Every Student, Every Day, a Success.

Bashaw School

Annual Education Results Report

2022-23

Education Plan

2023-24

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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is "local data"?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *(Name of School)* Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

_____   Dec 4/23   _____   Dec. 4, 2023

Parent Council Chair   **Date**   **Principal**   **Date**

Bashaw School

Profile
Bashaw school is a modern school situated in a rural setting of approximately 900 residents with a surrounding area that is on the border of three school divisions. The primary industry in Bashaw is agriculture with a smattering of petroleum industry. Due to it's affordable housing and many local amenities Bashaw has a statistically significant lower socio-economic standing than surrounding centers. Our school boasts a population of 252 students and operates grades K-12.
Our Vision: Excellence in Education for All
Our Mission: Our mission is to develop students into responsible and productive citizens through a balanced program which will foster all of our students in their intellectual, social, creative and physical development. All of these targets are set in a safe and caring environment designed to enhance the growth of our students.
Our Beliefs or Values: Here at Bashaw School, we believe in "Excellence in Education for All" and this is what we strive for in our daily work with everyone. Our connections with our community are a strength of a school program. This is our way of life here at Bashaw School.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	School	BRSD
Percentage of students in grades K to 2 who demonstrate early literacy development skills (CC3, LENS)	62%	
Writing Literacy	**School**	**BRSD**
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	77.8	71.6%
Percentage of students who achieve the acceptable standard in English 30–2 Diploma Exam.	NA	83%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	0%	3.5%
Percentage of students who achieve the standard of excellence in English 30–2 Diploma Exam.	NA	8.5%
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	56.3	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	0	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	76.9	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	15.4	15%
Numeracy	**School**	**BRSD**
Percentage of students in grades 1 to 10 above the 60% benchmark on the MiPi Assessment	52.1	

Percentage of students who achieve the acceptable standard in Math 30-1	NA	47.8%
Percentage of students who achieve the acceptable standard in Math 30–2	NA	48%
Percentage of students who achieve the standard of excellence in Math 30-1	NA	7.5%
Percentage of students who achieve the standard of excellence in Math 30–2	NA	5.3%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	55.6	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	5.6	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	76.9	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	15.4	8.2%

Results Analysis: (achievements, improvements, areas of growth)

When it comes to analyzing the results of the Provincial Achievement Tests, we have taken a look at this broad picture of achievement and are also delving into the individual strands/concepts of this assessment set. Our students did very well in the grade 6 and 9 math PAT exams. The averages in these were good but we have room for more improvement. It should be noted that the Provincial Achievement Tests were "Significantly Lower" across the province.

The results in the primary reading tests (CC3 and LeNS) were lower than we had anticipated and will be much of the intervention work that we will be employing this year. The math assessments (at the beginning of the year based on prior learnings from the year previous), showed that 47.9 of our students achieve less than 60% on this assessment.

After a detailed look at these results, the introduction of targeted time in our schedule to address these gaps is very important. A focus on the comprehension and the writing competencies needed will be a major component of this year's work.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

		School	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3; LENS).		38%	
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks.		59.6	62%
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.		11.6	11.3%
Overall satisfaction with the quality of basic education.		79.5	87%
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	83.3%	75.6%
	4 yrs	80.5%	87.3%
	5 yrs	86.9%	90%
High school post-secondary transition rate of students within six years of entering Grade 10.		53.1	54.4%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.		77.9	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.		60	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.		64	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.		70.1	73.8%

Results Analysis: (achievements, improvements, areas of growth)

Results were a very small portion with null results reporting from teachers. Overall a growth in this Priority is a focus as our results on the Provincial Survey Results are lower than we had anticipated. Our transition rates are still at a high level with a focus on our students' success in post secondary pursuits. Professional development focused on key areas with resources to support academic success within our school. Universal MHCB supports being accessed and used through all levels of being offered. Teachers are trained on executive functioning supports and picture/word induction modelling at the elementary to high school level. With our three year completion rates being high as they are, an early introduction and sessions with our career counselor are a focus of our school. One thing that we would like to see is an improvement in our number of responses to the survey itself.

