



# Parkside Montessori

Principal: Corrine Shmyruk

## Annual Education Results Report

2022-2023



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



**Parkside  
Montessori**

<http://www.gppsd.ab.ca/school/parksidemontessori>

   **GPPSD2357**

# Parkside Montessori

## Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Parkside Montessori			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	95.6	83.7	83.7	84.4	85.1	85.1
	Citizenship	96.9	92.1	94.8	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	83.3	88.2	n/a	63.3	64.3	n/a
	PAT: Excellence	33.3	5.9	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
	Education Quality	98.5	92.1	95.9	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.0	91.8	91.8	84.7	86.1	86.1
	Access to Supports and Services	96.3	87.7	87.7	80.6	81.6	81.6
Governance	Parental Involvement	93.3	80.3	87.2	79.1	78.8	80.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results		Parkside Montessori				
Overall Multi Year Summary		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	92.1	83.7	95.6
	Citizenship	94.2	97.4	94.1	92.1	96.9
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	100	n/a	n/a	89.7	83.3
	PAT: Excellence	53.6	n/a	n/a	8.8	33.3
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	96.4	99.6	98.3	92.1	98.5
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	96.6	91.8	98
	Access to Supports and Services	n/a	n/a	90.4	87.7	96.3
Governance	Parental Involvement	90	94	95.3	80.3	93.3

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

## Our Education Plan is focused on:

**Priority: Teaching and Learning**

**Outcome: Classroom instruction and assessment prioritizes literacy and numeracy.**

**Provincial Assurance Survey-Table 1**

Percentage of parents, students and teachers who are satisfied with the overall quality of basic education.

	School				Division				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
<b>Overall</b>	100 %	98%	92%	99%	90%	90%	89%	87%	90%	90%	89%	88%
<b>Parent</b>	99 %	98%	82%	100%	88%	89%	84%	81%	87 %	87%	86%	84%
<b>Student</b>	100 %	97%	96%	98%	86%	85%	86%	85%	88 %	86%	86%	86%
<b>Teacher</b>	100 %	100 %	99%	97%	97%	96%	96%	94%	96%	96%	95%	94%

**Provincial Assurance Survey-Table 2**

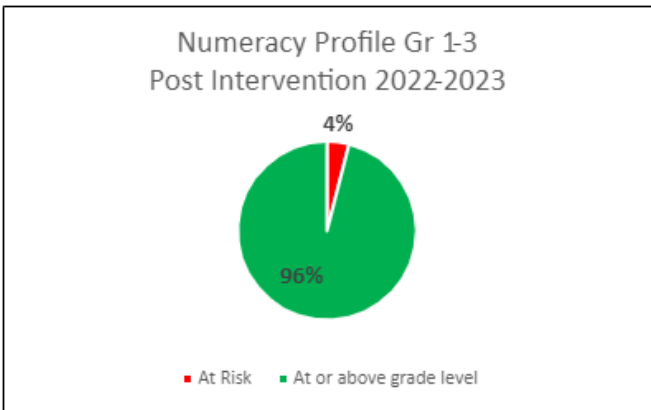
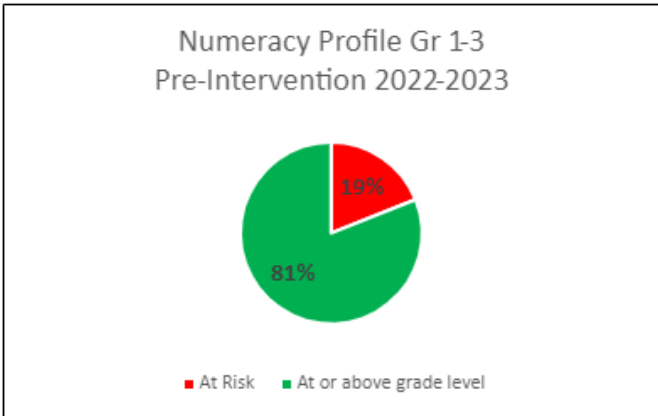
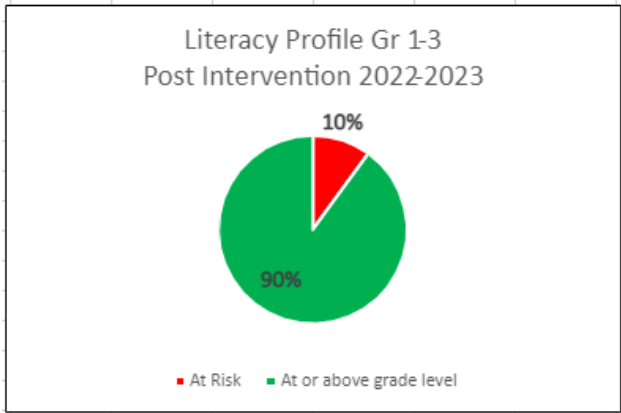
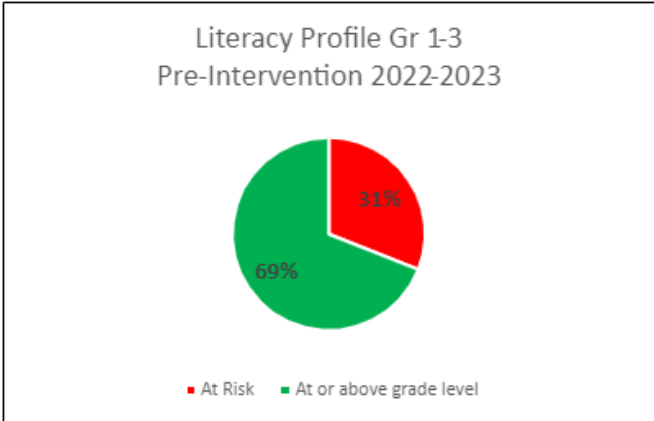
	Strongly Agree	Agree
<b>Percentage of parents who agree the literacy skills their child is learning at school are useful.</b>		
2021	71%	29%
2022	67%	33%
2023	50%	50%
<b>Percentage of parents who agree that the numeracy skills their child is learning at school are useful</b>		
2021	83%	17%
2022	44%	33%
2023	50%	50%

