



Parkside Montessori

Principal: Corrine Shmyruk

Annual Education Results Report

2023-2024



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



**Parkside
Montessori**

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



GPPSD2357

Parkside Montessori

Fall 2024 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	95.7	95.6	89.7	83.7	84.4	84.8
	Citizenship	96.4	96.9	94.5	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	69.2	83.3	83.3	68.5	66.2	66.2
	PAT6: Excellence	7.7	33.3	33.3	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	
Teaching & Leading	Education Quality	97.1	98.5	95.3	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.4	98.0	94.9	84.0	84.7	85.4
	Access to Supports and Services	94.7	96.3	92.0	79.9	80.6	81.1
Governance	Parental Involvement	93.5	93.3	86.8	79.5	79.1	78.9

Notes:

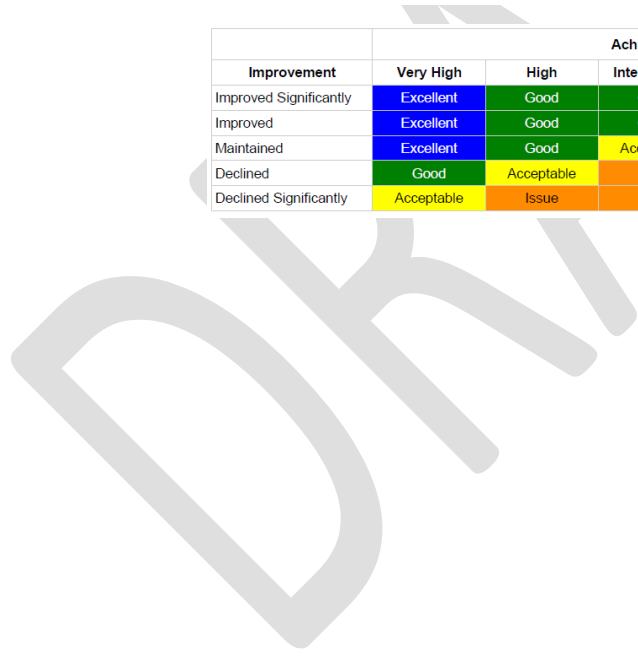
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

Fall 2024 AEA 5 Year Comparison

Assurance Domain		Measure		Parkside Montessori				
				2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	92.1	83.7	95.6	95.7		
	Citizenship	97.4	94.1	92.1	96.9	96.4		
	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		
	PAT6: Acceptable	n/a	n/a	89.7	83.3	69.2		
	PAT6: Excellence	n/a	n/a	8.8	33.3	7.7		
	PAT9: Acceptable				n/a	n/a		
	PAT9: Excellence				n/a	n/a		
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a		
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a			
Teaching & Leading	Education Quality	99.6	98.3	92.1	98.5	97.1		
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	96.6	91.8	98	96.4		
	Access to Supports and Services	n/a	90.4	87.7	96.3	94.7		
Governance	Parental Involvement	94	95.3	80.3	93.3	93.5		



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					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	100	98	92	99	97	90	90	89	87	86	90	90	89	88	88
Parent	99	98	82	100	95	88	89	84	81	82	87	87	86	84	84
Student	100	97	96	98	96	86	85	86	85	85	88	86	86	86	85
Teacher	100	100	99	97	100	97	96	96	94	92	96	96	95	94	94

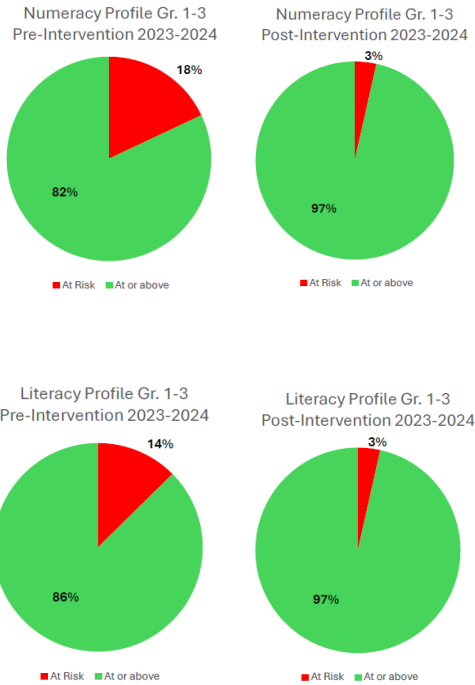
Provincial Assurance Survey-Table 2		
	Strongly Agree	Agree
Percentage of parents who agree the literacy skills their child is learning at school are useful.		
2021	71	29
2022	67	33
2023	50	50
2024	50	50
Percentage of parents who agree that the numeracy skills their child is learning at school are useful		
2021	83	17
2022	44	33
2023	50	50
2024	50	50