Priority 3: Equity

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

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

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

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSD
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	83.1	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	78.7	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	78.9	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	78.4	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	86.7	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	73.2	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	65.4	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.4	76.8%

Results Analysis: (achievements, improvements, areas of growth)

All of the above measures are from the survey questions and the overall summary from the Fall 2023 Education Assurance Measure Results. Based on these results we are seeing that our support system is viewed as quite good for our school. Appropriate supports and services are attributed to the great working relationship with our community and the supports available. Our results in the Alberta Education Survey in areas of accessibility and support are very good and these are to be maintained and enhanced as we

move forward. Our Rutherford scholarship rates were very high this past year and we are working on making our offerings to be as conducive to maintaining this in the future. Our programming has diversified based on student choices on the year end survey that was administered. Increased school spirit through SAVY and monthly cross-graded activities to foster school belonging and a positive culture. This was evident in the results around our students modelling the characteristics of active citizenship. One concern that has risen is the increase in our dropout rate. With a small number of students in this demographic, any changes can affect this quite drastically.

School Year Summary

Our results show that the combined focus and work in the areas of supports and optimum learning environments are beginning to pay dividends. Our numeracy program and supports have been instituted and this has resulted in some good work done on the provincial achievement tests. Strong relationships between the school, agencies and the community has enhanced the buy in of the community to the school and has manifested itself in a slow growth in enrollments. The use of our R.I.S.E U.P behavior matrix has brought common language and expectations to our entire school community. Last year saw growth in the Bashaw school community with a dedicated focus on providing supports to all of our students. Our extracurricular program includes successes in our sports programs as well as our drama productions. We have prided ourselves on building our supportive culture based on a broad, diverse palette to reach as many students needs as possible.

Fall 2023 Supplemental Alberta Education Assurance Measures

Bashaw School Overall Summary

Assurance Domain	Measure	Bashaw School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	77.9	70.4	70.4	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	76.4	73.9	79.7	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	83.3	80.0	89.0	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	86.9	100.0	90.5	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	44.6	39.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.9	6.5	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.6	78.4	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	15.3	8.1	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	79.5	72.4	80.3	88.1	89.0	89.7	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.9	75.7	75.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.7	64.0	64.0	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	69.1	31.7	54.0	79.1	78.8	80.3	Very Low	Maintained	Concern

BRSD Overall Summary

Assurance Domain	Measure	Battle River School Division			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	82.3	82.7	82.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.8	79.4	79.5	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	75.6	85.0	84.7	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	90.0	89.6	87.3	88.6	87.1	86.2	High	Improved	Good
	PAT: Acceptable	58.1	58.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	10.3	10.2	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	67.6	67.6	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	7.7	8.8	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	87.0	86.8	87.6	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	85.4	85.4	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	75.2	76.5	76.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.2	73.3	75.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Province- Overall Summary

Assurance Domain	Measure	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	80.3	81.4	82.3	High	Declined Significantly	Issue
	3-year High School Completion	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
	PAT: Acceptable	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	79.1	78.8	80.3	High	Declined Significantly	Issue

School Budget Summary 2022-2023

Categories	Amount ($)
Teachers	$1 297 669.66
Support Staff	$370 509.90
Substitutes	$57 965.14
Classroom Resources	$28 807.97
General Resources	$16 116.86
Professional Development	$141.43

