

# Daysland School

The Heart and Future of our Community



Annual Education Results Report

2023-24

September, 2024

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# Alberta Education Assurance Measures

## **What is Assurance?**

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

## **What is measured?**

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

## **What is “local data”?**

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

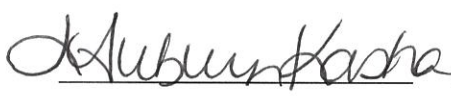

# 2023-2024 Accountability Statement

## Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

## Accountability Statement

The *Daysland School Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This *Annual Education Results Report* for 2023-2024 was approved by our School Council.

	
Parent Council Chair	Principal
<u>Nov 21, 2024</u>	<u>Nov 21<sup>st</sup>, 2024</u>
Date	Date

# Daysland School

## Profile

Daysland School provides a full range of educational programming for approximately 233 Kindergarten to Grade 12 students living in the town of Daysland and surrounding rural areas. Families in the Daysland School community are from predominantly agricultural backgrounds. The town of Daysland has a population of approximately 800 people and is located 45 km east of Camrose. In addition to our excellent academic program we also offer numerous extra-curricular opportunities to greatly enhance the experience of our students.

**Our Vision:** To develop lifelong learners who are prepared to meet the challenges of the global community as responsible citizens of the future.

**Our Mission:** At Daysland School we believe that every student can be successful. Our mission is to serve the individual educational needs of each of our students and personalize their learning experiences to assist them in achieving their full potential.

**Our Beliefs or Values:** By working together as a school community (staff, students, parents, and local partnerships) we can help students acquire the necessary knowledge, skills and attitudes that are required in today's rapidly changing society.

## Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Daysland 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	<b>89.9</b>	84.8	85.4	<b>83.7</b>	84.4	84.8	n/a	Maintained	n/a
	Citizenship	<b>88.4</b>	86.8	83.9	<b>79.4</b>	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	<b>95.5</b>	80.6	87.3	<b>80.4</b>	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	<b>96.5</b>	84.3	84.0	<b>88.1</b>	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	n/a	80.0	80.0	<b>68.5</b>	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	20.0	20.0	<b>19.8</b>	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	<b>67.6</b>	72.6	72.6	<b>62.5</b>	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	<b>10.3</b>	10.7	10.7	<b>15.4</b>	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	<b>50.0</b>	62.6	62.6	<b>81.5</b>	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	<b>3.8</b>	5.5	5.5	<b>22.6</b>	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	<b>90.5</b>	89.5	90.7	<b>87.6</b>	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>90.4</b>	89.7	89.5	<b>84.0</b>	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	<b>89.7</b>	82.5	82.2	<b>79.9</b>	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	<b>91.7</b>	85.5	82.6	<b>79.5</b>	79.1	78.9	Very High	Maintained	Excellent

## Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

### SCHOOL GOAL(s)

- All students in Gr. 1-8 will be reading at or above grade level according to our mClass data.
- Improve the percentage of students in grades 1 to 10 above the 60% benchmark on the BOY Math Assessments by 10%.

### Assurance Domains:

**Student Growth and Achievement-** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching and Learning-** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

### Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener (End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
School	100%	94%	79%
BRSD	99.5%	92%	78%

### Literacy: Castles and Colheart 3 (CC3) & Letter Name-Sound (LeNS) Test (End of Year Results)

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
School	6%	6%	0%
BRSD	20.5%	24.5%	21.7%

## Provincial Achievement Test (PAT) & Diploma Exam Results

PAT Grade 6 Results									
	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	53.3	80	n/a	63.9	60.7	n/a	67.8	66.2
Standard of Excellence %	n/a	6.7	20	n/a	13.5	9.6	n/a	20.1	18.0

Comments: We have made improvements in this area but our Gr. 6 classes have had few numbers the past two years. In 2024, we did not have PATs in Gr. 6.

PAT Grade 9 Results									
	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	63.2	72.6	n/a	57.7	57.5	n/a	62.9	62.6
Standard of Excellence %	n/a	13.2	10.7	n/a	9.5	10.4	n/a	16.8	15.5

Comments: We have seen a decline in our standard of excellence over the past few years. We have also had a number of teacher transitions that could contribute to this. We have placed a focus on our numeracy data and also provided more stability with teacher transitions.