School Based Fountas and Pinnell Data Initial and End of Year-Table 3							
Student Grade Level	Initial At Grade Level	End At Grade Level	Initial Above Grade Level	End Above Grade Level	Initial Below Grade Level	End Below Grade Level	Total Number of Students
One	20	15	17	21	2	3	39
Two	5	8	27	24	6	6	38
Three	14	16	15	16	4	1	33
Four	7	9	21	21	8	6	36
Five	7	5	12	14	4	4	23
Six	5	4	7	8	1	1	13
Total	58	57	99	104	25	21	182

Division Counting Principles Assessment 2023-2024 School Year Table 4				
Kindergarten	Assessment #1 Mastery	Assessment #1 Not Yet	Assessment #2 Mastery	Assessment #2 Not Yet
Stable Order	18	24	39	4
One to One	32	10	43	0
Cardinality	11	31	42	1
Order of Irrelevance	16	26	40	3
Abstraction	16	26	41	2
Grade One	Mastered	Not Yet	Mastered	Not Yet
Stable Order	26	13	23	16
One to One	24	15	34	5
Cardinality	35	4	39	0
Conservation of Number	33	6	37	2
Order of Irrelevance	35	4	36	3
Abstraction	38	1	37	2
Equalities	14	26	31	8
Quantity	30	9	39	0
Grade Two	Mastered	Not Yet	Mastered	Not Yet
Stable Order	6	28	20	15
Odd/Even	18	14	29	5
Stable Order #2	32	2	36	0
Place Value	31	4	33	3
Estimation	10	25	18	18
Inequality	31	4	35	1

*Assessment #2 includes one additional student in grade 2 who was not able to complete Assessment #1

School Intervention Data 2023-2024 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
	2024	100
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.		
	2021	100
	2022	100
	2023	100
	2024	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
	2024	100

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 receive at Parkside Montessori (Table 1). Parents identify a slight decrease in their satisfaction with overall education, students a slight decrease and teachers identify a slight increase. These results reflect a similar result to the Division and the Province for the 2023-2024 school year. Offering additional opportunities for parents to provide more detailed feedback through school communication, School Council, and one on one conversations is a priority for the 2024-2025 school year which we hope will contribute to an increase in satisfaction amongst stakeholders. 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 2023-2024 school year was the first full implementation year for the new Language Arts and Mathematics curriculum for grades 1-6. Parkside K-6 teachers also participated in the optional implementation of the new Science curriculum. Students in grade 6 across the province participating in these courses did not write Provincial Achievement Exams (PATs) for those subjects. Parkside only has PAT results for Social Studies this year with a small number (13) students writing. 69.2% of our students achieved Acceptable and 7.7% achieved Standard of Excellence. We are hopeful with a yearly increase in population that we will begin to see trend data that can be used for whole school planning. 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 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 a continued area of focus this year.

Division wide, we have experienced a shift in the collection of data for numeracy. The Division changed from using the Math Intervention/Programming Instrument (MIPI) to the Elk Island Division Screener (EISDS), an assessment which reflects students' previous year's learning and is used by teachers to plan for instruction. This was a new experience for both our teachers and students. Parkside teachers used the areas for growth as identified on the EISDS to target specific areas of learning for our 4-6 students in numeracy.

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 (Tables 2 and 3).

Division wide, the Counting Principles was completed twice during the school year in Grades K-2 providing the ability to analyze growth over time (Table 3). The Provincial Numeracy screen was also used by our 1-3 teachers which provided teachers with the ability to monitor student achievement and target instruction throughout the year. Our data demonstrates significant improvement in the Counting Principles Assessment (Table 4) which are foundational components of numeracy learning and contribute to the overall success of students in numeracy.

Hands-on Montessori learning has had a positive impact on the development of language and numeracy skills for our primary (K-3) learners 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). Our Grade 1-3 teachers continued implementing targeted phonics instruction through use of the Heggerty, UFLI or Secret Stories programs in partnership with the Primary Phonics series used in Montessori programming. They worked to align decodable books with instruction and will begin utilizing them during the 2024-2025 school year. Our spring 2024 data shows growth in student achievement in reading during the 2023-2024 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 (Table 3). Those who continued to remain 'below' grade level at end of year, still moved forward in their learning and increased their reading levels. The number of students 'above' grade level increased and the number of students 'below' grade level decreased. 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 Grades 1-3. In 2023-2024 the targeted intervention with grades 1-3 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 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 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 which was continued and improved during the 2023-2024 school year. Individual classroom teams continued to spend time regularly reflecting on their own class of learners vs. whole school data. This data framework enables 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. Teachers were provided with the opportunity to unpack the new curriculum, work with Division curriculum leaders, and plan for optimum learning for students. We know that building the capacity of our teachers will continue to positively impact student achievement. 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).

