

The Year in Review

Fast Facts:

G.H. Dawe School
100 – 56 Holt Street
Red Deer, Alberta T4N-6A6
Phone: (403) 343-3288
Fax: (403) 342-4268
Website: <http://ghdawe.rdpsd.ab.ca/>

Principal: Sue Carmichael
Vice Principal: Aaron Langstraat

Student Profile:

- Pre-kindergarten = 31
- Kindergarten = 44
- Grade 1 = 42
- Grade 2 = 35
- Grade 3 = 43
- Grade 4 = 41
- Grade 5 = 34
- Grade 6 = 36
- Grade 7 = 31
- Grade 8 = 36
- Foundations = 15
- Total Students = 373
- ESL Students = 45
- FNMI Students = 47

Staff Profile:

- 23 Teachers = 20.4 FTE
- 15 Classified Staff = 13.9 FTE
- 2 Facility Services Staff = 1.5 FTE
- 40 Total Staff = 35.8 FTE

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

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 relational mindset
- Develop strategies to increase student engagement so students are college or job ready when they complete High School

A Year of Success:

G.H. Dawe School continues to provide high quality learning opportunities for students. We are proud of the achievements of our students and of the learning opportunities provided for them.

Mission and Vision

Mission – In order to prepare our students to be successful, we will deliver a high quality curriculum designed to meet individual academic and social needs. We will seek to expand and deepen the relationships between staff, students, families, and the broader community.

Vision – We believe all students can develop a healthy and positive vision of success for the future and become productive, responsible citizens through academic and character education.

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2016
 School: 4455 G H Dawe Community School



Measure Category	Measure Category Evaluation	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	Good	Safe and Caring	85.9	84.5	83.2	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	79.8	79.9	75.7	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	94.0	92.1	88.9	90.1	89.5	89.5	Very High	Improved	Excellent
		Drop Out Rate	n/a	*	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	64.5	62.5	52.8	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	12.1	4.7	3.0	19.4	18.8	18.6	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	91.2	87.4	91.2	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	83.5	79.6	78.3	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.8	84.6	75.9	80.9	80.7	80.5	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	81.6	79.9	80.2	81.2	79.6	80.0	Very High	Maintained	Excellent

District Goal		
Literacy		
Outcome		
<ul style="list-style-type: none"> Each learner is a proficient reader and writer across the curriculum. Each learner is numerate. Each learner will discover, develop, and apply competencies across the curriculum. 		
District Performance Measures		
Measure Definition: Number of students who are more than 1.0 grade levels below through formal and informal assessment Source/Process: School based survey of teachers. Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate		
<ul style="list-style-type: none"> Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP) 		
Number of students	Students who are reading/writing within one year	Percentage
291	196	67%

District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally developed District Survey - Literacy Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Reading/Writing	84.87%	84.21%	95.45%
	Numeracy	79.83%	89.47%	95.45%
	Use	80.67%	89.47%	90.91%

Alberta Education Performance Measures					
<ul style="list-style-type: none"> Percentage of students who achieve the acceptable level on English Language Arts Provincial Achievement Tests. (AE) (*Standard achieved by students writing the test) 					
Performance Measure	2012	2013	2014	2015*	2016*
Gr. 6 ELA PAT	48.6	61.5	43.6	80.6	88.0

Comment on Results: Analysis and Action

Past Action

- Built a growth mindset in both staff and students to help students understand they are capable of achieving high standards
- Subject specific teachers for each discipline in Middle School
- Consistent benchmarking using Fountas and Pinnell and Mathematics Intervention/Programming Instrument
- Continued implementation of Daily 5 reading program (K-8) and Daily 3 math program
- Ongoing differentiated staff improvement groupings around Daily 5 and Daily 3 programs including teachers and EAs meeting one to two times a month
- Focused on writing at each grade level using the book resource *Notebook Know How; Strategies for the Writer's Notebook*
- Professional development dedicated to identifying Essential Outcomes that are transferable and meaningful for students
- Implemented intentional interventions based on Eric Jensen's work around *Engaging Students with Poverty in Mind*
- Piloted a working memory program with three teachers in their classrooms based on *The Great Memory Book*
- Expanded the Learning Commons area to include a technology focus and presentation area

