

Whispering Hills Primary School Annual Education Results Report 2022-2023



Engage Learning. Ignite Potential. Inspire Success.

“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”



Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & 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 & Leading

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.

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.

Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local & Societal Context

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

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2022-2023 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-2025 Education Plan.



Alberta Education Assurance Measures Overall Summary Spring 2023

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	100.0	100.0	100.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	98.7	100.0	99.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	98.3	98.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	100.0	100.0	100.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	98.6	100.0	100.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	96.0	89.8	93.3	79.1	78.8	80.3	Very High	Maintained	Excellent



Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Whispering Hills Primary School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	100.0	100.0	100.0	n/a	n/a	85.6	85.1	84.4
	Citizenship	96.6	98.9	98.0	100.0	98.7	82.9	83.3	83.2	81.4	80.3
Teaching & Leading	Education Quality	100.0	99.1	100.0	98.3	100	90.2	90.3	89.6	89.0	88.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	n/a	n/a	98.5	100.0	100.0	n/a	n/a	87.8	86.1	84.7
	Access to Supports and Services	n/a	n/a	94.8	100.0	98.6	n/a	n/a	82.6	81.6	80.6
Governance	Parental Involvement	95.3	96.8	85.9	89.8	96.0	81.3	81.8	79.5	78.8	79.1



Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Every student is proficient in reading, writing, speaking and listening.</p> <p>Every student is proficient in mathematical reasoning, and applying mathematical concepts</p> <p>More students complete high school and are connected to career pathways for future success</p> <p>Increased First Nations, Métis & Inuit student success</p>

Fountas and Pinnell Literacy Assessment June 2023				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	29	4	13	54
2	18	15	11	56
3	21	9	16	54
Gr.1-3	23	10	13	54

GB+ French Literacy Assessment June 2023				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	20	20	20	40
2	29	29	0	42
3	30	20	0	50
Gr. 1-3	26	24	6	44



Early Years Literacy Assessments

Grades	# At Risk Initial Assessment 2022	# At Risk Final Assessment 2023
1 LeNS	22	16
2 LeNS	17	16
2 CC3	25	11
3 CC3	12	9

Early Years Numeracy Assessments

Grades	# At Risk Initial Assessment 2022	# At Risk Final Assessment 2023
1	14	9
2	43	22
3	15	8



Literacy and Numeracy: Observations and Next Steps

Literacy data for both English and French Immersion students indicate that foundational literacy skills such as phonological awareness and phonemic awareness require attention. As students require these skills to read fluently for meaning, specific strategies and interventions will be implemented.

- Implement a comprehensive literacy approach that involves a variety of components such as read-alouds, shared reading, guided reading and independent reading
- Small group instruction that occurs during regular classroom instruction as well as during pull-out/push-in intervention programming (Leveled Literacy Intervention, Pre-Reading Skills Intervention and Morning Reading Camp)
- Continue to implement a structured literacy approach that provides explicit instruction in phonological awareness, phonics, word study, vocabulary, fluency, and comprehension strategies
- Classroom profiles have been created; teachers input literacy data and can plan accordingly as to which students require targeted support in the phonological and phonemic areas
- Professional Development will occur for Educational Assistants; the focus area will be on increasing knowledge for providing targeted phonological and phonemic awareness support
- Professional Development will occur for teachers in the area of implementing “push-in” small group phonological and phonemic support

We are pleased to report that 54% of our grade 1 to 3 English students and 44% of our grade 1 to 3 French Immersion students are reading fluently in the excellence range. This indicates that students can read to learn and continue to build on strengthening their phonics, word study, vocabulary, fluency, and comprehension strategy areas.

Numeracy data for both English and French Immersion students indicate that foundational numeracy target areas such as number sense, competence in counting, basic operations, and mathematical thinking require attention. Specific strategies will be implemented to ensure foundational numeracy skills improve as these skills are the basis for building upon all mathematical concepts.

- Focus on small group instruction practices that occur during regular classroom instruction as well as during pull-out intervention programming
- Fact fluency interviews for diagnostic purposes
- Teachers and educational assistants will learn math fact fluency strategies from the Graham Fletcher, *Building Fact Fluency* toolkits. Strategies will help students develop deep conceptual understanding of the operations and fact fluency at the same time.
- Continue with learning and implementing strategies for students to verify answers



- Continue to have staff implement strategies from Origo kits (strategies that assist teachers in helping students to develop mathematical thinking strategies for basic facts in all operations)
- Teachers will use Mathletics as a digital support for basic fact and procedural fluency
- Teachers will regularly communicate to parents regarding math fact and procedural fluency areas and share strategies to assist their child at home
- The development of WHPS internal procedural basic fact assessment results
- We will move forward with continued FNMI programming both academic and cultural
 - Creating and implementing a FNMI plan to ensure intervention programming is targeting those who require it
 - Continue to invite Knowledge Keepers from our community and surrounding communities to implement programming
 - Continue to learn, respect, honour and recognize: National Truth and Reconciliation Day, Orange Shirt Day, Métis week and National Indigenous Peoples day
 - Continue our partnership with the Athabasca Native Friendship Centre

