%)	7	28%

Student Achievement Breakdown	
Total Students:	21
Above 80%	2
60-80 %	13
50-59%	2
25-49%	2
0-24%	2

Grade 5

Questions Summary		
Points Possible	30	
Average Score (Points and %)	19.67567568	65.59%
Counted Submissions	0	0.00%
Number of Questions with at risk averages (50-59%)	4	13%
Number of Questions with fail averages (< 50%)	4	13%

Student Achievement Breakdown	
Total Students:	39
Above 80%	8
60-80 %	15
50-59%	4
25-49%	10
0-24%	0

Grade 6

Questions Summary		
Points Possible	31	
Average Score (Points and %)	23.22222222	74.91%
Counted Submissions	0	0.00%
Number of Questions with at risk averages (50-59%)	3	10%
Number of Questions with fail averages (< 50%)	2	6%

Student Achievement Breakdown	
Total Students:	21
Above 80%	7
60-80 %	8
50-59%	1
25-49%	2
0-24%	0

SECTION 3: STRATEGIC PLANNING - WHAT WE ARE DOING

LEGEND OF FONT COLOURS:
BLUE are strategies for administration.
BLACK are strategies for administration and staff.

Goal 1 (Highest priority)

Provincial Goal: Success of every student.

Jurisdiction Goal: Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

School Goal	Measures: including school developed measures	Action Steps / Strategies
• *To foster a climate that supports and enhances mental and physical wellness.*	• Accountability Pillar • Our School Survey student and parent feedback. • Student attendance data (with awareness and consideration of COVID protocols)	• Create and maintain welcoming, caring, respectful and safe learning environments that value all students and respond to individual and diverse cultural needs including those of First Nations, Metis and Inuit students and their families. • Foster healthy and positive relationships with students and families. • When protocols allow, we will provide a variety of ways for students to feel a connection to their school by providing multiple ways of them being involved through such things as Wellness Warriors, after school sports, student-led clubs, Vulcan Volunteers, and in-school activities (such as Yoga and our Christmas Feast) to build a sense of community. Until protocols allow, we will find ways of connecting students with other classes through virtual means. • Ensure that academic and behavioural expectations are clear, consistent and reinforced. Students who demonstrate unacceptable behaviour will receive fair and appropriate consequences and support. • Develop and embed social emotional learning into the daily routines and instruction to allow for lifelong skills aimed at overall wellness. (Using resources such as The PATHS Program and The Zones of Regulation) • Implement a mental wellness class for our grade ¾ students. • Begin to implement a strength-based approach for academics and behaviour. • Provide leadership opportunities for students to allow them to build self-efficacy. • Continue to work on the goals within our Comprehensive School Health plan and implement the strategies into the classroom by developing core attributes of being mentally healthy.

		- Provide creative opportunities for students to digitally connect with students in other cohorts to maintain those personal connections and the sense of school-wide community. - Learn how to recognize the signs and symptoms of mental health problems by attending PD sessions such as the Tattered Teddies workshop, Mental Health First Aid, and the sessions directed at wellness at the Palliser PD Summit. - Continue to build self-regulation and co-regulation skills within students, especially for those students who have significant trauma in their lives. - Discuss, learn and then incorporate strategies around self-regulation to allow students and staff to recognize and appropriately respond to stress. - Help students develop strategies for maintaining mental health such as mindfulness strategies, etc. - Incorporate elements of wellness for staff. - Provide opportunities for students to learn about friendship skills by working with our Making Connections Worker and our FSLC. - Provide opportunities for students to engage in a variety of physical activities throughout the day beyond their regular PE classes. (Ie: school-wide yoga, school-wide sporting events (cross-country run, volleyball, floor hockey, etc. as COVID protocols allow.) - Develop and maintain connections with community organizations that provide mental and physical wellness supports such as the Vulcan Yoga and Wellness Centre, Vulcan County Health & Wellness Foundation, Vulcan Suicide Prevention Steering Committee - Reduce stigma of mental health and mental illness by providing regular opportunities for students, staff, and community partners to talk about mental health and build an understanding of/challenging the myths, biases and stereotypes around mental health. - With the help of the School Council, continue to provide healthy food choices for students with the hot lunch program and the Apple Project. - Provide learning opportunities for parents around helping their children to grow up physically and mentally healthy in collaboration with other community agencies. - Regularly provide mental health information to parents at School Council meetings and build connections to build understanding and help to reduce the stigma of mental health.

Goal 2 (second priority)

Provincial Goal: Success of every student.		
Jurisdiction Goal: All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.		
School Goal	**Critical Evidence/Data**	● **Action Steps / Strategies**
To develop student **confidence**, **fluency and enjoyment** in numeracy through intentional assessment, intervention and application of research-based best numeracy practices.	● MIPI (Math Intervention/ Programming Instrument) ● CSL Math Benchmarks ● KEY math assessments ● WIAT assessments	● Provide PLC and site-based PD time to build capacity with staff in their understanding of research-based best practices in numeracy through an action research project, particularly in the area of number sense.
		● Use the data from the MIPI, the CSL Math Benchmarks Interview and KEY Math assessments to identify students who need interventions in various areas of mathematics and address the gaps in their learning using a Response to Intervention structure.
		● Encourage the learning of facts and the development of a mathematical mindset by offering conceptual math activities (such as number talks and rich mathematical tasks) that help students learn and understand numbers and number facts.
		● Implement conceptual strategies to develop a growth mindset within students and to develop student thinking, sense making, and connections.
		● Establish norms within mathematics classes where struggle and mistakes are embraced as an opportunity for growth and learning.
		● Build parental capacity and engage families in numeracy by sending home monthly games or activities and holding a family "math games night" (if we are able).
		● Ensure numeracy language and strategy use are consistent school-wide.
		● Embed numeracy skills in all facets of daily school life.
		● Include aspects of numeracy from our Learning Commons and engage students with STEM resources such as Maker Kits, etc.
		● Celebrate students' numeracy accomplishments.

SECTION 4: TRENDS AND ISSUES

- Despite our previous efforts to reduce student anxiety levels, they seem to have increased from the OurSchool data we had in November of 2018 compared to November of 2019. Our attendance data shows that despite this increase, students felt supported and able to still attend school. Due to the current pandemic and the inherent stressors related to the pandemic, we anticipate that when we see the data from the OurSchool survey data in November 2020, we will again see an increase in student anxiety levels. With the current cohorting expectations, students are not able to connect with their social circles and peers in the same ways which also could have an adverse impact on the mental wellness and anxiety levels of our students. With the "stay home when you're sick" protocols currently in place with the school re-entry , our attendance data for the 2020-21 school year may not be a reliable measure of student absenteeism due to anxiety.
- In looking at our mathematics results from the MIPI assessment, we see some concerning trends. Generally, the number of students failing or at risk increases as the grade levels increase. The strands of greatest success are in Statistics and Probability as well as Shape and Space units. The greatest area of need and the area requiring the most intervention falls into the Number Sense strand. We currently see a steady decline in the achievement in number sense within our students as they move through the grades. These trends make us believe that our students currently tend to gain only a basic, surface-level understanding of process rather than having a deep understanding of the mathematical concepts, thereby making it more difficult for them to learn and apply the more complex and abstract concepts over time. This data confirms that our work in developing number sense is critical.

SECTION 5: CELEBRATIONS

Watch this video celebrating some of the great things that occurred at Vulcan Prairieview Elementary throughout the 2019-2020 school year. We are so proud of our students for their hard work, their resilience and their growth despite one of the most challenging years ever!!