

Vulcan Prairievew Elementary School Annual Education Report 2021-2022



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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 185 students in kindergarten to grade 6 as of September 30, 2021. 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

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 5411 Vulcan Prairieview Elementary School



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	85.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.5	87.3	89.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	87.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	37.1	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.0	93.7	93.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.1	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.9	90.2	85.4	79.5	81.8	81.4	n/a	n/a	n/a

Summary Comments:

In comparison to the previous year, we stayed the same or showed improvement in all areas that were included in the measure except for parental involvement. Our results in parental involvement went down significantly but with limited access for parents to be in the school due to COVID-19 restrictions compared to previous years, this is to be expected. As far as the opportunity to be involved, 81% of the parents were satisfied with the opportunity they had to be involved but only 41% said they were actually involved. Because the Assurance Measures survey is new, there are many items for which we have no comparison data.

Overview of OurSchool Survey Data - November 2020

- **Overview of Student Survey:**



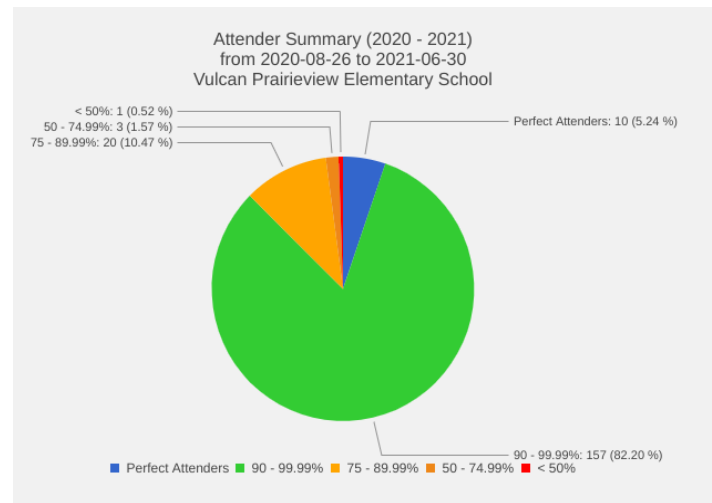
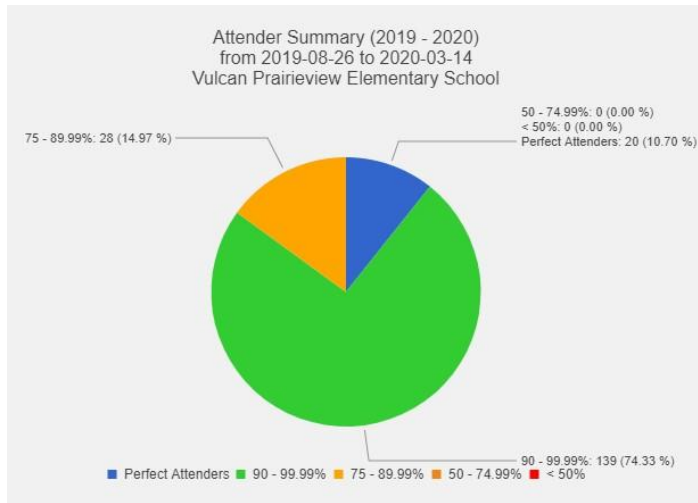
Our mean results were generally very comparable with the Canadian norms. Students rated teacher-student relations 9/10 compared to the Canadian norm which is 8.3/10. Students had an overall positive sense of belonging in our school (84%). Most students (86%) felt that the staff emphasizes academic skills and holds high expectations for students to succeed. • In this school, students rated teachers' expectations for academic success 8.9 out of 10; they felt that overall, their class time is used efficiently (8.6/10) and that the instruction is well-organized with a clear purpose and with immediate and appropriate feedback that helps them learn (8.7/10). A large percentage (20%) of students had a moderate to high level of anxiety but this level was down 8% from the previous year.

● **Overview of Parent Survey**

We saw a slight decrease in how welcome parents felt at our school (7.2/10) which is understandable since parents were not allowed in the school due to COVID protocols. Parents felt it was easy for them to talk to their child’s teacher (8.4/10) and the school principal (8/10). Parents felt that our school had high expectations (7.6/10), and that the school supports learning (7.8/10). According to parents, their children felt safe at our school (8.1/10) and that the school supports positive behaviour (7.7/10) but some felt that behaviour issues were not dealt with in a timely manner (5.7/10). Overall, parents felt that they were well informed about their child’s progress in school subjects (8.3/10) but some felt that they were not as informed about opportunities concerning their child’s future (7.2/10) Based on parents’ reports, some children (18%) were moderate to severe victims of bullying (physical, social, and verbal).