Diploma Exam Results									
	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	71.1	62.6	n/a	67.6	67.6	n/a	75.2	80.3
Standard of Excellence %	n/a	2.2	5.5	n/a	8.8	7.7	n/a	18.2	21.2

Comments: Our overall achievement on Math Diploma Exams has been an area of concern. We have small numbers in Math 30 but we want to target our Math 30-2 results in the short term to make improvements in our student performance.

## PAT Results Course Summary - By Number Writing

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
Science 6	School	n/a	n/a	n/a	n/a	73.3	26.7	90.0	10.0	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	69.8	21.6	60.0	17.8	66.3	17.9
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8
Social Studies 6	School	n/a	n/a	n/a	n/a	53.3	6.7	80.0	20.0	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	63.9	13.5	60.7	9.6	64.0	13.8



	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8
English Language Arts 9	School	n/a	n/a	n/a	n/a	41.2	5.9	81.0	9.5	70.6	5.9
	Authority	n/a	n/a	n/a	n/a	63.9	6.5	65.8	8.1	68.4	7.6
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8
Mathematics 9	School	n/a	n/a	n/a	n/a	64.7	11.8	42.9	0.0	47.1	11.8
	Authority	n/a	n/a	n/a	n/a	41.7	8.2	47.1	7.9	48.0	9.4
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0
Science 9	School	n/a	n/a	n/a	n/a	64.7	17.6	90.5	19.0	76.5	5.9
	Authority	n/a	n/a	n/a	n/a	65.2	15.1	65.0	14.3	70.5	18.8
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8
Social Studies 9	School	n/a	n/a	n/a	n/a	82.4	17.6	76.2	14.3	76.5	17.6
	Authority	n/a	n/a	n/a	n/a	60.7	8.4	52.0	11.8	60.3	13.7
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. “A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## Diploma Exam Results Course By Course Summary With Measure Evaluation

		Daysland School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	6	50.0	10	70.0	33,001	84.2	31,493	83.7
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	10	10.0	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	*	*	*	4	*	9	88.9	19,219	85.7	17,112	86.2
	Standard of Excellence	*	*	*	4	*	9	0.0	19,219	12.9	17,112	12.7
Mathematics 30-1	Acceptable Standard	*	*	*	2	*	8	25.0	21,035	75.4	19,763	70.8
	Standard of Excellence	*	*	*	2	*	8	0.0	21,035	34.9	19,763	29.0

Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	8	37.5	20	45.0	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	Improved	n/a	8	12.5	20	0.0	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	*	*	*	3	*	10	100.0	25,167	85.2	24,023	83.5
	Standard of Excellence	*	*	*	3	*	10	20.0	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	7	85.7	10	80.0	23,985	77.6	21,045	78.1
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	10	0.0	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	Very Low	Declined	Concern	10	40.0	16	75.0	24,414	83.1	23,270	82.7
	Standard of Excellence	Very Low	Declined	Concern	10	0.0	16	12.5	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	Very Low	n/a	n/a	12	41.7	n/a	n/a	19,955	82.9	18,364	80.5
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	19,955	38.0	18,364	37.0

**Notes:**

- 1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 2.“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
- 3.Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- 4.Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

### Implications for Education Plan

Our overall results last year are concerning and give us cause for reflection. There are some key areas of concern that we will need to address. However, in 2024 there were a very low number of students writing the exam which needs to be taken into consideration. Our numbers historically have not been this low so it will be important to see if a return to the norm occurs in the next couple of years, but also an overall improvement from our baseline data.

## Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

### Assurance Domains:

**Student Growth and Achievement-** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching and Learning-** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

### Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	86.1	84.8	89.9	82.7	82.3	81.9	85.1	84.4	83.7
Parent	83.3	87.5	97.9	84.0	83.4	84.6	88.7	87.3	86.7
Student	74.9	66.9	71.7	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	100	100	100	96.1	93.3	95.3	95.5	95.1	95.1

Comments: The adults clearly have a different perspective on this than the students. Our parents and teachers believe that students are very much engaged in their work. Our parent results this year were very high in relation to the division and the province. Our student responses were still higher than provincial and district rates, but still an area that we can address.

### Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	72.5	86.1	75	77.2	75.4	76.4	81.0	80.4	79.9
Parent	60	76.9	64.3	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	85	95.2	85.7	90.1	85.8	86.2	87.4	87.3	86.6

Comments: This appears to be an area that we are consistently lower on average than our district and provincial percentages. This would have to be something that we may need to include in our own school survey in order to gather more information about where the disconnect is and where we feel students are at a detriment when it comes to lifelong learning.

## Work Preparation

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	100	100	82.1	82.8	79.3	80.1	84.9	83.1	82.8
Parent	na	100	73.3	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	100	100	90.9	92.8	89.0	90.3	92.5	91.3	90.7

Comments: We are very close comparatively to the division and provincial data. There could be a combined follow up question regarding this and lifelong learning in a future school survey to find out more about what parent's, in particular, are looking for or feel is lacking at this time.

## High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
3 Year Completion	96.2	80.6	95.5	85.0	75.6	83.5	83.2	80.7	80.4
4 Year Completion	84.4	96.1	90.2	88.8	87.3	79.6	87.1	86.5	85.1
5 Year Completion	83.3	84.3	96.5	89.6	90.0	87.7	87.1	88.6	88.1

Comments: This is an area that we have been very successful. In a rural K-12 school, we have the advantage of knowing our students very well and we are able to provide the supports necessary for each individual to receive the supports necessary for high school completion.

## High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
4 Year Rate	41.2	48.9	60.6	36.3	39.4	33.5	41.2	40.2	41.1
6 Year Rate	46	61.7	55.8	57.2	54.4	55.6	60.3	59.7	60.1

Comments: We have been consistently at or above district or provincial averages.

## Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Rutherford Scholarship Eligibility Rate	72.2	70	95.2	75.4	76.6	75.9	70.2	71.9	70.7

Comments: This can be class dependent but we have been consistently in the provincial and district range. In 2023, we were extremely high. In 2024 we would have seen a decline but we expect that over the course of a number of years we will be consistently at or above the provincial and BRSD percentage.

## Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	92	89.5	90.5	86.8	87.0	86.8	89.0	88.1	87.6
Parent	86.1	81.3	91.6	80.4	82.5	81.9	86.1	84.4	83.8
Student	89.9	87.2	82.9	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	100	100	97	96.3	94.3	96.1	95.0	94.4	93.9

Comments: Our data is consistent with BRSD and provincial averages with no major discrepancies.

## School Improvement

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	80.4	84.1	80.4	70.7	73.8	74.5	74.2	75.2	75.8
Parent	83.3	62.5	73.3	59.6	66.7	74.4	70.0	72.5	75.2
Student	87.7	89.9	86.2	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	100	100	81.8	79.2	80.9	80.9	76.3	78.0	78.2

Comments: We saw a major decline in 2023 in this area with parents. However, there was an increase back to the norm in 2024. Our teacher data declined this year slightly but our student data is consistently well above the district and provincial numbers.

## Program of Studies

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	75.1	77.2	82.3	79.4	80.5	79.5	82.9	82.9	82.8
Parent	75	81	87.3	80.1	79.5	79.8	82.4	82.2	82.3
Student	64.7	66.4	75	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	85.5	84.2	84.5	88.6	88.9	88.2	89.3	89.3	89.2

Comments: Our students' results saw an increase compared to last year and it is on par with the province. It will be important to see what impact the loss of our shop program has on this going forward.

## Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	79.7	85.5	91.7	73.3	75.2	76.3	78.8	79.1	79.5
Parent	63.3	71.1	83.3	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	96	100	100	84.9	83.9	83.1	85.2	85.7	84.6

Comments: This is an area that is viewed as an area of strength by the adults in our school community. We are more than 10% higher than the provincial and BRSD data. This has been a steady increase over the past three years.