- Teachers
- Support Staff
- Substitutes
- Classroom Resources
- General Resources
- Professional Development
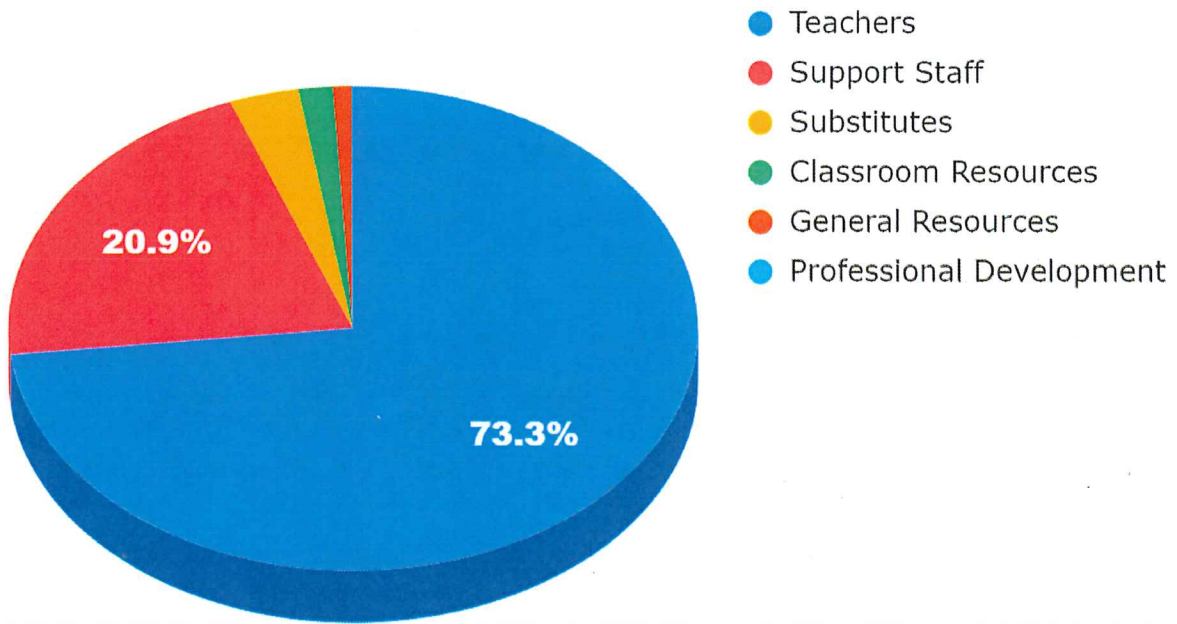
Stakeholder Engagement

We have a very active Parent Council and support group in the BESTA group. Our students participated in our Survey for Options to be offered for 2023/24. The SAVY group surveys our student body on subjects such as school spirit and volunteerism within our school community. Community involvement in activities such as the Holliday Run or winter carnival results in a greater communication with all of our stakeholders. Our Parent Council is something that we would like to develop to a larger body to increase our stakeholder feedback.

School Education Plan 2023-2024

Literacy Goal: Increased literacy skills related to reading fluency and comprehension, as well as writing skills.

High Quality Teaching involves:

- ☑ Intentional Planning
- ☑ Responsive Instruction
- ☑ Purposeful Assessment
- ☐ Positive Classroom Culture
- ☐ Engaged Professionalism

Optimum Learning involves:

- ☐ Emotionally, Intellectually, & Physically Safe Environments
- ☐ Relevant, rigorous & appropriate content
- ☑ Learner agency
- ☑ Meets diverse needs
- ☑ Scaffolded instruction

Strategies:

- FTE to support lead literacy teacher by providing embedded literacy prep time twice weekly
- strategic planning to facilitate a schoolwide Rebel Block where literacy intervention takes place daily K-6 (targeted interventions and large-group literacy activities).
- Junior High students have a daily Literacy Support period built into their schedule
- At the Junior and Senior High level, Humanities help is offered twice per week during Rebel Block.
- dedicated time each staff meeting for CRM. Focus alternates between academic and social/emotional emergent trends.