B. Critical Evidence/Data of Strategic Plan

● **Attendance Data**



In the 2020-2021 school year, many aspects affected our attendance including the stay-home restrictions for COVID-19. We saw in 2019-2020, we had 85% of our students attending at least 90% of the time and 15 percent attending less than 90% of the time. In the 2020-2021 school year, despite the “stay home when you’re sick” mandates, we had more than 87% of our students attending at least 90% of the time with 13% of our students attending less than 90%. We did see more students who were absent less than 75% of the time in the 2020-2021 school year than we did in the year before however. While there were several contributing factors, the greatest cause of these lower attendance rates appeared to be anxiety and the need to self-isolate when students were sick and/or a close contact to someone with COVID-19.

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

Grade Level Question Summary							
		# of Questions with at risk averages (50-59%)		# of Questions with high risk averages (< 50%)			
Total number of questions		20	0	0.0%	1	5.0%	
Questions by stream	Numbers	N	13	0	0.0%	0	0.0%
	Shape and Space	SS	5	0	0.0%	1	20.0%
	Patterns and Relations	PR	2	0	0.0%	0	0.0%
	Statistics and Probability	SP	0	0	No Dat	0	No Dat

Grade Level Student Breakdown			
Total Number of students assessed			26
Scores for assessed students:		Average Score	
MIPI total assessment		16.54	82.69%
Numbers	N	10.69	82.2%
Shape and Space	SS	4.15	83.1%
Patterns and Relations	PR	1.69	84.6%
Statistics and Probability	SP	0.00	No Data

Grade 2

Grade Level Question Summary							
		# of Questions with at risk averages (50-59%)		# of Questions with high risk averages (< 50%)			
Total number of questions		23	3	13.0%	2	8.7%	
Questions by stream	Numbers	N	14	2	14.3%	2	14.3%
	Shape and Space	SS	3	1	33.3%	0	0.0%
	Patterns and Relations	PR	3	0	0.0%	0	0.0%
	Statistics and Probability	SP	3	0	0.0%	0	0.0%

Grade Level Student Breakdown			
Total Number of students assessed			21
Scores for assessed students:		Average Score	
MIPI total assessment		17.14	74.53%
Numbers	N	9.90	70.7%
Shape and Space	SS	1.90	63.5%
Patterns and Relations	PR	2.43	81.0%
Statistics and Probability	SP	2.90	96.8%

Grade 3

Grade Level Question Summary							
		# of Questions with at risk averages (50-59%)		# of Questions with high risk averages (< 50%)			
Total number of questions		25	1	4.0%	3	12.0%	
Questions by stream	Numbers	N	11	0	0.0%	2	18.2%
	Shape and Space	SS	6	1	16.7%	1	16.7%
	Patterns and Relations	PR	6	0	0.0%	0	0.0%
	Statistics and Probability	SP	2	0	0.0%	0	0.0%

Grade Level Student Breakdown			
Total Number of students assessed			23
Scores for assessed students:		Average Score	
MIPI total assessment		19.48	77.91%
Numbers	N	6.35	57.7%
Shape and Space	SS	3.09	51.4%
Patterns and Relations	PR	3.48	58.0%
Statistics and Probability	SP	1.39	69.6%

Grade 4

Grade Level Question Summary							
		# of Questions with at risk averages (50-59%)		# of Questions with high risk averages (< 50%)			
Total number of questions		30	3	10.0%	2	6.7%	
Questions by stream	Numbers	N	19	2	10.5%	1	5.3%
	Shape and Space	SS	5	1	20.0%	1	20.0%
	Patterns and Relations	PR	4	0	0.0%	0	0.0%
	Statistics and Probability	SP	2	0	0.0%	0	0.0%

Grade Level Student Breakdown			
Total Number of students assessed			29
Scores for assessed students:		Average Score	
MIPI total assessment		22.41	74.71%
Numbers	N	7.76	40.8%
Shape and Space	SS	1.93	38.6%
Patterns and Relations	PR	1.97	49.1%
Statistics and Probability	SP	0.86	43.1%

Grade 5

Grade Level Question Summary							
		# of Questions with at risk averages (50-59%)		# of Questions with high risk averages (< 50%)			
Total number of questions		30	2	6.7%	10	33.3%	
Questions by stream	Numbers	N	23	1	4.3%	10	43.5%
	Shape and Space	SS	3	1	33.3%	0	0.0%
	Patterns and Relations	PR	2	0	0.0%	0	0.0%
	Statistics and Probability	SP	3	0	0.0%	0	0.0%