Analysis

- ELA PAT Acceptable results increased 7.4% by students writing the test
- ELA PAT Standard of Excellence results increased 0.8% by students writing the test
- Math PAT Acceptable results increased 17.2% by students writing the test
- Math PAT Standard of Excellence results increased 8.8% by students writing the test
- Science PAT Acceptable results increased 2.6% by students writing the test
- Science PAT Standard of Excellence results increased 11.1% by students writing the test
- Social Studies PAT Acceptable results increased 34.8% by students writing the test
- Social Studies PAT Standard of Excellence results increased 20% by students writing the test
- Results on the accountability pillar represent a percentage based on the entire grade 6 population. Results displayed in this section are comparing the results based on the achievement of students actually writing the test. The 2015 student population writing the test was 96.9% of grade 6 and the 2016 student population writing the test was 80.6% of grade 6. This 17% variance was due to the large grade 6 population enrolled in our Foundations program that do not write PATs.

Current Action

- Dyad approach to teaching in grade 6
- Train staff that are not currently certified in Daily 5
- Fountas and Pinnell benchmarking and Math Intervention/Programming Instrument will be conducted a minimum of twice this year
- Literacy Coach (LC) position to support literacy interventions in grades 1 to 3
- LC to work with teachers shoulder-to-shoulder to embed support for excellent literacy instruction
- Meetings led by the LC where they share and assist in the implementation of the Big 5 Strategies (district literacy framework)
- Learning Assistance Teacher (LAT) focus on making sure every student is successful
- Weekly grade level RTI meetings and common preparation time to support literacy and to make sure all students are successful
- Continued implementation of the Pyramid of Supports through daily school wide RTI and intentional literacy interventions by LATs and LC
- Continued purchasing of books and resources based on student interest and reading level
- Focus on the *6+1 Traits of Writing* by Ruth Culham in elementary classrooms
- Continue with professional development dedicated to identifying Essential Outcomes that are transferable and meaningful for students
- Implement intentional strategies based on Eric Jensen's work around *Poor Students, Rich Teaching*
- Continue to implement *Mathematical Mindsets* (J. Boaler)
- Participate in the Chapters Adopt-A-School program

District Goal

Equity For All Students

Outcome

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Teacher and parent satisfaction with parental involvement in decisions about their child’s education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.7	60.2	83.1	84.6	85.8

- **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)				
	2012	2013	2014	2015	2016
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.	80.4	74.6	80.6	72.9	73.5

District Performance Measures

- **Survey results specific to inclusion for all students.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents, and staff based on the locally developed District Survey - Equity Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	94.12%	78.95%	86.36%
	Support	90.76%	73.68%	95.45%
	Well-Being	81.51%	89.47%	95.45%
	Connections	82.35%	78.95%	95.45%

Comment on Results: Analysis and Action

Past Action

- School Council purchased agendas for students to help with communication between school and home
- School Council provided financial support for the bus
- Accessed supports from Alberta School Council Association for the School Council
- All LAT and the majority of EA LAT time were in the morning when the majority of core was taught in both Elementary and Middle School
- Reassessed areas of need every two months with an adjustment of EA schedules if needed
- Weekly middle school teacher meetings identified areas of academic and behavioural needs
- Decreased class size by hiring a subject specific teacher for Middle School
- Used focused external electronic programs to engage and differentiate for Middle School students
- Community Liaison Worker (CLW) provided individual and group counselling, connected families with community supports, and provided mental health education to students
- Collaborated with community support groups to provide timely and appropriate services for students and staff. Services included Big Brothers and Big Sisters, To The Stars, District Services (behavioural and psychological assessments), Alberta Health Services, Dental Screening, Hope Mission, and CrossRoads Church

Analysis

- Parental completion of Accountability Pillar continues to increase; 2013 - 6 parents, 2014 - 22 parents, 2015 - 26 parents
- Doubled the number of option classes available to middle school students, including grade 6