Student Learning Engagement					
	WHPS 2023	WHPS Comparison to 2022 (+/-)	WHPS Comparison to Alberta 2023 (+/-)	WHPS 3 Year Average	Alberta 3 Year Average
Overall	100	Even	+15.6	100	84.8
Parent	n/a	n/a	n/a	n/a	88.0
Student	n/a	n/a	n/a	n/a	71.1
Teacher	100	Even	+4.9	100	95.3



Citizenship					
	WHPS 2023	WHPS Comparison to 2022 (+/-)	WHPS Comparison to Alberta 2023 (+/-)	WHPS 3 Year Average	Alberta 3 Year Average
Overall	98.7	-1.3	+18.4	99.3	80.9
Parent	n/a	n/a	n/a	n/a	79.9
Student	n/a	n/a	n/a	n/a	71.7
Teacher	98.7	-1.3	+8.4	99.3	91.0

Observations and Next Steps
<p>Results for WHPS in the areas of <i>Student Learning Engagement and Citizenship</i> indicate high satisfaction.</p> <p>Below are systems and programs we have in place that contribute to our success in these categories.</p> <ul style="list-style-type: none"> ● Citizenship projects provide opportunities for students to shoulder responsibility, to feel purposeful, and to provide service to others thus increasing the sense of belonging. WHPS has established Panda Teams for our Grade 3 students. Panda Teams lead and organize various activities and events in the school. Our Grade 2 students participate in a Pen Pal program with Athabasca Extencicare where students partner with a resident, write letters and go visit on special occasions. ● Extra-curricular opportunities help students to learn new skills, to build resilience, to engage socially with peers in non-classroom settings, and to engage in physical activities. WHPS extra-curricular activities are varied in three key areas: physical activities, academic activities and fine arts activities. ● Teacher credibility continues to be of paramount importance. Professional Development at WHPS, as well as staff growth and supervision, are based on John Hattie's <i>Visible Learning</i> research and teaching practices that have a high impact on learning. Key components of teacher credibility are: <ul style="list-style-type: none"> ○ Do students feel they can trust their teacher? ○ Do students feel their teacher cares about them?



- Do students feel their teacher understands what and how to teach them?
- We will be studying Collective Teacher Efficacy in the upcoming year. This area has the highest effect size and impact on student learning according to Educational Researcher, John Hattie.
- Targeted academic supports for students include:
 - Leveled Literacy Intervention
 - Remedial literacy and numeracy (push-in and pull-out)
 - A focus on attendance
- Targeted teaching supports for teachers include:
 - Staff supervision
 - Class profile meetings
 - Professional Development targeted to literacy and numeracy remedial areas
- WHPS conducted an internal parent survey to gather information. Below are the response highlights. (80 parents responded to the survey)
 - 95% of parents were satisfied with the communication between themselves and the teacher. Suggestions from parents were to have teachers send a weekly email with learning and school information. Beginning in the 2023-2024 school year, all teachers will send weekly emails to parents indicating learning, assessment and school information.
 - 79% of parents were satisfied with the opportunity to be involved in their child's classroom. We would like to improve this result. After consulting with the WHPS School Council and reflecting on survey comments, we are clearly outlining volunteer procedures and volunteer opportunities on our website and in weekly teacher emails, and providing adequate time to enable parents to obtain the necessary paperwork before requiring volunteers.
 - 68% of parents were satisfied with the extra-curricular activities provided at WHPS. 25% of parents said they did not know about offered extra-curricular activities. Strategies moving forward include: teachers will include extra-curricular information in weekly emails to parents, administration will email information to parents, clubs and extra-curricular opportunities will be highlighted on announcements and assemblies.
 - 72% of parents were satisfied with the specialized supports for their child. 28% of parents did not know about specialized supports in the areas of mental health and academic learning. Moving forward, the communication system regarding Individual Program Plans will include documentation of dates and formats when parents have been informed and met with regarding specialized supports. At the 2023 WHPS Welcome Fair we included our school counselor at a booth so parents could become aware of this support. At the fall 2023



parent-teacher interviews we included our Family Community Support Liaison so parents could learn what supports are available. Highlighting all mental health and academic supports at School Council meetings has begun and will continue throughout the 2023-2024 school year. Learning recovery programming will be communicated to families regarding pull-out or push-in literacy and numeracy small group support.

- 90% of parents felt students respect each other and treat others well at WHPS. We are continuing with our Bucket Filling school-wide program and having our Panda Leaders highlight Bucket Filling programming during assemblies. We also have included our newly created Student Code of Conduct in our parent handbook and highlight areas of this code during assemblies and classroom discussions. Reviewing our Student Code of Conduct will take place during 2023-2024 School Council meetings.