**School Based Fountas and Pinnell Data Beginning and End of Year-Table 3**

Student Grade Level	Beginning At Grade Level	End At Grade Level	Beginning Above Grade Level	End Above Grade Level	Beginning Below Grade Level	End Below Grade Level	Total Number of Students
One	17	4	11	23	11	10	39/37
Two	7	8	22	25	10	6	39/39
Three	16	16	17	18	6	4	39/38
Four	5	10	18	13	5	5	28/28
Five	2	5	17	10	1	4	20/19
Six	3	6	9	4	1	2	13/12
<b>Total</b>	50	49	94	93	34	31	178/173

Average Growth of Below Grade Level Students Grades 1-3 (Fountas and Pinnell Assessment)- Table 4		
Student Grade Level	Number of Students Ended Below	Average Number of Levels Grown
One	10	3.3
Two	6	6
Three	4	2.5

**School Intervention Data 2021-2022 School Year  
Table 5**



Division Assurance Survey Professional Learning Time-Table 6	
Percentage of staff who agree,	Staff
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement.	
2021	100%
2022	100%
2023	100%
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.	
2021	100%
2022	100%
2023	100%
Administration provides feedback to staff on instructional practices using multiple strategies (observations, dialogue, PGP, collaborative inquiry) at our school.	
2021	100%
2022	100%
2023	91%

## Discussion

Parkside Montessori is a public school that follows the teachings and philosophy of Dr. Maria Montessori from Preschool to Grade 6. Teachers blend the Alberta curriculum with the Montessori philosophy, which is hands-on, student specific programming. Priority One of the Parkside Montessori School Plan focuses on teaching and learning with the desired outcome of classroom instruction prioritizing literacy and numeracy to positively impact student growth. Parents, students, and teachers are satisfied with the overall education children are receiving at Parkside Montessori (Table 1). Parents identify an increase in their satisfaction with overall education. The 2022-2023 school year brought a full return to critical Montessori program pieces such as Practical Life, frequency of material use, student collaboration and other program-specific components which we believe contributed to a rebound in overall satisfaction of education. Parents continue to acknowledge agreement that the literacy and numeracy skills their children are learning at school are useful (Table 2). With additional targeted communication to parents about student learning, our hope is to shift the number of parents who agree to increase the number that strongly agree.

