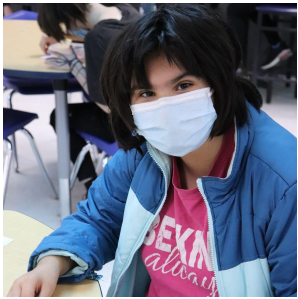




School Results Report

2020/2021

G. H. Dawe School



The Year in Review

Fast Facts:

G. H. Dawe School
56 Holt Street
Phone: 403 343 3288
Fax: 403 342 4268
<http://ghdawe.rdpsd.ab.ca/>

Principal: Braden Kilpatrick
Vice-Principal(s): Lisa Robertson

Student Profile:

- Kindergarten: 23
- Grade 1: 29
- Grade 2: 31
- Grade 3: 47
- Grade 4: 34
- Grade 5: 40
- Grade 6: 51
- Grade 7: 47
- Grade 8: 46
- Total Student Population: 348
- ESL Students: 75
- First Nations; Métis; Inuit Students: 49

Staff Profile:

- Teachers: 22
- Classified Staff: 14
- Facility Services Staff: 3
- Total Staff:

New Directions:

This year at G. H. Dawe, the staff are creating learning opportunities for all students to have a successful educational experience that will prepare them for high school and give the students the skills to be positive members of the community. The staff will work collaboratively with colleagues to design and implement strategies to meet all the students' different learning needs. The staff will be focussing on literacy and numeracy for all students.

The staff will be participating in training about awareness of trauma and helping individuals build resilience. The staff will learn about the different types of trauma and be able to identify the signs and symptoms of trauma. They will also learn strategies to respond to trauma.

Opportunities and Challenges:

G. H. Dawe has a diverse and changing school population, with both elementary and middle school students as well as a high number of English Language Learners. Our school continues to work on developing strong literacy and numeracy skills in all students. We will also ensure that all students have a variety of classroom experiences that include regular use of technology and quality daily physical education. In March, 2020 our students, parents and staff demonstrated great resilience as we transitioned to online learning. We are thrilled to be back in the school setting. We are being creative in maintaining culture, as best as we are able, as we navigate the newly implemented COVID protocols of social distancing. Focusing on overall health and wellness of students & staff continues to be a priority.

A Year of Success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Division Performance Measures

- **Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
27	16	59.26

- **Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
42	18	42.86

- **Percentage of Grade 3 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
33	21	63.64

- **Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
33	21	63.64

- **Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
37	26	70.27

- **Percentage of Grade 6 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
45	18	40

- **Percentage of Grade 7 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
42	22	52.38

- **Percentage of Grade 8 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
30	18	60

● **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to read and write what is expected in school.	92.0	82.2	84.4	N/A	50.0
Overall percentage of students who feel they are able to read and write what is expected of them in school.	85.0	89.7	87.2	N/A	91.84
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	96.8	97.1	N/A	100

● **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	82.0	82.2	83.1	N/A	100
Overall percentage of students who feel they are able to understand and work with numbers in school.	81.7	81.6	85.8	N/A	76.53
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	96.7	100	97.1	N/A	95.65

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:

- Our school uses a pyramid of support model to provide targeted literacy and numeracy intervention to address the needs of our struggling students.
- There was a significant drop in the percentage of parents who feel their children are able to read and write what is expected in school as compared to the percentage of responses for students and teachers. Due to Covid, parents were not allowed to come into the school so they were not always able to see the interventions that staff were providing the students. As well the school was limited in the strategies they were able implement in the school.

Action:

- The varied instructional strategies employed by teachers helps to ensure all students' needs are met in the classroom. Simultaneously, we are able to intervene and support students with gaps in their foundational literacy & numeracy skills. The District has also added extra literacy and numeracy support by hiring six teachers to be part of the Literacy Recovery Team. These teachers are scheduled in our school throughout the year and will be working with our students who are two to three levels behind in their reading.
- The Literacy Coach, Learning Assistance Teacher and staff worked with students to provide reading intervention that met students at their reading ability. Grades 2 to 5 will work collaboratively to create cross-grade literacy groups that meet each student's literacy needs at their level during our protected reading blocks .
- Staff will utilize a common language and vocabulary that will encourage a positive mindset which allows students to see their growing abilities.
- Classroom teachers will continue to explore new and different strategies to address student literacy and numeracy. We will continue to provide targeted support in the form of Levelled Literacy Support (LLI) to all students who are one grade level behind in their reading comprehension.