Priority Two	Wellbeing
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	Greater success and well-being for all Provide quality instruction and learning opportunities for all students Provide appropriate supports to ensure student success for all



Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Number of Responses	WHPS 2023	WHPS Comparison to 2022 (+/-)	WHPS Comparison to Alberta 2023 (+/-)	WHPS 3 Year Average	Alberta 3 Year Average
Overall	15	100	+1.7	+11.9	99.2	88.6
Parent	n/a	n/a	n/a	n/a	n/a	85.2
Student	n/a	n/a	n/a	n/a	n/a	85.8
Teacher	15	100	+1.7	+5.6	99.2	94.7



Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	WHPS 2023	WHPS Comparison to 2022 (+/-)	WHPS Comparison to Alberta 2023 (+/-)	WHPS 3 Year Average	Alberta 3 Year Average
Overall	15	100	Even	+15.3	100	85.4
Parent	n/a	n/a	n/a	n/a	n/a	86.2
Student	n/a	n/a	n/a	n/a	n/a	77.2
Teacher	15	100	100	+8.0	100	92.8



Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	(School Name) 2023	(School Name) Comparison to 2022 (+/-)	(School Name) Comparison to Alberta 2023 (+/-)	(School Name) 3 Year Average	Alberta 3 Year Average
Overall	15	98.6	-1.4	+18.0	99.3	81.1
Parent	n/a	n/a	n/a	n/a	n/a	76.5
Student	n/a	n/a	n/a	n/a	n/a	80.0
Teacher	15	98.6	-1.4	+12.4	99.3	86.8

WHPS Programming and WHPS Professional Development 2022 2023

WHPS has a Comprehensive School Health Plan (CSHP) that supports students in reaching their full potential as learners and as healthy, productive members of the school and greater community. The CSHP is based on three pillars of wellness:

- Physical Health: daily outdoor physical activity is programmed and there is a wide variety of indoor and outdoor activities in which to participate.
- Nutritional Health: all students have daily access to healthy snacks and meals at the school.
- Mental Health: students are learning to identify, and maintain, their mental health, as well as learning to understand its importance in one's overall health.

Our CSHP is supported internally with counseling services, staff fellowship, and a Multi-Sensory room. Our CSHP is supported externally through FCSS, the Mentorship Program, and through fellowship with parent/community volunteers.

WHPS ensures students have equitable access to academic and well-being support. The below strategies ensure this.

- WHPS students continue to have access to counseling support
- The WHPS Inclusive Education lead continues to provide supports and strategies for diverse learning needs
- Professional Development support for teachers will continue to be offered to better understand Individual Program Plans



- WHPS staff will continue to communicate with parents in relation to academic and social-emotional programming
- The WHPS Professional Development reflects divisional priorities, school priorities, and the *Teaching Quality Standard*.
- There is a school-wide commitment to offer a balanced educational program at WHPS: academic, wellness, fine arts, outdoor opportunity and technology.
 - Clubs and activities
 - Continued emphasis on Comprehensive School Health Plan
 - Numeracy and Literacy intervention support
 - Access to Chromebooks daily
 - Differentiated Programming

Professional Development continues to be an integral part of WHPS programming.

- WHPS staff engaged in several Professional Development sessions focusing on new curriculum implementation in the areas of literacy, numeracy and science



Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Outcomes	Educational partners contribute towards student success



Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all

The district is grounded in effective, transparent, equitable and evidence-based practices.



Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.

	Number of Responses	WHPS 2023	WHPS Comparison to 2022 (+/-)	WHPS Comparison to Alberta 2023 (+/-)	WHPS 3 Year Average	Alberta 3 Year Average
Overall	15	96.0	+6.2	+16.9	92.9	78.9
Parent	n/a	n/a	n/a	n/a	n/a	72.4
Teacher	15	96.0	+6.2	+10.3	92.9	85.5

Engagement Opportunities and Learnings

WHPS engages parents most frequently through its social media platforms and through email. Teachers email parent groups weekly to explain curricular outcomes, classroom learning systems and other important classroom and school-wide events.

WHPS Administration sends regular emails to clarify and inform parents of decisions regarding programming, assessment, school events, and other important school based



decisions. Our school council meetings and fundraising committee meetings were accessible through two mediums: in person and through digital formats. We have a student survey that is given in April which gives important information to the school administration.

WHPS will be sending progress report updates regarding academic progress (paper copies) to parents four times per year (two formal reports and two progress reports). Our internal data over the years indicates poor engagement with electronic reporting thus the decision to increase reporting frequency and to send home paper copies in addition to electronic copies.

We had parent and community volunteers, on site, reading with students on a regular basis for our Morning Reading Camp, volunteering in Kindergarten classrooms, volunteering on field trips and for our Panda Play Day.

Events such as our Kindergarten Tea, Christmas Concert, Assemblies, Family Lunch Days, Remembrance Day Ceremony and Education for Reconciliation assembly were opportunities for families and community members to attend and engage with our students and school community.

Providing students the opportunities to experience programming at the Multiplex for swimming lessons, FLIPS gymnastics center for gymnastic sessions and Long Lake for downhill skiing were fantastic ways to engage with our community partners and enable all students to experience programming and learning at these facilities.

The WHPS Welcome Fair enabled community agency partners and businesses to come together to support and provide information to new and existing families.

WHPS students, staff, families and community members engaged in fundraising efforts during our annual Terry Fox event and other Fundraising endeavors organized in partnership with our Fundraising Committee.



