



School Results Report

2023-2024 School Year

G.W. Smith School



The Year in Review

Fast Facts:

G.W. Smith School
17 Springfield Avenue
403-346-3838
www.rdpsd.ab.ca/gwsmith

Principal: Jason Moline
Vice-Principal: Leah Deschenes

Student Profile:

- Pre-Kindergarten: 24
- Kindergarten: 30
- Grade 1: 37
- Grade 2: 38
- Grade 3: 39
- Grade 4: 40
- Grade 5: 42
- Total Student Population: 250
- EAL Students: 37
- First Nations; Métis; Inuit Students: 15

Staff Profile:

- Teachers: 14
- Classified Staff: 6
- Facility Services Staff: 2
- Total Staff: 22

New Directions:

Providing parents and staff a clear plan for increasing Literacy and Numeracy results at GW Smith while implementing the new Numeracy, Literacy and Wellness curricula We will continue to develop our reading and writing program through UFLI, and GW Smith will also be creating more Financial Numeracy in all of our classes.

Increasing understanding of student mental health and professional development and strategies to support students will be a priority. We will continue to highlight kindness and cultivate a culture of respect by addressing bullying and building on students' social skills through our P.R.I.D.E. character education program, as well as the district values initiative.

Opportunities and Challenges:

Leveraging the opportunity to infuse technology and 21st Century learning into our daily work following a global pandemic while focussing on the new curriculum while identifying and reducing the gaps from the pandemic.

Continued focus on communication and partnership with parents and our community continues to be both an essential opportunity and challenge.

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 Assurance Measures: Overall Summary

GOVERNMENT

Required Alberta Education Assurance Measures - Overall Summary

Spring 2024

School: 4442 George Wilbert Smith School

Assurance Domain	Measure	George Wilbert Smith 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	Student Learning Engagement	85.3	86.1	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.2	91.5	91.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	92.3	92.8	94.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	92.9	93.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	88.6	90.1	90.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.1	87.5	83.9	79.5	79.1	78.9	High	Maintained	Good

<<REPLACE GRAPHIC ABOVE WITH YOUR SCHOOL'S ASSURANCE MEASURES EAL SUMMARY, AVAILABLE ON THE EXTRANET>>

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.

Alberta Education Performance Measures

Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **39**
- Grade 2: **38**
- Grade 3: **41**

Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **12 (Literacy) 7 (Numeracy)**
- Grade 2: **12 (Literacy) 11 (Numeracy)**
- Grade 3: **8 (Literacy) 5 (Numeracy)**

Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: **7 (Literacy) 6 (Numeracy)**
- Grade 2: **9 (Literacy) 10 (Numeracy)**
- Grade 3: **8 (Literacy) 4 (Numeracy)**

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
40	30	75.00

- **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
39	28	71.79

- **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
27	23	85.19

- **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
24	19	79.17

- **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
45	34	75.56

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	82.26	78.4	90.5	92.3
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	80.22	88.9	90.2	90
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	100	100	90

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	91.94	83.8	92.9	92.3
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	87.91	86.1	90.2	90

Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	92.86	100	100	90
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Anecdotal Results, Analysis and Action

Anecdotal Results:

- There is another 1.8% rise in the assurance that parents have around Literacy, and a maintaining assurance of 92% in Numeracy which is a great result and was a focus last year for our school.
- *Alberta Education Accountability Pillar* reports Program of Studies and Education Quality measures as overall “Good” for G.W. Smith School with an increase from 93% to 94.2% which is still well above the provincial average of 89%

Analysis:

- A great deal of the messaging from both the government, RDPSD and GW Smith School is being responsive to the significant gaps in student achievement and we are seeing an improvement as parents know we are successfully narrowing this gap.

Action:

- This year our school and RDPSD introduced the UFLI program. The program focuses on literacy as a process, and a belief that all children can learn to read and write well.
- Continued our formative writing assessments using both the HLAT and UFLI programs
- We will continue to work with our school and district prioritized math outcomes and financial literacy to improve learning and interventions for our students using the government assessments as a formative assessment tool for math.
- Our staff are currently implementing the new Alberta curriculum, so there has been a great deal of new learning and work in that area as well.

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	95.4	92.7	96.1	92.4	91.6

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	93.4	82.7	87.5	90.9	76.4

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	95.16	97.3	90.5	76.9
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	92.31	97.2	95.1	97.5
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	100	100	100	100

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	90.32	94.6	90.5	76.9
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	91.21	88.9	85.4	80
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	100	100	100	100

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	90.32	91.9	85.7	61.5
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	86.81	88.9	90.2	80
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	92.86	100	100	90

Anecdotal Results, Analysis and Action

Anecdotal Results:

- There is a significant dip in the parent assurance in the areas of meaningful learning, caring and connectedness as well as a sense of belonging. This is concerning, as there seems to be a disconnect between what the parents responded and how the students responded.

Analysis:

- The Learning Support Team met weekly to discuss students that required targeted support or access to services. These meetings were also attended/supported by a Central Services Coordinator. All classroom teachers met with the team at least once during the year.
- This year, classroom teachers continued to provide integrated health instruction supported by School Administration, the Learning Assistance Teacher, and our Community Liaison Worker. The focus was on opportunities for students to learn essential well-being concepts while focussing on mental health. There was continuous communication to families about our programs and efforts.

Action:

- We will continue to message to families the work that is ongoing to inform families of the areas that they may not be aware of.
- We will continue to focus on the new curriculum with Literacy, Numeracy, and staff and student wellness.

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.9	91.5	90.6	91.5	85.3

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	81.3	80	76.9	72.7	73.3

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	85.5	85.4	89.6	85.9	87.9

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).	1
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	95.16	94.6	90.5	92.3
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	85.71	86.1	90.2	90
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	92.86	100	86.7	90

● **Survey result scores for perceived high school graduation by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	98.39	100	92.9	100
Overall percentage of students who feel they will complete high school.	N/A	92.31	97.2	92.7	100
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	N/A	100	100	100	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	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	82.26	81.0	73.8	53.9
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	70.33	69.4	78.0	80
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	78.57	87.5	100	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- *Alberta Education Accountability Pillar* reports Citizenship measures as overall "excellent" for G.W. Smith School.
- A small rise in the assurance that students are taught attitudes & behaviour that make them successful when they finish school. It was an area we had seen a decrease the last two years, but has risen this year.
- The numbers have significantly dropped that parents hear about the division's core values, but we have increased where the students hear about the district values. We continue to focus on our Lion's Pride character Education program as well.

Analysis:

- We continued to support families struggling with attendance issues – involvement with the Community Liaison Worker, parent meetings, financial support for busing, and ESL support.

Action:

- GW will continue to build on the increase in the percentage of students who feel they hear about the RDPSD Values for Learning and Life and work harder to bring the message to our families.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- First Nations students participated in supporting and maintaining “The Village” located in the school’s Learning Commons.
- Classroom teachers invited District coordinators to provide sessions for the whole class.
- Our staff and Community Liaison Worker provided special cultural activities during our Lion’s Pride Clubs and recess breaks; they also provided individualized support when needed.
- Additional school support was provided by the Central Services Team (Hayley Christen and Terry Lakey).
- Continued focus on fostering a school-wide practice of celebrating differences and promoting inclusion and exploring ways to ensure that students develop a sense of belonging and have a quality learning experience.
- We will continue to enhance our school with murals, literature and visibility.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **GW Smith 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 **October 15, 2024** meeting of the School Council
- The School Results Report is posted on the school website at: rdpsd.ab.ca/gwsmith



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