

ANNUAL RESULTS REPORT



2023-2024

TOGETHER - MAKING A DIFFERENCE

INTRODUCTION – A Lesson from an Admiral

I can confidently say that we are, in so many ways, a good school striving toward becoming great. The title of the classic book by Jim Collins, Good to Great, encapsulates this desire. In the book, Collins captures the common characteristics of those organizations that achieved and maintained greatness over the long term.

One of the observations Jim Collins made was that great companies confront the brutal realities that most would rather gloss over or avoid, and yet never lose faith and maintain an unwavering belief that with hard work, things can always improve. In the book, this was dubbed the Stockdale Paradox.

The name refers to Admiral Jim Stockdale, who was the highest-ranking United States military officer in the “Hanoi Hilton” prisoner-of-war camp during the height of the Vietnam War. Tortured over twenty times during his eight-year imprisonment from 1965 to 1973, Stockdale lived out the war without any prisoner’s rights, no set release date, and no certainty as to whether he would even survive to see his family again. ...

Jim Collins recounts his conversation with Admiral Stockdale: “I never lost faith in the end of the story,” he said, when I asked him. “I never doubted not only that I would get out, but also that I would prevail in the end and turn the experience into the defining event of my life, which, in retrospect, I would not trade.”

I didn’t say anything for many minutes, and we continued the slow walk toward the faculty club, Stockdale limping and arc-swinging his stiff leg that had never fully recovered from repeated torture. Finally, after about a hundred meters of silence, I asked, “Who didn’t make it out?”

“Oh, that’s easy,” he said. “The optimists.”

“The optimists? I don’t understand,” I said, now completely confused, given what he’d said a hundred meters earlier.

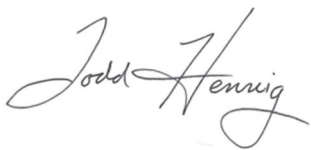
“The optimists. Oh, they were the ones who said, ‘We’re going to be out by Christmas.’ And Christmas would come, and Christmas would go. Then they’d say, ‘We’re going to be out by Easter.’ And Easter would come, and Easter would go. And then Thanksgiving, and then it would be Christmas again. And they died of a broken heart.”

Another long pause, and more walking. Then he turned to me and said, “This is a very important lesson. You must never confuse faith that you will prevail in the end—which you can never afford to lose—with the discipline to confront the most brutal facts of your current reality, whatever they might be.”

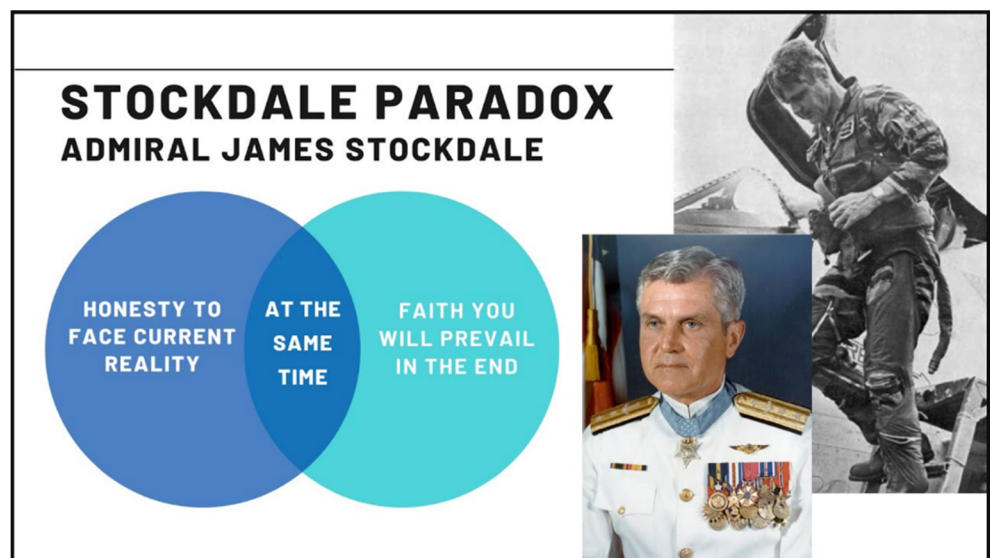
Please do not take from this story that I am comparing our school to a Vietnamese Prisoner of War camp! We do, however, face challenges and complexity that can at times seem overwhelming with no clear or quick solutions.