## Implications for Education Plan

- Our parents and teachers feel students are more engaged than the students themselves do. This leads to the question of how can we increase student engagement and their perceptions of it?
- Many of our parents did not feel like we are preparing students for lifelong learning (64.3%) or for being successful in the workplace. In looking at school, division and provincial statistics, there is a great deal of discrepancy between teachers and parents in this category. What are parents looking for that they feel isn't being provided? How can we close the gap?
- High school completion and transition to post secondary within 4 years of starting grade 10 is high and an area of success for us, in comparison to the division and provincial averages.
- Satisfaction with the ability for parents to be involved in decisions about their child's education has been steadily increasing in our school results over the past 3 years and we are well above BRSD and provincial averages

## Priority 3: Equity

All student's unique background will be fostered and honoured through high-quality teaching and optimum learning.

### SCHOOL GOAL

Ensure that Daysland School is a welcoming and caring school by accessing stakeholder voices and celebrating the positive accomplishments of students and staff in our school.

### Assurance Domains:

**Learning Supports-** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	89.4	89.7	90.4	85.4	83.3	83.4	86.1	84.7	84.0
Parent	83.3	90.6	96.1	84.1	82.9	85.9	86.9	85.6	85.3
Student	89.1	82	76.6	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	95.7	96.4	98.7	96.7	91.5	93.2	93.6	92.0	91.6

Comments: The adults (teachers and parents) clearly see our school as a safe, welcoming and respectful place. However, we have seen a marked decline in students' perspectives over the past two years (-12.5%). We are still higher than the division and province but this is something that we need to take action on. We have not seen an increase in reporting or behavior issues as adults, so looking deeper and accessing student voice will be an important step.

### Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81	86.8	88.4	79.4	76.8	77.3	81.4	80.3	79.4
Parent	66.7	87.5	92.5	75.5	73.2	76.7	80.4	79.4	78.7
Student	78.3	76.3	74.7	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	98	96.7	98.1	93.2	87.3	90.2	91.7	90.3	89.8

Comments: Our results in this department are consistently high across the board. Our students' data is once again lower than the parents and teachers but has stayed consistent over the course of the past three years. We have seen a noticeable jump in parents' perceptions since 2022 (+25.8).

### Safe and Caring

Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	91.9	93.7	92.6	88.4	86.7	86.8	88.8	87.5	87.1
Parent	86.7	95	96.3	87.7	86.6	88.8	89.5	88.1	88.0
Student	91.1	87.9	81.5	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	98	98.3	100	97.0	93.2	94.1	94.3	93.0	92.9

Comments: All of our numbers are above the division and provincial data. However, there was again a decrease in our students' feelings in this area. There has been two years of decline and this is something that we need to monitor and see if there are any specific concerns or actions that need to be taken.

### Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.2	85.9	85.3	71.2	69.6	69.5	72.6	72.9	71.9
Parent	65	82.6	89.6	63.7	63.6	67.4	67.4	68.4	67.8
Student	81.2	86.2	77	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	88.3	88.9	89.4	75.4	66.2	68.8	77.0	76.0	74.8

Comments: Like other areas, we have maintained high levels with parents and teachers, however our student results dipped. It would be good to know what students view as services within the community and what is missing or insufficient.

### Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81.9	82.5	89.7	76.5	75.2	76.5	81.6	80.6	79.9
Parent	66.7	77.5	91.3	68.1	69.3	73.7	77.4	75.7	75.4
Student	87	80	79.7	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	92	90	98.2	84.1	76.6	78.9	87.3	86.2	85.6



Comments: Our parents responded much more favorably this year as opposed to the previous years. As a whole, we appear to be doing quite well in this area, as we are well above average, especially with parents and teachers.

### At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	80.5	84.5	89.1	78.1	76.5	78.0	81.9	81.2	80.6
Parent	61.1	79.2	87.5	67.9	67.1	71.5	75.3	73.7	73.5
Student	87	80	79.7	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	93.3	94.4	100	89.3	82.9	85.4	90.3	89.9	89.5

Comments: This is very similar to the previous category. The introduction of the CASA program in our school should have a positive impact on how students view access to programs and support for students who are at risk.

### Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Drop Out Rate	4.1	1.6	3.9	2.5	1.7	3.5	2.3	2.5	2.5
Returning Rate	n/a	n/a	n/a	15.3	15.3	21.9	17.3	17.2	16.6

Comments: This category is definitely impacted by our low sample size. We do not have a high drop out rate due to our low numbers and wrap around supports. This is not an area of concern for us due to the fact we know our students and families so well.

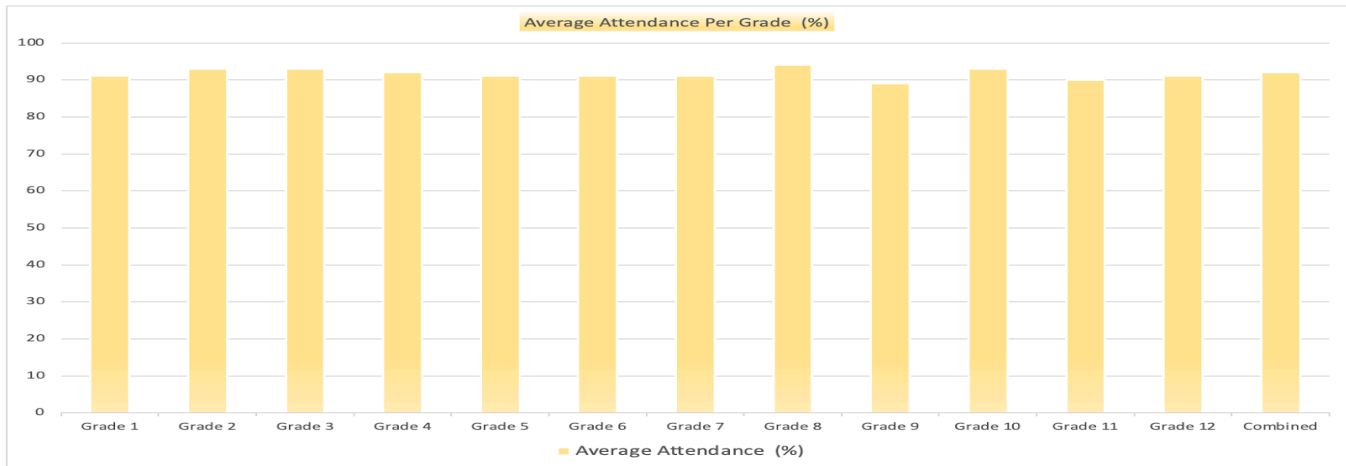
### Implications for Education Plan

In every category within this section, students ratings were noticeably lower than the teacher and parent ratings. Our work this year will include:

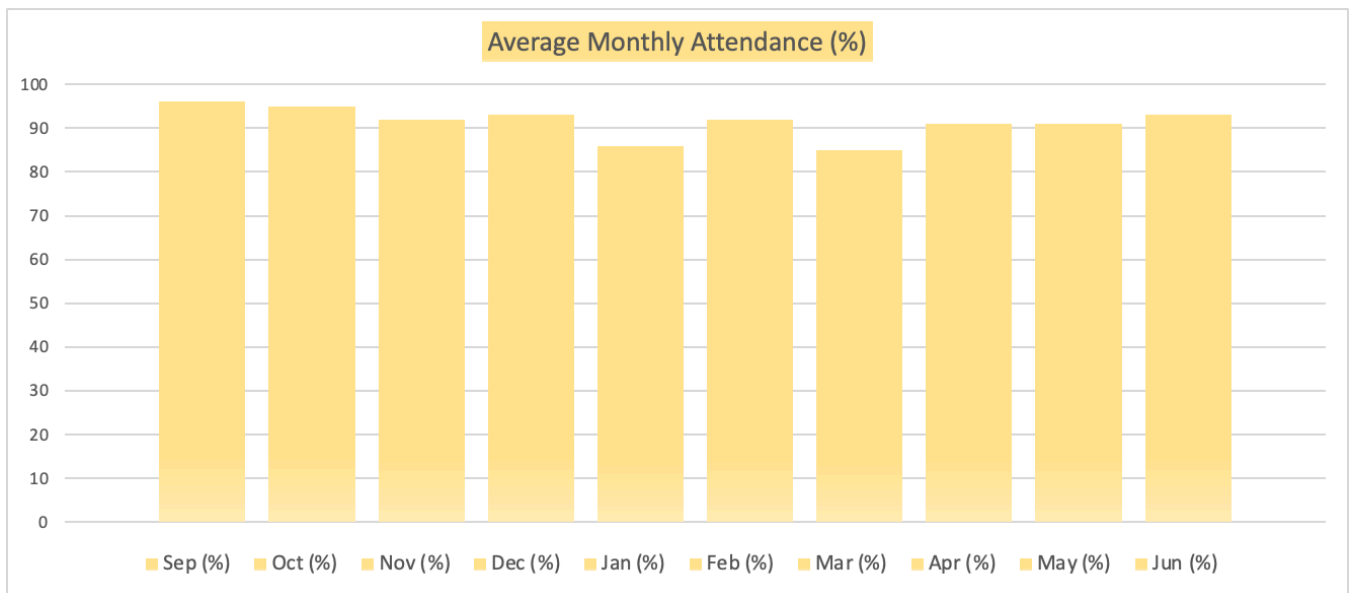
- Possible work with SAVY to gather information from students about possible programming considerations.
- Assess whether the removal of phones in class changes the perspectives of the students.
- Are there behavior concerns that are not being reported to adults and why.
- How can we access students' voices regarding their concerns regarding welcoming, caring, respectful and safe learning environments.
- Determine if the CASA classroom has an impact on the perceptions that at risk students do not have access to programming needs.

# Attendance

## Average Attendance By Grade

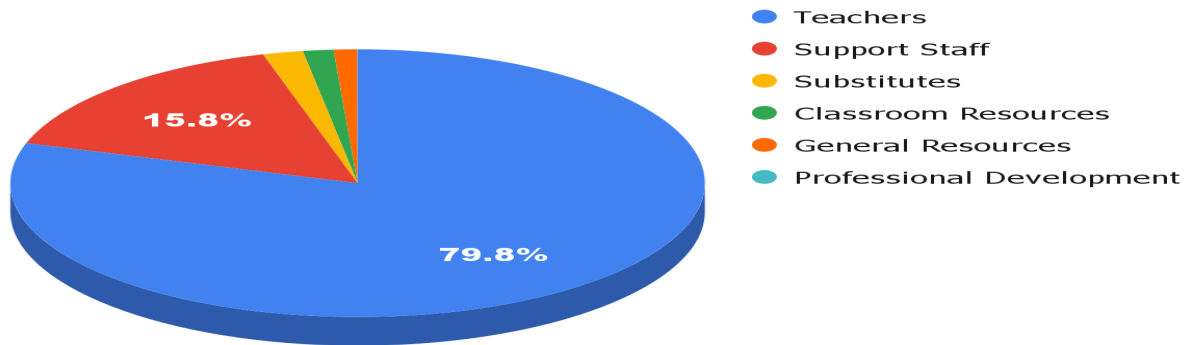


## Average Attendance for each month.



# School Budget Summary 2023-2024

Categories	Amount (\$)
Teachers	1,608,127.75
Support Staff	276,017.49
Substitutes	30,240
Classroom Resources	29,820.78
General Resources	12,068.40
Professional Development	3,000



## School Year Summary

### Strengths

- Our work in the area of elementary literacy has paid huge dividends. Our students' reading skills are some of the highest in our school division. Nearly all of our Division 1 (Gr. 1-3) are reading at grade level by the end of the year. Our efforts to provide targeted intervention are having their desired effect. The same is true for our Division two students who continue to make positive gains.
- The adults (parents and teachers) feel that our building is an exceptionally welcoming, caring and safe school for students. Our responses showed either a strong increase in positive responses, or a maintained level of satisfaction.
- Our overall data suggests that our school is performing well in all three areas (Literacy/Numeracy, High Quality Teaching and Optimum Learning and Equity) based on the comparative data to BRSD and the province. We are consistently around the same or higher in positive responses.

