



School Results Report

2019/2020

G.H. DAWE SCHOOL



The Year in Review

GH Dawe School
56 Holt Street
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<http://ghdawe.rdpsd.ab.ca>

Principal: **Sue Carmichael**
Vice-Principal: **Lisa Robertson**

Student Profile:

- Pre-Kindergarten: 29
- Kindergarten: 27
- Grade 1: 43
- Grade 2: 41
- Grade 3: 36
- Grade 4: 38
- Grade 5: 42
- Grade 6: 42
- Grade 7: 36
- Grade 8: 31
- Total Student Population: 378
- ESL Students: 63
- First Nations; Métis; Inuit Students: 29
- French Immersion Students: 0

Staff Profile:

- Teachers: 21.37
- Classified Staff: 18
- Facility Services Staff: 1.5
- Total Staff: 41

New Directions

Staff embrace the growth mindset that:

- every single student can improve a great deal.
- that teachers are the biggest difference maker in each student's life.
- no matter what else is going on in a learner's life, once class starts, teachers can make the magic happen.
- teachers can connect, inspire, and energize every student.
- they can teach Math well and incorporate new Math ideas.

Opportunities and Challenges

- Offer the best inclusive supports for students through our skilled staff and out-of-school resources.
- Focus on increasing student character strengths and academic results.
- Staff are developing a trauma invested approach throughout the school.
- Develop strategies to increase student engagement so students are college or job ready when they complete High School.

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."

Alberta Education Accountability Pillar Overall Summary



Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 4455 G H Dawe Community School

Measure Category	Measure	G H Dawe Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.1	89.4	88.6	89.0	89.0	89.3	High	Maintained	Good
	Program of Studies	70.2	83.6	77.9	82.2	81.8	81.9	Low	Maintained	Issue
Student Learning Opportunities	Education Quality	91.9	93.4	93.2	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.6	2.3	2.9	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	61.6	70.0	65.0	73.8	73.6	73.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	6.7	11.4	9.2	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	85.6	85.7	89.5	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	80.1	86.1	81.6	82.9	83.0	83.5	High	Maintained	Good
	Parental Involvement	90.1	74.2	79.1	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	73.0	85.5	80.9	81.0	80.3	81.0	Intermediate	Declined	Issue

District 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.

Alberta Education Performance Measures

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	78.1	71.0	73.7	77.1	82.9
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	3.1	3.2	2.6	11.4	7.3

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	53.1	58.1	39.5	54.3	43.9
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	3.1	9.7	0.0	5.7	0.0

District Performance Measures

● **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
300	247	82.3

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

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children are able to read and write what is expected in school.	84.2	92.0	82.2	84.4
Overall percentage of students who feel they are able to read and write what is expected of them in school.	84.9	85.0	89.7	87.2
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	95.5	100	96.8	97.1

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

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	89.5	82.0	82.2	83.1
Overall percentage of students who feel they are able to understand and work with numbers in school.	79.8	81.7	81.6	85.8
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	95.5	96.7	100	97.1

Comment on Results: Analysis and Action

Analysis

- The number of students who achieved acceptable standards on the English Language Arts Provincial Exam increased by 5.8% while the number of students who achieved standard of excellence on the English Language Arts Provincial Exam decreased by 4.1%.
- The number of students who achieved acceptable standards on the Mathematical Provincial Exam decreased by 10.4% while the number of students who achieved standard of excellence on the Mathematical Provincial Exam decreased by 5.7%.
- Overall, 82.3% of our student body are reading within one grade level. As well, 89% of our grade 8's are reading within one year of grade level when transitioning to high school. It is our hope this will positively impact high school completion rates of our students.

Action

- Numeracy:
 - Strengthen PAT Analysis by sending 4 teachers to analysis training on November 29th.
 - Implement six numeracy PD sessions with Shari Jensen - differentiated for each teacher based on the needs of their students.
 - Participating in three district wide numeracy PD sessions with teachers from around the district.
 - When planning staffing for this school year, a key person was identified at each grade level to ensure consistency of math implementation.