Measures:

- Dibels assessment Grade 1-9, CC3 and LENS assessment Grade 1-4, and HLAT Grades 1-8 (BOY, MOY, EOY and progress monitoring of burst groups).
- anecdotal evidence related to oral reading fluency, decoding skills, and reading comprehension
- Government assessments Diploma,PAT scores
- observed classroom performance and work samples

Implementation Plan:

- Scheduled assessment to measure baseline and progress (BOY September-October, 2023. Dibels assessment Grade 1-9, CC3 and LENS assessment Grade 1-4, and HLAT Grades 1-8.
- daily literacy support periods (7-9) September-June
- daily Rebel Block literacy support (7-12) September-June
- daily Rebel Block focused on literacy (1-6) September-June
- run a series of targeted burst groups November-May

Allocation of Resources:

- FTE devoted to literacy lead
- FTE used to provide dedicated literacy support periods and Rebel Block

Professional Learning:

-One-on One MClass mentorship with Patrick Whittleton- Sept. 28, 2023
- Whole staff training in MClass/Dibels August, 2023

Numeracy Goal: Increased numeracy skills related to number sense, problem solving, and related competencies.

High Quality Teaching involves:

- ☑ Intentional Planning
- ☑ Responsive Instruction
- ☑ Purposeful Assessment
- ☐ Positive Classroom Culture
- ☑ Engaged Professionalism

Optimum Learning involves:

- ☐ Emotionally, Intellectually, & Physically Safe Environments
- ☑ Relevant, rigorous & appropriate content
- ☐ Learner agency
- ☑ Meets diverse needs
- ☑ Scaffolded instruction

Strategies:
- stability in math teachers
- encourage marking of Diploma and PAT exams
- Numeracy lead assigned
- Numeracy support daily for 7-12 students during Rebel Block
- dedicated time in each staff meeting for CRM. Focus alternates between academic and social/emotional emergent trends.

Measures:
- MIPI and EICS EOY assessments
- PAT and Math Diploma results
- evidence of improvement in class work and unit assessments

Implementation Plan:
- daily numeracy support in Rebel Block (7-12) September-June
- Mathletics program and 1-6 licensing
- locally developed numeracy intervention strategies employed through K-6 in Rebel Block

Allocation of Resources:
- 0.15 FTE dedicated for numeracy support
- adjusted timetable for dedicated time for numeracy interventions

Professional Learning:
- diploma marking opportunities
- Numeracy lead participating in committee meetings

Equity Goal:
Increased access and universal strategies for all students in their academic and school pursuits.

High Quality Teaching involves:	Optimum Learning involves:
☐ Intentional Planning ☐ Responsive Instruction ☐ Purposeful Assessment ☑ Positive Classroom Culture ☑ Engaged Professionalism	☑ Emotionally, Intellectually, & Physically Safe Environments ☐ Relevant, rigorous & appropriate content ☑ Learner agency ☑ Meets diverse needs ☐ Scaffolded instruction

Strategies:
- schoolwide activities during TRC week and veteran's week
- infusion of FNMI content evident in teacher planning
- showcasing FNMI culture through activities such as Metis beading workshop, guest drummers at Farewell Ceremony
- time devoted to diversity and equity during staff meetings and collaboration days
- universal MHCB programming accessed K-12
- community supported Wellness worker on site daily
- working closely with BCRC to provide wrap-around services to families
- working with Alix School to plan and participate in their annual Student Wellness Day (May, 2024)
- working with external agencies such as Camrose Family Resource Centre to provide Rainbows programming, and Triple P Teen workshops for parents
- SAVY student input
- Beading session with an elder in residence

Measures:
- increased positive feedback in staff, student, and parent surveys
- SAVY survey results on School Spirit
- Frequency of Indigenous activities and reconciliation activities through the year.
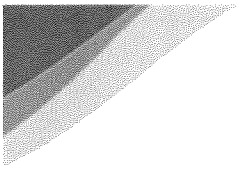
Implementation Plan:
- MHCB weekly activities
- School Spirit team organization and activities
- Indigenous drummer for farewell ceremony

Allocation of Resources:	Professional Learning:
1.0 FTE member from BCRC within our school. Practicum student for FSLW MHCB program offered 1 day a week FSLW offered 2 days a week	Equity sessions offered through Eric Jansen Beading sessions with the teachings of an elder Parent Council sessions with Camrose Family Center to explore Rainbows program and Triple P Teen workshops

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