

**Whispering Hills Primary School  
Combined 3-Year Education Plan and Annual  
Education Results Report (AERR)**



**2018-2019**

**Together Everyone Achieves More = TEAM**

**Celebrating a Community of Learners and Leaders**

**Proud to be an APPLE School**

Whispering Hills Primary School is a dual track school offering English and French Immersion instruction to students in kindergarten to grade three. Currently enrolment is 396 students, of which 99 students are in kindergarten, 75 students in grade one, 103 students in grade two and 113 students in grade three. Working together to offer programming are twenty teachers, seventeen educational assistants, one librarian, an inclusive education lead teacher, vice principal and principal. A school therapist supports students visiting the school three days per week. Offering early learning opportunities, Athabasca Playschool Society runs a program within our school. Whispering Hills Daycare Society uses a room in the school to provide morning and after school care for children.

The following programs are offered:

- Nutrition and movement opportunities through A Project Promoting Active Living and Healthy Eating (APPLE) school
- Two lunch hours/week students can take part in Reading Club
- After school Run Club
- Morning Reading Camp where students come to read in either English or French with an adult from the time buses begin arriving until the morning bell goes
- Leveled Literacy Intervention (LLI) offered to students in grades 1-3 rotating throughout the year in English and French
- Speech Supports being offered through contracted speech language pathologists, Alberta Health Services and Tiny EYE
- Art Therapy being offered to small group of students
- Music Therapy being offered to small group of students
- Success in Schools meeting with identified families
- All students divided into colored teams meeting approximately once per month working on developing empathy, promoting diversity, and building relationships across the grades
- Implementation of Health Days for students in grades one, two and three approximately once per month partnering with community groups to provide instruction on outcomes within the health curriculum
- Success in School meetings with families
- Grandparent Program: Opportunity for each class to visit the Athabasca Extendicare

**Combined 2018 Accountability Pillar Overall Summary**

Measure Category	Measure	Whispering Hills Primary Sch			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	98.1	98.5	99.2	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.6	94.1	91.4	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	100.0	98.7	98.7	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	80.0	100.0	96.5	82.4	82.7	82.4	High	Declined	Acceptable
	Citizenship	92.3	98.5	97.2	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.5	96.9	93.8	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	76.2	92.3	90.6	80.3	81.4	80.7	Intermediate	Declined	Issue

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

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## Outcome One: Alberta's students are successful

[No Data for PAT Results]

<b>Comment on Results</b>
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*(an assessment of progress toward achieving the target)*

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| <ul style="list-style-type: none"><li>• Safe and Caring School audit data attached</li></ul> |
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<b>Strategies</b>
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| <ul style="list-style-type: none"><li>• Provide Leveled Literacy Intervention to students in grade 1,2 and 3 through the year</li><li>• Provide training to teachers on LLI push in</li><li>• Provide reading opportunities for students through morning Reading Camp and Reading Club</li><li>• Designation of 0.2 to Literacy Coach</li><li>• Padlet of information for Literacy Instruction provided</li><li>• Lead teacher designation for Numeracy improvement</li><li>• Resources purchased for Numeracy instruction</li><li>• Professional Development on the Multi-Tiered Model of Intervention Services</li><li>• Promotion of Zones of Regulation</li><li>• Opportunity for all students to receive breakfast snack</li><li>• Free snack program for all students</li><li>• Implementation of Wellness Room</li></ul> |
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Outcome One: Alberta's students are successful (continued)

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

(an assessment of progress toward achieving the target)

NA

**Strategies**

NA

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	98.2	94.9	98.1	98.5	92.3	95	Very High	Maintained	Excellent			
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.	81.0	94.7	94.7	100.0	80.0	85	High	Declined	Acceptable			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Safe and Caring School audit data attached

**Strategies**

- Development of Junior Leadership team to give students a voice
- Positive behavior support for students; leader slips are awarded to students for positive behavior. Collected for the month and counted then celebrated at assembly with a photo on bulletin board.
- 10<sup>th</sup> Annual WHPS family Night held September 20, 2018 highlighting literacy, and partnering organizations
- Collaboration with Family Community and Support Services to implement Mentorship program for grade 3 students

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**Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success**

**(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)**

[No Data for Overall FNMI Results]

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Safe and Caring School audit data attached

**Strategies**

- Implementation of Class Meetings/Restorative Circles
- Weekly meetings with FMNI Liaison
- Implementation of dance unit on jigging in physical education for all students (February 4-8, 2019)
- Professional Development opportunity for all staff on December 7 "Learning Pebbles" and for teachers "New Teaching Quality Standard focused on Indigenous Education
- Information shared with staff on myths throughout the course of the year
- Administration attendance at interagency meetings
- Use of greeting recognizing the contribution of FNMI and being on treaty land
- Continued implementation of Cultural Day promoting all cultures.
- Collaborate with First Nation, Metis and Inuit Liaison to work with students



**Outcome Three: Alberta’s education system respects diversity and promotes inclusion**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	98.2	100.0	99.0	98.5	98.1	98.5	Very High	Maintained	Excellent			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Safe and Caring School audit data attached

**Strategies**

- Entire student population divided into teams meeting approximately once a month to provide empathy, citizenship, respect for diversity
- Use of “Safe and Caring Schools” website
- Sharing of information on Facebook and Website promoting monthly Team meetings
- Ensure website is reflective of diverse cultures and languages
- Collaboration with SHARED (Support Healthy Active Resilient Early Development) for National Child Day, November 20 event
- Use of Creating welcoming, caring, respectful and safe learning Environments document by administration

**Outcome Four: Alberta has excellent teachers, and school and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	88.0	90.4	89.8	94.1	91.6	92.0	Very High	Maintained	Excellent			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Safe and Caring School audit data attached

Professional Development Survey Data attached

**Strategies**

- Collaboration time allocated during weekly assembly for staff
- Ability for teachers to apply through Classroom Improvement Fund (CIF) to attend additional professional development opportunities
- Partner with organizations in and around our community to offer instruction such as Gymnastics, golf, Alberta Mental Health etc.
- Purchase of multiple resources to assist in instruction in Learning and Technology
- Purchase of multiple resources to assist in instruction in Mathematics
- Allocation of 0.2 Literacy Lead Teacher to coach teachers in literacy instruction

## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.2	88.9	90.5	92.3	76.2	78.0	Intermediate	Declined	Issue			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.7	93.9	90.5	96.9	90.5	91.0	Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.0	97.5	100.0	98.7	100.0	100.0	Very High	Maintained	Excellent			

### Comment on Results

*(an assessment of progress toward achieving the target)*

### Strategies

- Survey staff of Professional development opportunities at end of the year to determine focus
- Allocation of 0.2 Literacy Lead Teacher to coach teachers in literacy instruction
- School council involved in WHPS Family Night planning and implementation
- Strong, core group of parents attend school council meetings