### Areas of Growth

- Numeracy is an area of focus. Our students in Gr. 4-12 have room for growth in their benchmarking assessments, as well as government exams.
- Ensuring that all of our students feel that their school community is a welcoming, caring, respectful and safe place where students model positive citizenship.

### Next Steps

- Our success with literacy provides us with a strong template to follow and we will continue to look for areas and ways that we can transfer our practices in elementary literacy to numeracy.

- Implement intentional teaching practices that will deepen students' ability to apply mathematical thinking to assignments, assessments and real life scenarios.
- Access student voice on why fewer students are feeling that students do not model welcoming, caring respectful and caring behavior at school.

### **Stakeholder Engagement**

- Consultation with BRSD Senior Leadership
- School Council Sharing and Review
- Staff Opportunity for Input

# EDUCATION PLAN 2024-2025

## Learning Success For All

### OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.  
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.  
Recognize and support the diverse and unique learning needs of all students.

### SCHOOL GOAL:

#### Elementary Literacy Goal:

All students in Gr. 1-6 will be reading at or above grade level according to our mClass data.

#### Secondary Literacy Goal:

Using targeted vocabulary instruction, student overall results will increase by 1-2% each year in Grades 9-12 on PAT/DIP results.

#### Elementary Numeracy Goal:

Improve the number of students above the 60% benchmark on the BOY EICS Math Assessment by 10%.

#### Secondary Numeracy Goal:

Increase Math 9 PAT acceptable standard to 60%, and standard of excellence to 15%.

Increase Math 30-2 acceptable standards to 50%, and standard of excellence to 15%

### Assurance Domains:

**Student Growth and Achievement:** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### Strategies:

We will be implementing or continuing the following strategies to improve literacy skills in our students:

#### Elementary:

- UFLI
- Catch up Your Code
- Secret Stories
- Aligning our successful literacy strategies in K-3 with our Gr. 4-6 classes

#### Secondary:

- Direct instructions on vocabulary in each humanities course
- Student-led conversations around vocabulary and terminology for relevant courses
- Encouraging students to expand their literacy with choices of novels to read and free-choice reading time built in to the courses
- Focus on exit slips, vocabulary quizzes, independent work on terminology, etc.
- Study guides surrounding the terms for the units of study that can be used for examinations

We will be implementing or continuing the following strategies to improve numeracy skills in our students:

#### Elementary:

- Spiral based planning (collaborative from grade to grade)
- Math minutes
- Number of the day (can be used all the way up)
- Word problem of the day
- Math vocabulary building - use of appropriate terminology

### Secondary:

- Jr. High classes complete non-calculator practice and quizzes for students to have more exposure to those types of questions.
- A variety of teaching strategies so students see multiple ways to answer a question.
- Intentionally teaching students how to answer numeric responses and multiple choice style questions.
- Math 10-3/20-3 implementation for all students, to help students enter proper course streams.
- Having students meet with career counselors in highschool to determine what courses they should be in.

### Measures:

#### Literacy

- mClass data
- Provincial Achievement Data
- CTM notes and records
- CRM Data
- LENS
- CC3

#### Numeracy

- Provincial Exam results
- Diploma Exam results
- Numeracy Screeners in Division 1
- CRM Data

### Implementation Plan:

- Allocated literacy and numeracy support in Elementary and possibly at secondary
- Use of data from mClass to provide targeted support in class and pull out
- A focus on struggling students in the area of literacy and numeracy during our monthly CTM meetings
- Common, consistent resources and practices throughout our elementary grades, ie. UFLI, Secret Stories, Mathology
- Implementation of no calculator tests to improve mental math strategies
- Intentionally using PAT and Diploma style questions for Math assessments to expose students to the vocabulary and skills required to answer the questions
- Provide opportunities for students to take Math 10-3 and 20-3 in person so that students can be streamed into the proper math level to match their skills and abilities.

### Allocation of Resources:

- Teaching FTE directed towards Literacy and Numeracy support.
- Teaching FTE to provide the -3 programs in Math 10 and 20
- Purchase of Secret Stories program

### Professional Learning:

- Various Literacy and Numeracy professional learning sessions
- Science of Reading
- Mathology training

# Enhance High Quality Learning and Working Environments

## OUTCOMES

- Prioritize resources to support student and system success.
- Foster welcoming, caring and equitable learning and working environments.
- Support and enhance the positive culture of teaching, leading and learning.