Grade Level Student Breakdown			
Total Number of students assessed			19
Scores for assessed students:		Average Score	
MIPI total assessment		18.58	61.93%
Numbers	N	12.26	53.3%
Shape and Space	SS	2.00	66.7%
Patterns and Relations	PR	1.68	84.2%
Statistics and Probability	SP	2.63	87.7%

Grade 6

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
<ul style="list-style-type: none"> ● <i>To foster a climate that supports and enhances mental and physical wellness.</i> 	<ul style="list-style-type: none"> ● Assurance Measures ● Our School Survey student and parent feedback. ● Student attendance data (with awareness and consideration of COVID protocols) 	<ul style="list-style-type: none"> ● 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.
		<ul style="list-style-type: none"> ● Foster healthy and positive relationships with students and families.
		<ul style="list-style-type: none"> ● Work towards establishing a Restorative Practices model within our school including the use of circles to build a sense of connection, student voice, and a chance to repair harm.
		<ul style="list-style-type: none"> ● 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.
		<ul style="list-style-type: none"> ● Ensure that academic and behavioural expectations are clear, consistent and reinforced. Students who demonstrate unacceptable behaviour will receive fair and appropriate consequences and support with a restorative approach to allow them to repair the harm they have done.
		<ul style="list-style-type: none"> ● 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)
		<ul style="list-style-type: none"> ● Begin to implement a strength-based approach for academics and behaviour.
		<ul style="list-style-type: none"> ● Provide leadership opportunities for students to allow them to build self-efficacy.

		<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • Learn how to recognize the signs and symptoms of mental health problems through PD as opportunities arise.
		<ul style="list-style-type: none"> • Continue to build self-regulation and co-regulation skills within students, especially for those students who have significant trauma in their lives.
		<ul style="list-style-type: none"> • Discuss, learn and then incorporate strategies around self-regulation to allow students and staff to recognize and appropriately respond to stress.
		<ul style="list-style-type: none"> • Help students develop strategies for maintaining mental health such as mindfulness strategies, etc.
		<ul style="list-style-type: none"> • Incorporate elements of wellness for staff.
		<ul style="list-style-type: none"> • Provide opportunities for students to learn about friendship skills by working with our Making Connections Worker and our FSLC.
		<ul style="list-style-type: none"> • 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.)
		<ul style="list-style-type: none"> • 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 Mental Wellness Support Community, and the Rural Mental Health Program.
		<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • With the help of the School Council, continue to provide healthy food choices for students with the hot lunch program and the Apple Project.
		<ul style="list-style-type: none"> • Provide learning opportunities for parents around helping their children to grow up physically and mentally healthy in collaboration with other community agencies.
		<ul style="list-style-type: none"> • 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
<p>To develop student confidence, fluency and enjoyment in numeracy through intentional assessment, intervention and application of research-based best numeracy practices.</p>	<ul style="list-style-type: none"> • MIPI (Math Intervention/ Programming Instrument) • KEY math assessments • WIAT assessments 	<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • Use the data from the MIPI 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.
		<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • Implement conceptual strategies to develop a growth mindset within students and to develop student thinking, sense making, and connections.
		<ul style="list-style-type: none"> • Establish norms within mathematics classes where struggle and mistakes are embraced as an opportunity for growth and learning.
		<ul style="list-style-type: none"> • 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).
		<ul style="list-style-type: none"> • Ensure numeracy language and strategy use are consistent school-wide.
		<ul style="list-style-type: none"> • Embed numeracy skills in all facets of daily school life.
		<ul style="list-style-type: none"> • Include aspects of numeracy from our Learning Commons and engage students with STEM resources such as Maker Kits, etc.
<ul style="list-style-type: none"> • Celebrate students’ numeracy accomplishments. 		