- o Continue Mindful Math with grades 1 and 2. The Mindful Math curriculum incorporates focused math learning opportunities and many components within each unit. The activities are hands-on and minds-on, meaning students are actively working on math and engaging their minds. Mindful Math includes a variety of lessons and activities to help meet the needs of learners and their learning styles. Students will have many opportunities to learn and practice new strategies and develop math fluency through whole group warm-ups and lessons, mental math, journals, centers, games, and more.
- o Some staff continue to implement guided math groups to create engaging yet rigorous learning opportunities based on the work of Dr. Nicki Newton.
Enhance LAT focus on mathematics.

- Literacy:
 - o Updated LLI training for Literacy Coach to help assist all teachers.
 - o Three teachers participated in Right to Read training in the hopes that early identification and effective interventions can significantly reduce the severity of a child's reading difficulties..
 - o Enhance classroom libraries and home reading program.
 - o Continue with 6+1 Training at each staff development day with all levels.
 - o In grades K to 3, use the book *What Pet Should I Get* by Dr. Seuss, to complete a writing assignment, and assess students' writing using our school developed rubrics. This will take place biannually. Through this analysis we will be able to see growth in our students' writing skills as we put the 6 Traits into action.
 - o Continue implementation of 6 Traits for grades 4 through 8
 - Common assessment rubric being used to ensure common descriptors/strategies for 6 traits.
 - Implement common writing prompts to create student exemplars for each grade.
 - Meet as a group throughout the year to assess and discuss student writing pieces across the grades.
 - o Continuing the implementation of Precision Reading - a daily research based activity that quickly increases student's abilities in reading comprehension, word recognition and reading automaticity with grades 4-8.
 - o Create a Pyramid of Support for writing similar to that of reading to help identify students who require extra support.
- Continue with decreased class sizes for core subjects to allow for more successful and efficient instruction in grade 7 and 8.
- Timetable for middle school is built around teacher's strengths.
- Continue with smaller class sizes in grade 6 to help address the areas of concern. This decision was based on the best interests of the students.

District 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)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.	84.5	85.9	84.6	89.4	86.1

- **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)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.	79.9	81.6	75.4	85.5	73.0

District Performance Measures

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

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	79.0	94.0	97.3	96.1
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	94.1	95.0	94.9	95.0
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	86.4	96.7	96.8	100

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	89.5	94.0	94.5	90.9
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	81.5	85.0	89.0	84.4
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	95.5	96.7	93.6	100

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	89.5	94.0	90.4	94.8
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	81.5	85.0	85.3	85.8
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	95.5	93.3	90.3	100

Comment on Results: Analysis and Action

Analysis

- Both parents and students feel that they are connected and have a sense of belonging at school. There was an increase in both of these areas.
- 90.9% of parents surveyed believe that their child feels safe, cared for and supported when at school.
- Over 95% of all stakeholders feel they are learning in ways that are meaningful and appropriate.

Action

- 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 (Comic Club, Athletics, Student Ambassadors, Intramurals) to help students establish a sense of belonging in the school.
- Received a grant for \$75 000 from the Alberta Government Nutrition Program
 - Students are provided with daily snacks, milk twice a week, and a hot lunch once a month
- Continue the implementation of Mental Health lessons and Health and Lifestyle Curriculum
 - Continue to keep Health separated on schedules to proactively teach lessons focused on mental health.
 - Incorporate the 100 Days of Educational NeuroScience lessons from the book *Eyes are Never Quiet* (author, Lori Desautels) to help teach brained aligned content for engagement, relationship, and regulation. Various lessons will be modelled during staff meetings throughout the year.
- A mental health therapist will be starting half time in January 2020. The Sunshine Circle will be starting December 2019.
- Through the work of the CLW, reducing barriers by providing transportation and advocacy for families to attend specialist appointments (doctor, psychiatry, psychologist, etc.).
- CLW running 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 room.
- Through consultation with Wanda Christensen, build behaviour support strategies for students who are struggling.
- Actively utilize the Step Up Fund and Crossroads Church to help support students and families in need.
- Increase the usage of the Backpack Program to now support 29 families in our school.
- Ensure families are included in student programming to build a unified approach to ensure success.
 - Offer a Circle of Security Parenting group for families interested. It is a program based on research about how secure parent/child relationships can be developed and strengthened. This focuses on attachment issues that many of our students struggle with.
 - Offer Active Parenting Canada group for parents with children ages 5-12. Six weeks of parenting strategies and support in sequence of the Circle of Security Parenting Group.
- Foster working and effective relationships with outside agencies in their support of the school such as: Child and Family Services, Catholic Social Services, Women's Outreach, Mustard Seed, Big Brothers Big Sisters, 49th St. Youth Shelter, CrossRoads Church, Red Deer Native Friendship Society, Children's Mental Health, Vantage Community Services, Family Support for Children with Disabilities, Family and Community Support Services and Central Alberta Refugee Effort.