Current Action

- Combined Fundraising and School Council committee positions
- CLW FTE maintained at full time
- Middle School Counsellor position added at 0.5 FTE
- Literacy Coach position added at 1.0 FTE
- Continued Dream Team Committee to provide services to at-risk students. Committee includes Admin, LAT, CLW, and Learning and Student Services representative
- Establish a Check-In Team (LAT, Literacy Coach, Admin.) meeting reviewing progress and areas where teachers may need support
- Monthly meeting with CLW, Counsellor, and Admin. to review student issues, areas of concern, and plans going forward
- Implement comprehensive diagnostic and recording system outlining student literacy in grades 1, 2, and 3
- Implement CLW/Counsellor recording tool to efficiently communicate student needs, situations, and issues
- Dedicated "Dragon Time" in Middle School each day to develop meaningful student-adult relationships and character education
- Implement mandatory grade 6 Band program
- Can we have some more money for band instruments please Mr. Henry and Mr. Erickson?
- Maintain a split class model for all grade 7 and 8 students to mix up student personalities and allow for greater differentiation
- Add more teacher FTE to our grade 6 Language Arts class (32 students)
- Plan for after school community programs (Kids in Action, Youth in Action, Cooking Club, and Music and Tutoring program)
- Integrate outside agencies, Alberta Health Services – School Health Facilitator (Jackie Tomalty) and School Based Prevention Counsellor Addictions Services (Rania Page) to provide resources for mental health issues. We are one of two schools that they are focused on this year
- Other outside agencies supporting the school such as Child and Family Services, Catholic Social Services, Women's Outreach, Hope Mission, CrossRoads Church, Red Deer Native Friendship Society, Children's Mental Health, Vantage Community Services, Family Support for Children with Disabilities, and Central Alberta Refugee Effort
- Proactively teach health lessons focused on mental health
- Three staff to undergo Violent Threat Risk Assessment Training with Kevin Cameron

District Goal

High School Completion and Transitions

Outcome

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers, and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measure

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

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.	71.9	71.5	68.2	64.5	70.6

- **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)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies.	77.1	60.8	58.3	58.7	69.3

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	15
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- **Survey results specific to high school completion and transitions.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents, and staff based on the locally develop District Survey - High School Completion and Transitions Rubric			
Source/Process	Survey Data – Students, Parents, Staff			
Data	Item	Students	Parents	Staff
	Competencies	87.39%	89.47%	81.82%
	Transitions	90.76%	89.47%	77.27%
	High School Completion	96.64%	100%	95.45%

- **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
291	1	0.34%	1	0.34%

Comment on Results: Analysis and Action

Past Action

- Alberta Health Services and our CLW taught wellness, healthy coping skills, addiction prevention, how to deal with conflict, and healthy relationships to our Middle School students
- Middle School students, especially students in our Leadership option, organized many school activities such as dances and fundraisers
- Provided leadership opportunities to students including school patrols, office assistants, recyclers, reading buddies, and the Dragon Tech Support crew
- Different supports and agencies were accessed like Big Brothers and Big Sisters, Boys and Girls Club, Family Enrichment Program, CARE, and our School Resource Officer
- Outside groups supported programs which include Kids in Action, Athletics, Cooking with Kids, and the Breakfast Program. Partners included Youth and Volunteer Center, Hope Mission, CrossRoads Church, Alberta Health Services, Cobs Bakery, and the Salvation Army
- Mentors from Big Brothers and Big Sisters, Hope Mission, and CrossRoads Church were matched with students to provide support and another caring adult relationship

Analysis

- Counselling time increased to 0.5 FTE
- There was a 10.6% increase in the number of parents who are satisfied with the opportunity for students to receive a broad program of studies
- There was a 6.1% increase in the number of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship
- Salvation Army Backpack Program provides 25 families with backpacks of food every Friday
- Breakfast Program serves between 100 to 125 students each morning, an increase of approximately 40 to 65 students per day over the previous year

Current Action

- Staff will implement strategies from Eric Jensen's book *Poor Students, Rich Teaching*
- Encourage staff to examine old mindsets and sculpt new ones, specifically a growth mindset
- Systematically incorporate the "Four Mindsets" outlined by Eric Jensen into Professional Development
- Added staff position to further develop the 7 Strengths curriculum
- Embedded in the timetable are character education classes focused on the 7 Strengths
- Continue to develop the 7 Strengths Program through staff sharing at meetings, discussing new resources, multimedia presentations, and dramatic skits
- Knighting ceremony for staff based on the 7 Strengths during school wide assemblies to reinforce the criteria for each strength
- Students to work towards earning 7 Strengths T-shirts

District Goal

Throughline Outcomes

Alberta Education Performance Measure

- Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	88.0	85.6	88.3	87.6	90.5

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

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
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.	75.1	69.4	75.8	69.0	80.0

Comment on Results: Analysis and Action

Past Action

- Hosted annual Back to School barbeque
- Held a community supper for grade 4 and 7 parents and their children. After supper, parents filled in the Accountability Pillar Survey while their children participated in a variety of activities
- All staff read *Engaging Students with Poverty in Mind* by Eric Jensen
- Held the second annual Secret Sale where students purchased and wrapped gifts for their families. All gifts for the sale were donated and all profits went towards "Tools for Schools – Africa"
- Held the third annual Christmas at the Dawe celebration on December 17th
- Students participated in a variety of charitable activities such as Anonymous Christmas Hampers and Toonies for Terry

