



# School Results Report

2020/2021

Annie L. Gaetz School



# The Year in Review

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School Administration  
Principal: Larry Hartel  
Vice Principal: Deanne Good

## School Profile:

Annie L. Gaetz is a K-5 school with a school population of about 240 students. Our population includes students from Morrisroe as well as Deer Park. About one quarter of students are from out of our attendance area. Our school focus is on increasing academics through Collaborate Response Meetings as well as Fine Arts.

Anticipated Student Enrolment: 240

Anticipated Staff Profile:

- 16 Teachers ( 12.5 FTE)
- 8 Classified Staff (6.25 FTE)
- 2 Facility Services Staff (1.5 FTE)
- **26 Total Staff**

## Vision, Mission, Beliefs:

In a place where children count, we will develop responsibility, self-esteem and academic excellence.

Annie L. Gaetz is committed to providing the best possible education to all students. Annie L. Gaetz School- a place where children count.

## School Education Plan Development and Communication:

The Annie L. Gaetz School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Annie L. Gaetz School Education Plan is available at the school and is posted on our website at: <http://algaetz.rdpsd.ab.ca>

# Alberta Education Assurance Measures: Overall Summary

## Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 4436 Annie L. Gaetz School



Assurance Domain	Measure	Annie L. Gaetz 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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	82.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	88.7	87.9	87.5	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	95.4	95.9	95.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	92.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	91.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	86.8	83.4	81.9	79.5	81.8	81.4	n/a	n/a	n/a

## Division Goal

# Literacy and Numeracy

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

## Outcomes

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

## Division Performance Measures

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

Number of Students	Students reading within one year of Grade Level	Percentage
31	20	64.51

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

Number of Students	Students reading within one year of Grade Level	Percentage
35	28	80

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

Number of Students	Students reading within one year of Grade Level	Percentage
44	39	88.64

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

Number of Students	Students reading within one year of Grade Level	Percentage
37	34	91.89

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

Number of Students	Students reading within one year of Grade Level	Percentage
50	49	98

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to read and write what is expected in school.	89.3	77.4	80.4	N/A	100
Overall percentage of students who feel they are able to read and write what is expected of them in school.	83.2	97.0	94.1	N/A	100
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.3	100	100	N/A	95.74

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	92.9	84.9	87.0	N/A	100
Overall percentage of students who feel they are able to understand and work with numbers in school.	78.5	94.0	94.1	N/A	90.43
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.3	89.5	100	N/A	100

**Anecdotal Results, Analysis and Action**

- ALG will continue implementation of the District’s Literacy Framework, with a focus on Fountas & Pinnell Benchmarking and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension.
- Continue to build staff capacity and consistency in the use of literacy resources available in the school.
- Explore the use of guided reading resources containing First Nations, Métis and Inuit perspectives.
- Further integrate the Arts within all curriculum areas including Art Learning Journals.
- Create school wide math and literacy blocks to support all learners.
- Explore and implement opportunities for increased parental involvement to support literacy in the home.
- Continue to have a Language Arts lead teacher in the school
- Support the Math lead teacher as they lead our school with the implementation of the Math Steering Committee and sub-committees to improve teacher efficacy and instruction of Math in the school.
- Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset.
- Refine and continue the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-5 are benchmarked and the data is individually recorded for instructional planning purposes.

## Division Goal

# **Equity**

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

## Outcomes

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

## Alberta Education Performance Measures

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.5	93.8	78.9	91.6	94.0

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.9	90.9	80.0	86.5	88.5

## Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	96.4	98.1	92.4	N/A	100
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	92.5	98.0	96.0	N/A	98.94
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	84.6	94.7	95.2	N/A	100

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	92.9	90.6	95.7	N/A	100
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	89.7	93.0	97.0	N/A	93.62
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100	100	N/A	100

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	92.3	90.6	94.6	N/A	100
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	89.7	97.0	95.1	N/A	94.68
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	100	100	N/A	100

### Anecdotal Results, Analysis and Action

- Equitably allocate staff and resources.
- Enhance and support ease of access for families.
- Use our learning team time to identify and track at risk students using the "Valuing Mental Health" plan.
- Implement the universal approach to the delivery of the Health and Life Skills curriculum.
- Continue to implement the district-wide Comprehensive School Health model.
- Continue the Supports for Students model using the school based learning team.
- Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners.
- Build capacity with staff to use CRM to create solid universal supports..

## Division Goal

# **Student Success And Completion**

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

## Outcomes

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

## Alberta Education Performance Measures

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.4	93.1	81.5	87.9	88.7

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	85	90.5	78.1	86.7	79.2

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.5	97	82.4	92.1	90.8

## Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	3
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will be prepared for the next grade level.	91.1	88.7	88.0	N/A	100
Overall percentage of students who feel they will be prepared for the next grade level.	89.7	97.0	98.0	N/A	92.55
Overall percentage of teachers who feel the students will be prepared for the next grade level.	92.3	89.5	100	N/A	100

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will complete high school.	100	100	98.9	N/A	100
Overall percentage of students who feel they will complete high school.	89.7	100	98.0	N/A	96.81
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	92.3	100	100	N/A	100

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

Performance Measure	Results (in percentages)
	2020-2021
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	100
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	87.23
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	100

### Anecdotal Results, Analysis and Action

- Utilize the CRM to focus on improving attendance for identified students.
- Refine school wide practices for successful transitions between grades.
- Monitor and respond to student progress throughout each reporting period.
- Provide transition support for First Nations, Métis, and Inuit students.
- Develop common practices to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness.
- Develop common practices to create learning environments that focus on exploration, play, and inquiry.
- Highlight and promote the character education programming in the school, using the 7 Teachings of the Grandfathers and the new values established by the board.

## Division Goal

# *Success for First Nations, Métis and Inuit students*

## Outcome

- FNMI Students are engaged in learning.

## Anecdotal Results, Analysis and Action

- Provide transition support for First Nations, Métis, and Inuit students.
- Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners.
- Explore the use of guided reading resources containing First Nations, Métis and Inuit perspectives.
- Highlight and promote the character education programming in the school, using the 7 Teachings of the Grandfathers

## Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Annie L. Gaetz**.

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 **October, 2021** meeting of the School Council
- The Annie L Gaetz School School Results Report is posted on our website at:  
<http://algaetz.rdpsd.ab.ca>



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