The 4-6 students at Parkside piloted the new Science curriculum and optionally implemented the new Language Arts and Literature and Mathematics curriculums. Students participating in these courses did not write Provincial Achievement Exams (PATs) for those subjects. Parkside only has PAT results for Social Studies this year. 100% of our students achieved Acceptable and 40% achieved Standard of Excellence. As we continue to make overall education, and implementation of the new curriculum areas of focus, we anticipate continued success on the Provincial Achievement Exams. We continue to be aware of the

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importance of bridging Montessori materials and concepts with mainstream numeracy manipulatives and structures to provide our students with confidence when completing standardized assessments. Providing support to build student confidence with assessments that are timed is also an area of focus this year.

We recognize that both the Provincial Assurance Survey and the Provincial Achievement Exam results reflect the upper elementary years and do not reflect current achievement of our Kindergarten-Grade 3 students (Tables 1-2) and look to School and Division data to build our understanding and plan for strategies to best impact learning in our younger grades.

Division wide, we have experienced a shift in the collection of data for numeracy. The Division continued utilization of the Math Intervention/Programming Instrument (MIPI), an assessment which reflects students' previous year's learning and is used by teachers to plan for instruction. To achieve "At" grade level, a student must score 80% on previous grade outcomes. Students scoring below 80% indicates the student has not mastered previous learning outcomes and requires support in conjunction with new grade level learning.

Strength areas indicated through MIPI include:

- Counting Principles
- Place Value
- Addition
- Time
- Interpreting graphs

Growth areas indicated through MIPI include:

- Subtraction
- Addition and Subtraction with Re-grouping
- Math Vocabulary
- Calendar
- Comparing Equivalence

The Division Numeracy Coordinator provided professional learning focused on using data for responsive planning and supported Grade 4-6 teachers with analyzing specific MIPI results to assist them in providing targeted instruction. The division is making a change with math assessments in 2023-2024. Grades 3-8 will transition to the Elk Island School Division Screener (EISDS).

Division wide, the Counting Principles was completed only once during the year as a formative assessment, limiting the comparison we have from beginning to end of year. With this change, our school focused on using a wide variety of school and classroom-based summative data to monitor student achievement and target instruction throughout the year.

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A full return to hands-on Montessori learning has had a positive impact on development of language and numeracy skills for our primary (K-3) learners who rely largely on hands-on learning opportunities in the Montessori classroom environment (Tables 3 and 4). Our early learners begin alphabet skill acquisition through manipulation of the Moveable Alphabet and Sandpaper Letters. These materials build the students' knowledge of the shape and forms of letters and sounds which support learning and writing. With these skills children become confident and independent by beginning reading and writing prior to using a pencil and paper to write or read complete texts.

The success of our focus on quality classroom, small group instruction and building student phonemic awareness in the primary grades is evidenced in our school-based intervention and Fountas and Pinnell data (Tables 3 and 4). Acquisition of new resources to support both student learning and building teacher capacity have had a positive impact on student learning. Our Grade 1-3 teachers began implementing targeted phonics instruction. They worked with a local company to design blending boards to support instruction in a hands-on way that aligns with both the phonics instruction and compliments our Montessori materials. Our spring 2023 data shows growth in student achievement in reading during the 2022-2023 school year. Students 'at', 'above', and 'below' grade level demonstrated growth on the Fountas and Pinnell literacy assessment throughout the school year. The number achieving below grade level declined and the number achieving 'at' or 'above' increased (Tables 3 and 4). Those who continued to remain 'below' grade level at end of year, still moved forward in their learning and increased their reading levels (Table 4). Grades 4-6 show slightly greater numbers below grade level at the end of the year than at the beginning of the year. We acknowledge an error in data collection for term one which impacted the number of students below grade level in term one. Triangulating with our school-based data collection, it is more accurate that the number of students "below" also decreased in those grade levels. The achievement of our Indigenous learners closely paralleled the achievement of our student population.

We feel fortunate to be able to offer continued targeted intervention in both literacy and numeracy to our Grade 4 students this year, in addition to continued intervention in Grades 1-3. In 2022-2023 the targeted intervention with grades 1-4 students used data from the LeNS (Letter Name and Sound Test), CC3 (Castles and Coltheart Reading Test), and Provincial Numeracy Screen to identify students for support, adjust lessons and identify resources needed. Cyclical formative data, collected and shared with school leaders and teachers is utilized to support responsive teacher planning. Students in grades one, two and three who were "At Risk" received daily literacy and numeracy intervention to build their skill and fill in any learning gaps that exist and our results indicate an improvement in achievement in both Literacy and Numeracy from students moving from the "At Risk" to "At or Above Grade Level" (Table 5). Grades four, two and three were prioritized for intervention at the start of the year, and we were pleased to be able to support an initial group of Grade 1s with intervention as well. With a longer intervention cycle for these grade one students, we hope to see a greater number achieving grade level by the end of the school year (Table 5).