Analysis

- Percentage of teachers, parents, and students satisfied with the overall quality of basic education is at 90.5%, a 5-year high
- Percentage of teacher, parents, and students indicating that G.H. Dawe School and schools in the jurisdiction have improved or stayed the same the last three years improved by 11% over the previous year
- Annual Back to School barbeque was attended by over 400 students, parents, and staff
- The community building event, Christmas At The Dawe, was very well attended

Current Action

- Outside agencies building relationships with parents by supporting the Christmas at The Dawe event through craft stations and displays
- Students participated in activities for Bullying Awareness Week
- Teachers are including the strategies from *Poor Students Rich Teaching 1; Mindsets for Change* in their Professional Growth Plans and unit planning
- Michelle Johnston "Mindfulness" presentation to staff in December

District Goal

Success for First Nations, Métis, and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

Past Action

- FNMI Learning Services provided opportunities for First Nations, Métis, and Inuit students to participate in curriculum based cultural sessions designed to instill a positive cultural identity
- FNMI culture was highlighted through Social Studies, current events, art, and dance
- During Dream Team meetings supports were put in place for FNMI students including mentorship through the CLW, Backpack Program, Breakfast Program, contact with Native Friendship Centre, and LAT support
- Differentiation and modification of goals were implemented to help students within an inclusive setting
- Reading levels were assessed and tracked over time
- Lindsay Thurber Comprehensive High School staff transitioned Grade 8 students by providing an opportunity for contact/visit before the end of the current year

Analysis

- FNMI population decreased from 56 to 47 students

Current Action

- Consistent use of FNMI Acknowledgement and Recognition statement at assemblies and for weekly school-wide announcements
- Orange Shirt Day activities that included a smudge and prayer with staff at the start of the school day
- CLW connecting with Leslie Stonechild, Cultural Connections staff with the Red Deer Native Friendship Society, about families that could use support
- FNMI Committee made up of CLW, Admin., and parents
- FNMI Learning Services supporting the Christmas at the Dawe through Hayley Christen reading "*Red Parka Mary*"

Summary of Financial Results for G.H. Dawe School

REVENUE			
	District Allocation	\$2, 869,901.00	
	School Generated Revenue	\$ 61,229.00	
	TOTAL REVENUE		\$2,931,130.00
EXPENSES			
	Staffing - Certificated	\$2,001,228.00	
	Staffing - Classified	\$ 731,274.00	
	Supplies	\$ 94,485.00	
	Contracted/Lease Services	\$ 12,270.00	
	Furniture & Equipment	\$ 14,520.00	
	School Generated Expenses	\$ 43,547.00	
	TOTAL EXPENSES		\$2,897,324.00
NET INCOME			\$ 33,806.00

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.

- o the School Results Report was reviewed and discussed at the November 22 meeting of the School Council
- o the School Results Report is posted on the school website at: <http://ghdawe.rdpsd.ab.ca/>

School Council Involvement and Activities:

The School Council looked at the results (PATs, Accountability Pillar Report) and the development of the Education Plan.

During the 2015-16 school year the School Council held a total of seven meetings with an average attendance of 8 adults. The positions were filled as follows:

Chair-Person: Roxanne Hiebert

Vice-Chair: Shauna Cingel

Secretary: Theresa Campbell

Treasurer: Kim White

The main focus of the Council's meetings was to discuss the learning activities and events happening at G.H. Dawe School. The Council also brought forth some parents' wishes and concerns to be addressed. The Vice-Chair attended most of our District's City-Wide School Council meetings and reported on the activities of other school councils.

G.H. Dawe School received financial support for the Choir's activities (bussing to the Festival of Trees and Candy Lane tickets) and for the grade 8 year end field trip. School Council also assumed the costs for all student agendas. The staff and students were treated to watermelon during Field Day, which was coordinated by the Council and additional volunteers. The staff is always very appreciative of the Staff Appreciation Luncheon put on by the Council.

The Hot Lunch Program continued to offer lunch items at minimal cost, all aligned with the Nutritional Policy. As always, the school is grateful to its Council for all that is done to support learning and the activities of G.H. Dawe School.

Sue Carmichael
Principal

Roxanne Hiebert
Chair-Person



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