As we look at the results recorded in this report, there are many things to celebrate – progress being made in important areas as well as amazing families and student working together with dedicated, caring and professional staff. And there are also some realities we need to face, areas that still require significant work and improvement. We do that work with the confidence that solid planning enacted by a dedicated team will have the positive effects we are seeking. When we see all of this, both the beautiful and the brutal, as opportunity for growth, I am confident we will continue to walk the road toward greatness as a school.

Thank you, because by reading this report, you are joining us in the journey!



Todd Hennig,
Principal



Quote taken from Good to Great by Jim Collins, Harper Collins 2001. Pages 84-85

SCHOOL PROFILE – 2023-2024

Principal: Todd Hennig

Address: #28 – 53222 Range Road 272
Spruce Grove, Alberta T7X 3X6

Phone Number: 780-962-8121

Grades Offered: Kindergarten – Grade 6. Note that this is the first year we have offered grade 6.

Enrollment: Total 172 (165.5 FTE)

- **Kindergarten:** 13
- **Grade 1:** 23
- **Grade 2:** 24
- **Grade 3:** 25
- **Grade 4:** 29
- **Grade 5:** 27
- **Grade 6:** 31 (this is the first year we reintroduced grade 6)

Number of Certificated Teachers: 9 (8.3 FTE)

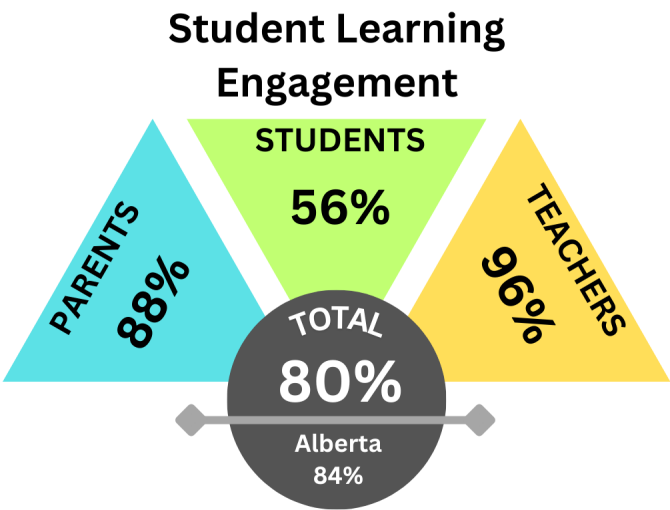
Number of Support Staff: 10 (8.7 FTE)



STUDENT, PARENT AND TEACHER SATISFACTION

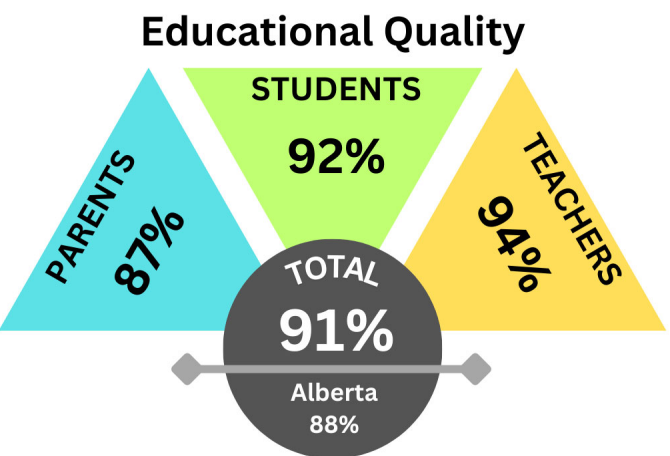
Our student, parent and teacher satisfaction is measured through Alberta Education’s Assurance Measures Report, which surveys all teachers, grade 4, 5 and 6 students, and parents. This year we had 17 parents respond, compared to 10 parents the year before, and 5 parents the year before that, so we are pleased to have more parent voice reflected in these results. At the same time, we recognize that the 17 parents who responded are a small portion of our parent population; therefore, the results should be considered with an understanding that the sample size may not be large enough to accurately reflect the larger parent perspective. This was also the first year our school had grade 6 students.