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	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.	84.6	89.4	86.1	86.3	78.5

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	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.	75.4	85.5	73.0	75.2	86.5

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	94.0	97.3	96.1	N/A	100
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	95.0	94.9	95.0	N/A	96.94
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	96.7	96.8	100	N/A	91.3

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	94.0	94.5	90.9	N/A	100
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	85.0	89.0	84.4	N/A	86.73
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	96.7	93.6	100	N/A	95.65

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	94.0	90.4	94.8	N/A	100
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	85.0	85.3	85.8	N/A	84.69
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	93.3	90.3	100	N/A	91.3

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:

- Overall, we are pleased with these results from the parents and students performance measures. We recognize that our staff performance measures have decreased and that a sense of belonging to a school community has been impacted by the pandemic.

Action:

- Staff will look at rebuilding that sense of belonging through various activities and collaborate to build a mission and purpose statement for Dawe School.
- Teachers will continue to implement the districts valuing mental health lesson plans. These focus on student well being, physical health and social emotional relationships.
- New format for student support meetings to allow classroom teachers to address specific (top 3) student concerns. Prior to the meeting, teachers are required to fill out a form to help keep the meeting focused and efficient. Administration, teacher counsellor, CLW, LAT all attend the meeting for full wrap around services.
- Provide lunchtime and afterschool clubs (Athletics, Student Council, Intramurals) to help students establish a sense of belonging in the school.
- Received a grant for \$25000 from the Alberta Government Nutrition Program
 - Students are provided with daily access to the breakfast program.
- Through the work of the CLW, reducing barriers by providing transportation and advocacy for families to attend specialist appointments (doctor, psychiatry, psychologist, etc.).

- CLW will facilitate small groups to help students develop positive social skills.
- Work on effectiveness and consistency of the *Student Support Room*. Collect data for every student accessing the room.
- Actively utilize the Step Up Fund and Crossroads Church to help support students and families in need.
- Continue the usage of the Backpack Program to now support families in our school.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.1	86.1	80.1	84.4	80.2

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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.	91.7	85.7	85.6	85.0	71.4

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	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.	70.4	83.6	70.2	79.2	76.3

Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	<<X>>
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will be prepared for the next grade level.	92.0	91.8	93.5	N/A	100
Overall percentage of students who feel they will be prepared for the next grade level.	91.7	95.6	90.8	N/A	83.67
Overall percentage of teachers who feel the students will be prepared for the next grade level.	93.3	83.9	77.1	N/A	65.22

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will complete high school.	96.0	98.6	96.1	N/A	100
Overall percentage of students who feel they will complete high school.	94.2	99.3	95.0	N/A	96.94
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	100	100	N/A	95.65

● **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)
	2020-2021
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	100
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	76.53
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	95.65

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:

- We are pleased with the results in this section as we have sustained our achievement in most of the areas. We need to continue to provide support in literacy and numeracy to increase the confidence of the students as they transition from middle school to high school.
- Through analysis of the increase in student achievement, students leaving GH Dawe have the foundational building blocks to be successful in their high school career.

Action:

- This year, our staff is once again committed to providing opportunities for all children to explore their interests and cultivate a strong growth mindset. We see this as being crucial to future success at all grade levels.
- Continue to work with the high school counselors and administrators to provide a successful transition from middle school to high school and that students have the support they need to be successful in high school.
- Attendance Letters will be sent home to parents whose child had a 20% absenteeism. If there was not an improvement in the next month, the principal made a phone call to the parents or the principal and/or Community Liaison Worker would visit the home and make a plan with the parents to assist them in getting their child to school.
- Promote the Seven Strengths within the school and school district.

- o Character bracelets for grades K - 8 celebrating the G. H. Dawe Character Traits as well as the Red Deer Public School Values for Learning and Life throughout the year.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- Our school includes an FNMI Learning Team. The goal of the team is to help with the implementation of FNMI outcomes, as well as to support several other important initiatives. Our learning team played a crucial role in FNMI programming and we will, once again, use this model to find unique ways to teach and support all FNMI students, as well as all other students. Some of the initiatives included Orange Shirt Day activities and assembly, presentations from the Central Services coordinators, cultural groups for students, whole school performances, and field trips.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **GH Dawe School**.

As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November** meeting of the School Council
- The School Results Report is posted on the school website at: <http://ghdawe.rdpsd.ab.ca/>



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