Teachers have worked to expand both mainstream and Montessori specific teaching strategies. Our school community is committed to engaging in collaborative professional learning, inquiry-based growth

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planning and generative dialogue to support implementation of the Teaching Quality Standard. Our Division supports our school process through the school year calendar, system structures, practices, and expectations that all support ongoing professional learning of individual staff and our school as a whole. This scheduled time for collaboration requires staff to examine student evidence, reflect on the evidence, plan, implement strategies and assess the impact on student learning (Table 6). The 2022-2023 school year brought a shift in our analysis of student data. Individual classroom teams spent time regularly reflecting on their own class of learners vs. a whole school data. This shift enabled our staff to more efficiently respond to the specific needs of individual students in each class.

Using our Division Optimum Learning Framework as a guiding document, a focus on building teacher capacity to further impact literacy and numeracy has and will continue to provide foundational skills for students that pave the pathway for future learning in all subject areas. We know that building the capacity of our teachers will continue to positively impact student achievement. This year we were also fortunate to be provided with funding from Alberta Education to support release time for teachers to focus on the implementation of the new curriculum. Use of this time was impacted by sub shortages. We will continue to focus on providing regular, collaborative opportunities for teachers to expand their skills focusing on areas of teacher practice that impact the identified areas of need for our students. For the 2023-2024 school year, Parkside Montessori teachers have embedded time for cross-classroom collaboration once per week with a consistent partner. Regular reflection on consistent school and Division collected data will also continue to be a priority to further refine our identification of areas of student learning in literacy and numeracy that require attention (Table 6).

2022-2023 results showed a significant increase in the satisfaction of parents with their involvement in our school community. This is a natural result we anticipated with a full return to regular schooling. We continue to prioritize providing opportunities for parents to engage in collaborative learning to assist in supporting students at home and to be involved in school events and activities. We hosted a Montessori Mathematics parent night and have started featuring one Montessori Material per week in communication home to parents. Both initiatives continue in the 2023-2024 school year as we prioritize parent communication about student learning. Home reading program will continue for our young learners and teachers will continue to emphasize communication about student learning to parents and share resources and strategies. Partnering with our parent community to effectively target specific learning outcomes for each child has been effective in enhancing the educational experience for children in our school and we believe a continued focus will allow our team to further impact student success. Engaging our School Council in supporting learning centered opportunities alongside culture building events will be a continued focus and we have planned a learning opportunity for parents specific to building parent knowledge of Montessori materials and application.



## Priority: Inclusion

**Outcome: Parkside Montessori is a safe, welcoming environment that supports emotional and physical well-being, mental health and diversity of all students and staff.**

**Outcome: Instructional strategies support the learning needs of individual students.**

### Evidence

Provincial Assurance Survey-Table 7												
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.												
	School				Division				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
<b>Overall</b>	98%	97%	92%	98%	89%	90%	86%	86%	89%	90%	89%	88%
<b>Parent</b>	96%	100 %	86%	100%	90%	91%	85%	85%	90%	91%	90%	88%
<b>Student</b>	98%	91%	92%	95%	91%	83%	81%	80%	83%	84%	83%	82%
<b>Teacher</b>	100 %	100 %	97%	100%	96%	95%	93%	93%	95%	95%	94%	93%

Provincial Assurance Survey-Table 8						
Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.						
	School			Province		
	2021	2022	2023	2021	2022	2023
<b>Overall</b>	97%	92%	<b>98%</b>	88%	86%	85%
<b>Parent</b>	100 %	89%	100%	88%	87%	86%
<b>Student</b>	90%	90%	94%	80%	78%	77%
<b>Teacher</b>	100 %	97%	100%	95%	94%	92%