The Alberta Education “Report Card” measures satisfaction in six main areas of school quality, each of which is reported below. The graphics on the left show the composite results of all questions asked on the survey and the comments on the right dig into some of the results of specific questions asked on the survey.



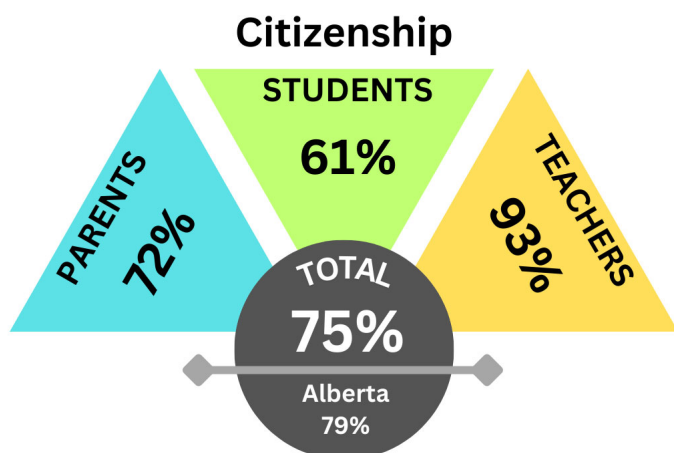
A Closer Look at Student Learning Engagement

- Parents are confident that their children are learning useful skills, with a bit more confidence in Math than Language Arts (94% to 88%)
- Students report enjoying Math more the Language Arts (61% to 51%)



A Closer Look at Educational Quality

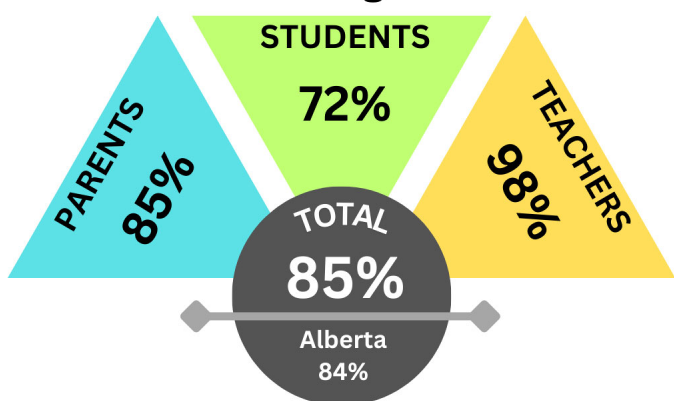
- This is an area of strength.
- 24% of parents are satisfied and 71% of parents are very satisfied with the quality of teaching at the school, which is an improvement over the past year.
- 22% of teachers are satisfied and 78% or teachers are very satisfied with the quality of teaching at the school as well, again an improvement over the past year.
- 92% of students report that the teachers and school are good or very good.



A Closer Look at Citizenship

- The gap between teacher, parent and student perceptions of citizenship are widening as compared to previous years.
- While parents feel their students are encouraged to do their best (100%) and are willing to help each other (82%), most feel that students don't follow the rules (47%) or respect each other (53%). This is a significant drop from previous years. Only 25% of parents feel that students take responsibility for their actions.
- Students agree with their parents that they are encouraged to do their best (85%) but that they don't respect each other or follow the rules (52% and 45%)
- Only 67% of teachers feel that students are encouraged to be involved in activities that help the community. This is an opportunity.

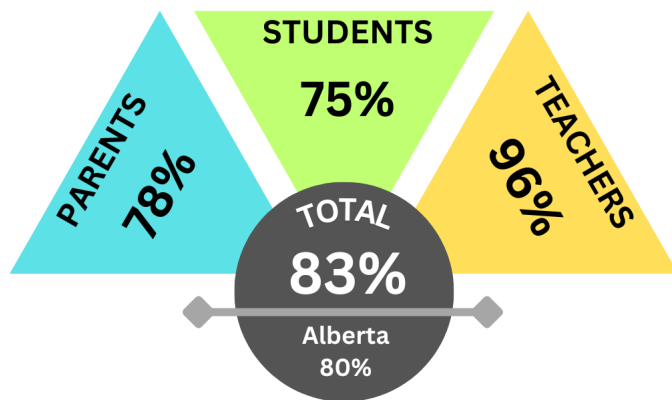
Welcoming, Caring, Respectful and Safe Learning Environment



A Closer Look at WCRSLE

- These results are solid, but show a declining level of satisfaction over the last three years for parents and students.
- Just as in the Citizenship Category, student behaviour is a concern for parents, but 100% of parents see children are treated fairly by adults at school, are safe at school and are cared for by the teachers at school. This is a strength.
- 94% of parents feel the school is a welcoming place to be, a 4% increase from the previous year.
- 12% of students do not feel safe at school and only 4% do not feel cared for by teachers.