2023-2024 results showed a slight increase in the satisfaction of parents with their involvement in our school community. Having shown significant growth during the 2022-2023 school year, this was a result we had hoped would be maintained and were successful. 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 featured one Montessori Material per week in communication home to parents. Both initiatives continue in the 2024-2025 school year as we prioritize parent communication about student learning. New for the 2024-2025 school year we will host parent mini-sessions during our Celebration of Learning nights and add to our Montessori Material of the Week to include specific classroom structures that Montessori programming provides. Home reading program will continue for our young learners and teachers will continue to emphasize communication about student learning to parents, sharing 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.

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					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	98	97	92	98	97	89	90	86	86	86	89	90	89	88	87
Parent	96	100	86	100	96	90	91	85	85	86	90	91	90	88	88
Student	98	91	92	95	94	91	83	81	80	80	83	84	83	82	80
Teacher	100	100	97	100	100	96	95	93	93	92	95	95	94	93	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	2024	2021	2022	2023	2024
Overall	97	92	98	96	88	86	85	84
Parent	100	89	100	96	88	87	86	85
Student	90	90	94	94	80	78	77	75
Teacher	100	97	100	99	95	94	92	92

Division Assurance Survey Data-Table 9				
Percentage of parents, students and staff who agree,		Parents	Students	Staff
Schools are Welcoming, Caring, Respectful and Safe Environments				
	2021	98	95	100
	2022	99	96	99
	2023	99	95	97
	2024	89	95	100
Student Emotional, Physical Well-Being and Mental Health is Supported				
	2021	99	95	100
	2022	99	96	98
	2023	98	96	100
	2024	89	94	100
Students are acquiring and applying Indigenous Foundational Knowledge				
	2021	88	95	100
	2022	99	100	100
	2023	94	96	100
	2024	90	96	96
Satisfaction with Learner Supports				
	2021	83	NA	100
	2022	98	NA	100
	2023	92	NA	97
	2024	66	NA	100

Provincial Assurance Survey-Table 10								
Percentage of parents, students and teachers who agree that students are engaged in their learning.								
	School				Province			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	92	84	96	96	86	85	84	84
Parent	100	85	100	98	89	89	87	87
Student	76	66	87	89	72	71	71	69
Teacher	100	100	100	100	96	96	95	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 7-9). 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 acknowledge 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 added support from the Connect Team (a partnership between local Divisions) and implemented DBT, Slumberkins, and Little Spot programming for our students. This will be a continued program support during the 2024-2025 school year. 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 2024 data identifies a consistent number of parents, students, and teachers who believe this is true (Tables 7 and 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, and we continue with student celebration announcements as students reach new milestones in their learning.

Collaboration amongst students, individual classes and extra-curricular opportunities for students is an important part of building our school culture and community. 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. Student led school clubs and extra-curricular activities have already had a positive impact on our school culture 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). As a school community we created an Art Walk for our school community in alignment with the National Day for Truth and Reconciliation, hosted Al Crawford to drum for our students, and continued to build foundational knowledge for students and staff.

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).

A significant decline in our results from parents indicates a need for increased communication and demonstration of the support we have in place for students to succeed academically, emotionally, and physically (Table 9). We continue to regularly communicate to parents the support available to children at our school and the Montessori approach to providing instruction specific to each child. For the 2024-2025 school year we have a new Learning Support Teacher who is dedicated to building consistent structures, putting supports in place, and ensuring consistent communication with parents. Additional strategies to improve in Learning Support include,

- Parent communication about Learning Supports at Parkside including a presentation to School Council in the fall of 2024 from our Learning Support Teacher, regular check-ins with parents on IPP, AAP, and BSP strategies and goals, newsletter and social media information on learning supports, and assurance newsletters specific to learning support strategies at Parkside.
- Whole-school work with responsive planning looking at the diversity of our students and classrooms, endeavoring to increase our collective capacity to serve our students in meaningful ways.
- Review how we engage with our families in providing parent information & learning sessions.
- Actively seek out student, parent & teacher feedback about Learner Supports.

We hope that with continued attention and focus, that we will increase our overall satisfaction with learner support and increase our overall parent satisfaction.

It is evident that parents and teachers feel students are engaged in their learning (Table 10). We were pleased to see an increase in our student results. 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. Pax’s Den, Kindergarten Flower Shop) and continuation 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 which 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	97	
2024	89	90	99	
Communication from teachers and school				
2021	96	NA	NA	
2022	98	NA	NA	
2023	96	NA	NA	
2024	89	NA	NA	

Provincial Assurance Survey-Table 12		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	Parents	Teachers
2021	91	100
2022	62	98
2023	90	97
2024	87	100

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.

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. For the 2024-2025 school year, we will use a new framework for identifying and reflecting on our school priorities which is intended to increase engagement from parents, students and teachers in our Education Plan overall.

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 continues to be satisfied that they are involved in decisions about their child's education as in previous years (Tables 11 and 12). A slight decline is noted for the 2023-2024 school year and students have shown a slight increase. 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 continued our 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).