<b>Division Assurance Survey Data-Table 9</b>				
<b>Percentage of parents, students and staff who agree,</b>	<b>Parents</b>	<b>Students</b>	<b>Staff</b>	
<b>Schools are Welcoming, Caring, Respectful and Safe Environments</b>				
2021	98%	95%	100%	
2022	99%	96%	99%	
2023	99%	95%	97%	
<b>Student Emotional, Physical Well-Being and Mental Health is Supported</b>				
2021	99%	95%	100%	
2022	99%	96%	98%	
2023	98%	96%	100%	
<b>Students are acquiring and applying Indigenous Foundational Knowledge</b>				
2021	88%	95%	100%	
2022	99%	100%	100%	
2023	94%	96%	100%	
<b>Satisfaction with Learner Supports</b>				
2021	83%	NA	100%	
2022	98%	NA	100%	
2023	92%	NA	97%	

<b>Provincial Assurance Survey-Table 10</b>						
<b>Percentage of parents, students and teachers who agree that students are engaged in their learning.</b>						
	<b>School</b>			<b>Province</b>		
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Overall</b>	92%	84%	<b>96%</b>	86 %	85%	84%
<b>Parent</b>	100%	85%	100%	89%	89%	87%
<b>Student</b>	76%	66%	87%	72 %	71%	71%
<b>Teacher</b>	100%	100%	100%	96 %	96%	95%

Providing a welcoming, caring, respectful and safe environment that supports the emotional and physical well-being, mental health and diversity of all students and staff continues to be an important focus of our school community (Tables 8 and 9). A student’s sense of belonging, social emotional skillset and engagement impacts their ability to learn and supports developing the skills necessary for success in the future both in school and in life. We acknowledged that for students to take in academic learning and knowledge, they first need to be physically and mentally ready to learn.

To support our priority, we built on a strength of our school culture: our strong community approach to meeting student needs. We have continued with the implementation of a schoolwide Social Emotional Learning plan designed to build student knowledge and skills to identify emotions, express feelings appropriately, build classroom and school community, provide strategies for self-regulation, and celebrate diversity in many forms. New for the 2023-2024 school year we have added support from the Connect Team (a partnership between local Divisions) and implemented DBT, Slumberkins, and Little Spot

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programming for our students. It is important to our school community that our students know and understand how to care and show respect for themselves and others and our 2023 data identifies an increase in the number of parents, students, and teachers who believe this is true (Table 8). As part of our School Spirit Days, as a whole school community we engage in learning opportunities designed to identify and celebrate the uniqueness of each child, hosted an Identity Fair where students shared and learned about each other, and continue with student celebration announcements as students reach new milestones in their learning.

The ability to once again host gatherings and assemblies has allowed us opportunities to build connections between students and classrooms that were not possible over the last two years. Student leadership opportunities (Administrative Assistant Helpers, Library Helpers, School Patrollers, etc.), Reading Buddies, cross-classroom projects and various school year events (Halloween Parades, Christmas Concert, Celebration of Learning, Parent Nights, M.A.L.T days) are all important pieces of our school culture that we believe have a positive impact on student sense of belonging. The return of school clubs and extra-curricular activities have already had a positive impact and we are confident that this positive impact will continue and grow.

We recognize our collective responsibility in supporting the “Call to Action” from the Truth and Reconciliation Commission and need for staff, students, and parents to be provided with opportunities to build foundational knowledge. We have identified a desire from our staff to continue to learn in this area and are working with our Indigenous Liaison to create opportunities to build the knowledge of our staff. We aspire to embed the actions of Truth and Reconciliation and apply our knowledge to our daily practice. Our Division Indigenous Liaison and individual parents from our school community have supported our work and we plan to continue to deepen these relationships, broaden our understanding and increase our application in the classroom and school wide settings (Table 9). In the Spring of 2023, we hosted Indigenous dancers, participated in a drum making professional development opportunity and hosted Al Crawford to drum for our students.

Providing opportunities for students to be engaged in learning at their own individual level is a natural part of Montessori philosophy. This supports our desire to increase engagement by giving students experiences to further explore areas of curiosity and or areas of passion (curricular topic exploration, Multi-Activity Learning Time, Clubs, Teams, and leadership roles). Our work in this area also included working collaboratively with our multi-disciplinary team, creating IPPs (Individual Program Plans), AAPs (Academic Action Plans) and BSP (Behavior Support Plans), creating goals to meet the needs of specific students. Parents and students (grades 4-6) have been involved in the creation and review of IPP goals as much as possible. Connecting families with community support when necessary was also part of our wrap around approach to supporting students (Table 9). We feel fortunate to have received several funded Educational Assessments through Alberta Education to further impact the success of individual students. We continue to regularly communicate to parents the supports available to children at our school and the Montessori approach to providing instruction specific to each child. We hope that with continued attention and focus, that we will increase our overall satisfaction with learner supports as a slight decrease is noted.