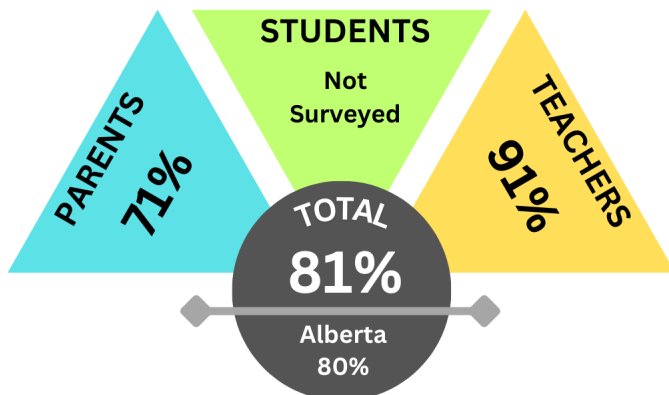
Access to Supports and Services



A Closer Look at Supports and Services

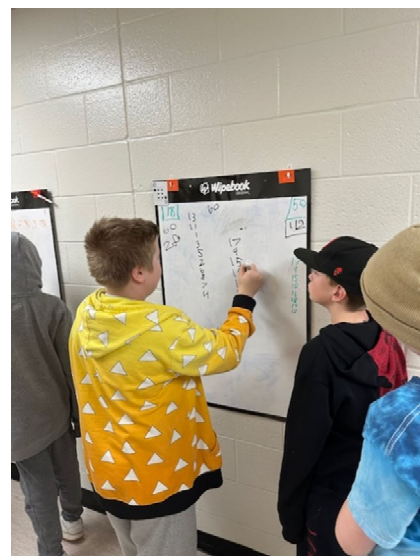
- Parents generally feel their students can receive the support they need for school work, from teachers and programs (88%-94%)
- 12% of parents do not feel students can get help for non-school needs, and 35% do not know if there are supports. This is an opportunity.
- 82% of students feel that their teachers are available to help them.
- 23% of students do not know if they can get help at school with problems that are not related to school work. This is an opportunity.

Parental Involvement



A Closer Look at Parental Involvement

- Parent satisfaction in this area improved over last year, from 64% to 71%.
- Parents are more satisfied with the input they have in their child's education (82%) than in the decisions at the school (65%).



PROVINCIAL ACHIEVEMENT TEST (PAT) RESULTS

This was the first year our school reintroduced a grade 6 program, so it is the first year our students wrote Provincial Achievement Tests. Because of the introduction of the new curriculum in ELA and Math, students were only required to write PATs in Social Studies and Science. Next year, they will write in all four core subjects. Also, it is important to acknowledge that we had all of our students write the PAT exams, including those on IEPs.

	Social Studies ----- Acceptable Standard	Social Studies ----- Standard of Excellence	Science ----- Acceptable Standard	Science ----- Standard of Excellence
School	45%	0%	55%	3%
Province	69%	20%	69%	25%

Analysis: Clearly, our results in this first year are less than we had hoped they would be, both in the percentage of students who met the Acceptable Standard and those who met and the Standard of Excellence. This is an area of concern that needs to be addressed. Teachers will be doing a thorough analysis of the areas that were weakest and will be adjusting instruction accordingly in the coming year. We are confident that with this work and with our strong teaching team, we will see improvements moving forward.



LITERACY RESULTS

Reading: At the beginning of the year, 59% of students were reading at grade level. By the end of the year, 70% were at grade level.

Writing: At the beginning of the year, 75% of students were meeting grade level expectations in writing. At the end of the year, 78% were at grade level.