District 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 at elementary and middle schools have a strong foundation in literacy and numeracy.
- 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

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.5	64.55	60.5	70.0	65.0
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.7	12.1	3.9	11.4	9.2

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

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.6	83.5	75.1	86.1	80.1

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

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.	87.4	91.2	91.7	85.7	85.6

- **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)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.	79.9	79.8	70.4	83.6	70.2

District 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).	5
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children will be prepared for the next grade level.	89.5	92.0	91.8	93.5
Overall percentage of students who feel they will be prepared for the next grade level.	90.8	91.7	95.6	90.8
Overall percentage of teachers who feel the students will be prepared for the next grade level.	77.3	93.3	83.9	77.1

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children will complete high school.	100	96.0	98.6	96.1
Overall percentage of students who feel they will complete high school.	96.6	94.2	99.3	95.0
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	95.5	100	100	100

Comment on Results: Analysis and Action

Analysis

- 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.
- 89% of our grade 8's are reading within one year of grade level when transitioning to high school.
- Keeping in mind the diversity of our students, over 96% of stakeholders surveyed believed our students would graduate from high school.
- Over the last five years, the number of students achieving the acceptable standard on the PAT increased from 39.5% to 65%.

Current

- Promote the Seven Strengths within the school.
 - Bought bracelets for grades 1 to 4 instead of ribbons to allow for students to wear their award throughout the year.
 - Award a Red Deer Rebel Student of the Month for a student in grade five through eight that exhibits the strength featured that month.
 - Student receives a visit from one or more Red Deer Rebels as well as tickets to a game.
- The philosophy of Lori Desautles, *Eyes are Never Quiet* is implemented throughout the school.
 - Helping staff understand how traumatic experiences affect the way children learn, as well as how to help students regulate and prime them for learning.

- Host *Donut Drop-In* before school began in August allowing students to see their classroom prior to the first day to help reduce anxiety.
- Students attended a performance of *Twinings: Songs and Dances from the Third World* at Red Deer College as part of Alberta Cultural Days.
- Students will have the opportunity to participate in Christmas at the Dawe. Thanks to private funding, students will be able to take part in all activities free of charge.
- Continue with the annual Secret Sale where students have the opportunity to purchase gifts and wrap them for Christmas.
- Continue to encourage the positive relationship between the school and the RCMP School Liaison Officer through class presentations, patroller meetings, assembly participation, and career choices discussions.
- Promote various community events that help support our children such as Christmas Wish Breakfast and Christmas Bureau.
- Over 20 students participated in the *Community Leaders Program* at Tim Horton's Ranch in Kananaskis.
- Jackie Tomalty, from AHS, is looking at implementing an after school cooking class for families to enhance healthy choices in the homes of our students.
 - If cooking equipment is required, we will work with Mission Thrift Store and CrossRoads Church to ensure it is provided for the families (eg: crock pot).
- The entire staff is trained in Hour Zero modules to ensure the safety of our students.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

Analysis

- FNMI population has increased from 38 to 45.

Current

- Meet with Hayley Christensen to discuss the focus of the District and how we can implement it at a school level.
 - Arrange for PD opportunities for staff.
- Arrange mentors for our FNMI students. Glen Manyluk visits Dawe to spend time with FNMI students.
- Encourage staff to access the FNMI classroom resources provided by the district.
- Arrange wrap-around services for FNMI students to ensure the student is supported both at school and at home.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of G.H. 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 26th meeting of the School Council
- The School Results Report is posted on the school website at: <https://ghdawe.rdpsd.ab.ca>



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