It is evident that parents and teachers feel students are engaged in their learning (Table 9). We will continue to examine why our students indicate a lower result in this measure than others on our Provincial Assurance survey. Despite being lower than parents and teachers, we acknowledge that we have had a significant increase in the number of students who feel that they are engaged in their learning. To assess student engagement, the Provincial Assurance survey for Grades 4-6 asks students if they “like”

learning Language Arts and Math. As a school we feel that there are more factors to engagement at school than students “liking” Language Arts and Math. As we work with students to learn more about their engagement in school, we will also be asking about additional pieces in our school community that influence engagement. Our goal is to continue to increase the number of students who indicate that they are engaged. Inclusion of passion projects, real life project-based learning (i.e. Grade 4-6 coffee shops, Kindergarten Flower Shop) and creation of our school-based Student Advisory will continue to positively engage students in their learning. With these targeted actions to include the student voice in school planning for learning, we anticipate that our overall number of students who indicate they are engaged in their learning will increase. This may not be reflected in the Provincial Assurance survey due to the types of questions asked in this area. We will look to our Division Assurance survey that asks additional questions of students that relate to their engagement at school beyond Language Arts and Math. We are anticipating a better understanding of student engagement as a whole.

## School Community Engagement

**Division Assurance Survey Data-Table 11**

Percentage of parents, students and staff who agree,	Parents	Students	Staff
Opportunities to collaborate and be involved in decision making			
2021	95%	90%	100%
2022	97%	91%	98%
2023	97%	88%	100%
Communication from teachers and school			
2021	96%	NA	NA
2022	98%	NA	NA
2023	96%	NA	NA

**Provincial Assurance Survey-Table 12**

	Parents	Teachers
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education		
2021	91 %	100%
2022	62%	98%
2023	90%	97%

Providing opportunities for parents, teachers, and students to be included in reflecting on evidence, choosing priorities, and developing strategies for implementation are important to our school planning cycle. School staff engage in a continuous cycle of reflecting on student data, implementing strategies, and evaluating impact. This process is on-going throughout the year as we receive updated assessments from our students. Our initial draft school priorities are collaboratively identified and drafted by staff.

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Each spring, the draft priorities are shared with our School Council and opportunities for feedback are provided. These are communicated to our school community and parents are invited to share feedback. School administration provides information each month to our School Council including the background and rationale, description of different forms of data collected, our student achievement on common assessments, and our strategies/actions to be implemented as a result. Several times a year, a feature newsletter that speaks to our work within the Assurance Survey is communicated home to parents. It is evident that our parent community has returned to feeling the same level of satisfaction that they are involved in decisions about their child's education as in previous years (Tables 11 and 12). Further reflection on the Provincial Assurance Survey indicates a significantly lower number (0%) of respondents indicating that they "don't know" if their input is considered in school decisions. This is much lower than the previous year's result (44%). A "don't know" response has a negative impact on our overall result. As a school community we are committed to continuing to share back how feedback is used to support school decision making so that parents feel informed, and our parents continue to be satisfied with communication (Table 11).

It is evident that our students are seeking additional opportunities to be involved in decision making in our school (Table 11). We have created a school-based Student Advisory team with representatives from all classes within our school. This team works with administration and teacher representatives to identify areas of success and areas for improvement in our school. The work has provided rich feedback and specific attention has been given to how information is shared back to classrooms to support all students in our school feeling like they have a voice in decisions about our school.

Communication of student learning aligned with our priorities has been an intentional focus to build strong partnerships among our students, parents, and school staff. This partnering with our parent community to target specific learning outcomes for each child has been effective in enhancing the educational experience for children in our school. We believe that maintaining our focus on building strong partnerships will allow our team to further impact student success. We will continue to provide student specific feedback to parents through report cards that contain descriptive feedback regarding specific areas of strength and areas for growth for each child, opportunities to engage in student-led conferences, and on-going requests for feedback to further develop our school community (Table 12).