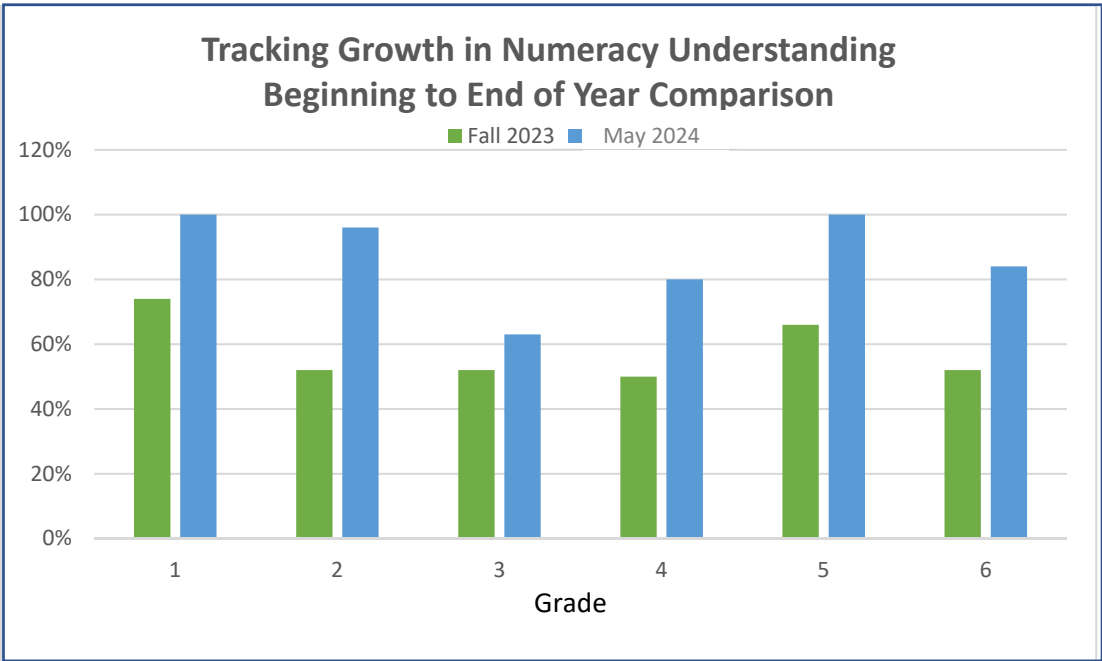
For a detailed breakdown of reading results by grade, see the table below:

Grade	Our School – Beginning of the Year ----- At Grade Level	School Division – Beginning of the Year ----- At Grade Level	Our School – End of the Year ----- At Grade Level	School Division – End of the Year ----- At Grade Level
1	80%	39%	64%	67%
2	65%	48%	78%	71%
3	50%	59%	50%	76%
4	62%	60%	77%	72%
5	72%	65%	65%	67%
6	77%	66%	81%	72%

Analysis: While overall, we see a trend that fewer students are at risk in reading and writing at the end of the year, we notice that this trend is not consistent through the grades. A deeper analysis of the data also shows that in all grades from 3 to 6, more students were excelling at reading by the end of the year, with increases between 2% and 14%. In summary, our literacy program is showing positive results for our students with fewer students at risk at the end of the year and more students achieving mastery, but there is also much work still to be done.

NUMERACY RESULTS

One way we measure student success in numeracy understanding is by having students complete a standardized test at the beginning of the year and then giving the same test at the end of the year. The chart below shows the comparison of students who achieved grade level expectations at the beginning and their growth as compared to broad samples across the province at the end of the year.