## SCHOOL GOAL:

Students, parents and teachers will view Daysland School as a community where they are welcomed and their accomplishments are valued and appreciated.

## Assurance Domains:

**Learning Supports:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Teaching and Learning:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

**Governance:** Processes that determine strategic direction, establish policy and manage fiscal resources.

## Strategies:

- SAVY expansion to Division Two in order to access more data from our elementary students.
- Collaborate with SAVY to create a survey in order to access student voice on how we can continue to be a welcoming and caring school environment, and where we need to grow.
- Access student voice on how we can improve assemblies and Squads to increase student engagement and improve the sense of community across the grades.
- Work with the BRSD Equity Coordinator to explore different ways to celebrate diversity, particularly in the area of First Nations Metis and Inuit.
- Staff recognition at staff meetings and school council meetings.
- Student of the Week program

## Measures:

- AERR Data - Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe will improve from the current percentage of 90.4.

## Implementation Plan:

- Bi-weekly SAVY meetings to plan school events and gather student feedback on school directions and plans.
- Develop leadership at the elementary level by creating an elementary SAVY leadership group to consult with on a semi regular basis and have present at school assemblies.
- Student/Staff of the week program will continue to celebrate and recognize individuals for their contributions to the school community.
- Monthly assemblies will be on the first Thursday of every month. The purpose will be to celebrate staff and students for their accomplishments during the month. This includes student of the week, academics, and extra-curriculars.
- Squads will continue to build culture by creating relationships between students from K to 12. This will provide valuable leadership opportunities for older students to mentor the younger ones.
- Our BRSD Equity Coordinator will be working to build our students' awareness of First Nations, Metis and Inuit and make strides towards Truth and Reconciliation at Daysland School.

## Allocation of Resources:

- FNMI budget allocations for presentations and speakers.
- Prizes for Students of the Week and Assemblies to recognize students for positive behaviours.

## Professional Learning:

- N/A

## Well Being

### OUTCOMES

Prioritize and enhance well-being and positive mental health for all.  
Promote inclusive environments that celebrate diversity and support all.  
Students who self-identify as Indigenous are supported to achieve success.

### SCHOOL GOAL:

Students will be able to access resources and support that promote healthy lifestyles, personal well-being and recognize diversity.

### Assurance Domains:

**Learning Supports-** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### Strategies:

- Continue to access student voice through our SAVY program in Gr. 7-12.
- Expand SAVY to our Division Two classes (Gr. 4-6).
- Use our student-led Mental Health Committee to promote the wellness of students, particularly in Gr. 7-12.
- Mental Health Capacity Building program
- ACAA or SACE Programming
- Student Wellness Support Worker
- Student Services Coordinator

### Measures:

- An increase in the number of students who report having access to the appropriate supports and services at school in our AERR data. (currently 79.7)
- SAVY survey of students in Gr. 7-12 regarding supports and services and how they view the current programs being offered (ACAA, Spiralling Up, etc.)
- School survey of Daysland School families to determine feedback on what our school is doing well in the area of welcoming and caring, as well as what areas we could improve.
- Feedback from staff during year end exit meetings.

### Implementation Plan:

- Develop leadership at the elementary level by creating an elementary SAVY leadership group to consult with on a semi regular basis and have present at school assemblies.
- Through the work of our Student Mental Health Committee, we will continue to provide student interest groups that students can participate in during lunch hours. This will be accomplished through the funding of the SOARING grant.
- Our Mental Health Capacity Builder will provide information age appropriate lessons regarding Sexual Harassment and Consent (high school only).
- Our MHCB and SWF will work collaboratively to provide targeted supports to individuals and small groups to build skills in the areas of friendship building and conflict resolution.

### Allocation of Resources:

- Money for our Mental Health Committee to provide secondary clubs with the resources needed for noon hour clubs.

### Professional Learning:

- Possibly look at Restorative Justice practices for staff