SECTION 4: TRENDS AND ISSUES

- Although we still have a significant number of students who are experiencing anxiety, our data shows us that student anxiety went down by about 8% from the previous year. Our attendance data shows that despite this increase, students felt supported and able to still attend school. With the cohorting expectations we had last year, students were not able to connect with their social circles and peers in the same ways; we had expected this would have an adverse impact on the mental wellness and anxiety levels of our students but as of November of last year, we didn't see any sign that this was worse than the previous years. Students generally seem to be very happy at our school and feel safe and supported.
- In looking at our mathematics results from the MIPI assessment, we continue to 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 Patterns and Relations units. We saw an increase in the number of students who struggled with Shape and Space. 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.
- Staff, students and parents identified that student behaviour has become a concern. This was evident through the OurSchool survey data as well as our Assurance Measures and staff observations as well as parent feedback. We identified that we need to do something different than what we have been doing; we are hopeful that we are going to see improvements in this area with our focus on the implementation of the research-based best practice of Restorative Practices. This practice will help us to hold students accountable for their behaviour and provide opportunities for them to repair the harm that has been done through negative behaviours.

SECTION 5: CELEBRATIONS

Despite being in a pandemic with massive restrictions on what we could do, we were able to have a lot of fun and exciting learning experiences and activities such as our week long dance residency, our One School One Book project, our track meet, and inline skating for our grade 5 students. We survived a couple rounds of online learning and survived the strict cohorting rules.



Doing inline skating
COVID-19 style!



Using the outdoors for
learning whenever we
could!



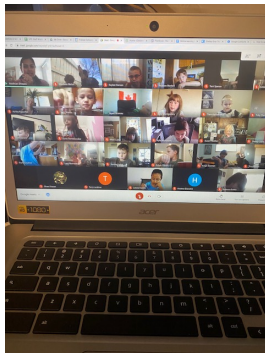
We survived some
more at-home online
learning!



Our One School One
Book Project



Plenty of spirit days!



We still managed to do our Scientists in Schools
while doing our online at-home learning!



So much learning was happening!



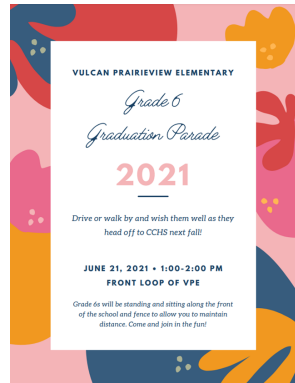
Participating in
Alberta's Mental
Wellness Day for
Schools.

We participated in mental health week!

MENTAL HEALTH WEEK				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Movement Monday</p> <p>Physical Activity can improve your Mental well-being.</p> <p>You are invited to wear your workout clothes.</p>	<p>Ways to help with your Mental Health</p> <p>We want to see how you defined your Mental Health from the "Dark Side".</p> <p>You are invited to draw up to show "What makes you stressed thinking."</p>	<p>Ways to help with your Mental Health</p> <p>On your favorite hat on and let's promote positive Mental Health.</p> <p>Together we can "Hill the Hill" on Mental Health.</p> <p>Ways to help with your Mental Health.</p>	<p>Ways to help with your Mental Health</p> <p>Ways to help with your Mental Health.</p> <p>Ways to help with your Mental Health.</p> <p>Ways to help with your Mental Health.</p>	<p>Feel good Friday!</p> <p>Get Energy on Friday!</p> <p>When you have good you feel good.</p> <p>Dress up in your favorite clothing.</p>



Hats on For Mental Health!



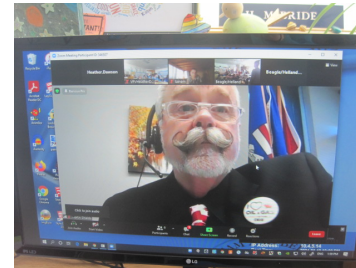
We were able to say good-bye to our grade 6s with a reverse parade.



Track meet fun!



Learning about all the different levels of government from the politicians themselves.



Virtual assemblies to allow our classes to connect.





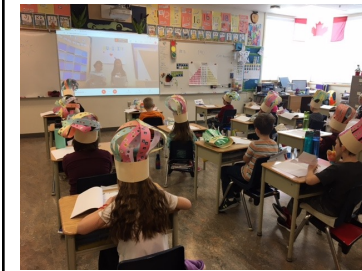
We were able to hold our week-long dance residency program with SoundKreations and even put on a virtual show for our parents!



Mrs. Helland helped us create so many cool art projects!



Learning about air and aerodynamics...



COVID-19 didn't stop us from celebrating the 100th day of school!



We had some special guests at Christmas. Some were nice... some were naughty!



Our Leadership Market went online and was still a huge success!



Our Easter egg hunt cohort-style!

We participated in Pink Shirt Day



Making Valentines for Vets even if Mrs. MacDonald couldn't come in to help us!

The Grinch made a special visit to our grade 1/2 classes.





Last days of school fun!



Getting to have our swimming program in our brand new pool!



Golfing at the driving range.