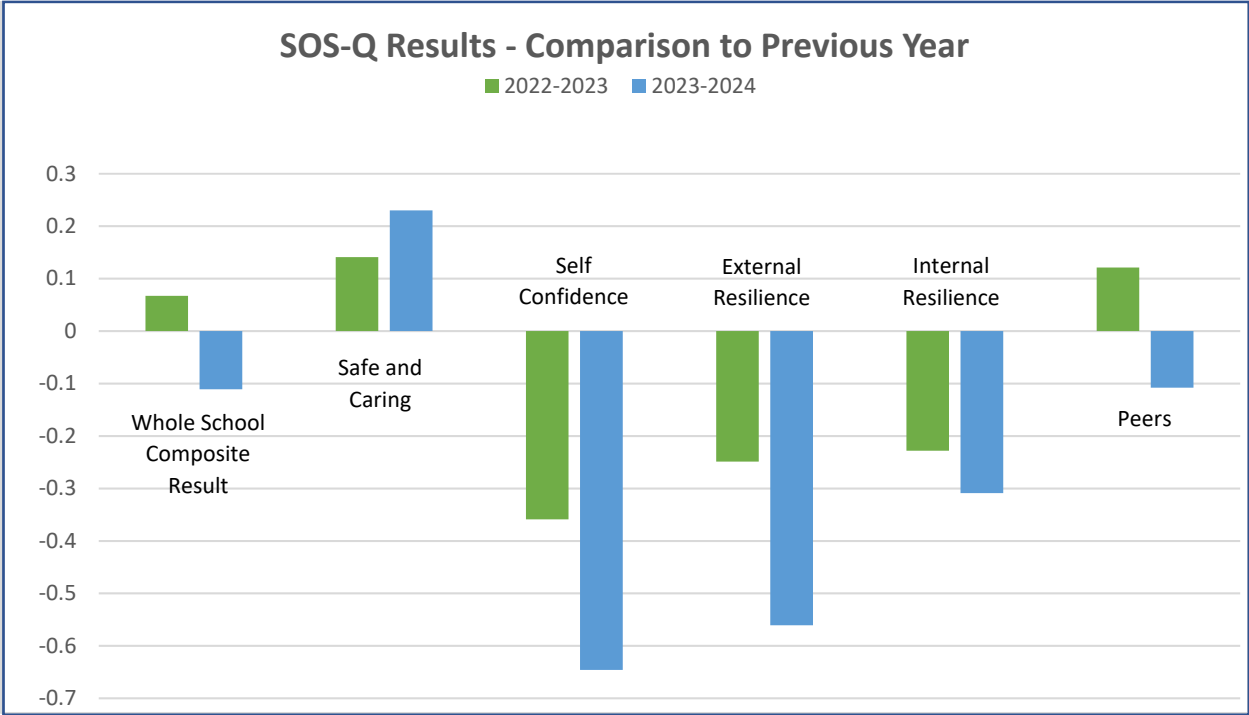
Another measure that is helpful is tracking the number of students who are identified as needing intervention due to COVID learning loss. At the beginning of the year, we had 42 students identified as learning loss students. At the end of the year, we had 34 students identified as learning loss students. We were one of only five schools in the division (21 schools) who had fewer identified students at the end of the year.

Of those students, 14 of them closed their learning gap by two months, six of them closed their learning gap by six months and two of them closed their learning gap by nine months.

Analysis: The work we have done in supporting numeracy instruction is showing in the results presented above. Across the board, student are making progress in their numeracy understanding, and many of those below grade level are making significant progress. We however still have much work to do to support numeracy learning for all.

STUDENT WELLBEING RESULTS

One of the objective measures our school uses to determine the wellbeing of our students is the School Orientation to School Questionnaire (SOS-Q). The SOS-Q is a measure of the student’s perceptions of their own self-confidence and resilience, as well as how they perceive their school and peers. This is the second year Parkland Village School had students (grade 4 and up) complete the survey. The chart below shows our current results (in blue) as compared to the first-year results (in green). “0” is the average student’s response across the country.



Analysis: The results we see are consistent with some of the trends we have reported in the satisfaction survey results earlier in this report. Overall, our students reported a decline in wellness as compared to the previous year. The one exception was in the area of seeing school as a safe and caring place, which is both stronger than the previous year and stronger than the national average.

SUMMARY OF LEARNINGS

Celebrations:

- We can celebrate that our school is recognized for being caring and supportive of students.
- We can celebrate that our entire school community – parents, students and teachers – recognize that our school offers a high quality of education.
- We can celebrate the progress we have made in helping students move forward in the areas of literacy and numeracy.
- We can celebrate that parents see that our school is a welcoming place to be.
- We can celebrate that the level of satisfaction with parental involvement in the school has improved.

Opportunities:

- We recognize that there is still much work to do to help all students progress in literacy and numeracy skills.
- Multiple measures show that we have a need and opportunity to build a positive culture of student respect in our school.
- We have an opportunity to design more experiences that have students serve our community.
- We have an opportunity to better communicate the supports we have available to students, especially helping them with non-academic concerns.
- We have a need and opportunity to focus on grade 6 programming, striving for improved results in future PATS, both in the number of students achieving the Acceptable Standard and those achieving the Standard of Excellence.

