



# School Results Report

## 2022/2023

# JOSEPH WELSH SCHOOL



# **The Year in Review**

## **Fast Facts:**

Joseph Welsh Elementary School

**Address:** 4401 37 Avenue Red Deer, AB T4N 2T5

**Phone:** (403) 346-6377

**Website:** <http://jwelsh.rdpsd.ab.ca/>

**Principal:** Kevin Robertson

**Vice-Principal:** Sean Grainger

## **Student Profile:**

- Pre-Kindergarten: 28
- Kindergarten: 28
- Grade 1: 40
- Grade 2: 38
- Grade 3: 50
- Grade 4: 36
- Grade 5: 43
- Total Student Population: 263
- ESL Students: 35
- First Nations; Métis; Inuit Students: 23

## **Staff Profile:**

- Teachers: 15
- Classified Staff: 13
- Facility Services Staff: 2
- Total Staff: 30

## **New Directions:**

During the 2022/23 school year Joseph Welsh School initiated an action research project surrounding the provision of a Student Support Room. We also reconstituted our Learner Support Team function to include new processes and procedures. We revisited PALS (Purposeful Applied Learning for Students) on behalf of kids who require coaching to address their lagging social skills. We also initiated academic support (literacy/numeracy) for individuals and groups from Division 1.

## **Opportunities and Challenges:**

During the 2022/23 school year Joseph Welsh School had an opportunity to add staff to divide a very large group of fifth grade students, as well as in support of kids presenting with exceptional needs. We were challenged to introduce the BrightSpace learning management system. Usage of the platform continued to rise as the year progressed. We continued to be confronted with the social, emotional, and academic fallout from the pandemic, and optimized our Learner Support Team to address this reality.

## **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

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 4443 Joseph Welsh School

Assurance Domain	Measure	Joseph Welsh 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>	80.3	85.0	85.0	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	87.4	87.3	83.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	90.8	94.7	92.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.6	88.0	88.0	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	81.2	88.0	88.0	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	84.3	80.5	78.1	79.1	78.8	80.3	Very High	Maintained	Excellent

## 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
44	33	75

- **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
43	33	76.7

- **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
56	44	78.6

- **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
42	35	83.3

- **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
47	35	74.5

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	70.6	N/A	78	70.2	76.5
Overall percentage of students who feel they are able to read and write what is expected of them in school.	84.4	N/A	87.95	83.8	80.6
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	90.0	N/A	100	100	96.2

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	82.4	N/A	84.0	85.1	88.2
Overall percentage of students who feel they are able to understand and work with numbers in school.	73.4	N/A	75.9	85.0	89.6
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	85.0	N/A	100	100	96.2

**Anecdotal Results, Analysis and Action**

**Anecdotal Results:**

- Our literacy/numeracy numbers are relatively consistent when comparing standardized measurement results with the impressions of students and parents regarding ability. Teacher numbers are also reflective of the efforts made to bolster performance outcomes.

**Analysis:**

- We are cognizant of the five-year averages and believe that we are still witnessing the impact of the pandemic and the increased need for learning support personnel. Teachers are aware and taking realistic steps to mitigate the challenge.

**Action:**

- We are using creative scheduling that allows for targeted time with impacted students.
- We are providing Friday morning collaborative time for grade partners to bolster effective instructional strategies.
- We are leveraging online learning support enhancements to reinforce conceptual knowledge.
- We will continue to emphasize literacy learning and teaching throughout our school. This will include utilizing our Learning Assistance Teacher, Learning Support Staff, Educational Assistants, and classroom teachers to explore and develop best practices. Interventions such as RAZZ reading, Precision, Read Naturally Live, Guided Reading, and others will be utilized.
- Students in grades 1-3 who are identified as behind grade level will be provided targeted instruction through school, Division and provincial initiatives.
  - An additional part-time educational assistant was hired to help support this through additional learning support.
- Numeracy will continue to be another area of priority for our school. To further support numeracy, we will continue with a number of numeracy interventions.
- An online math program, Mathia, will be used across grade levels to support numeracy instruction. This program can be utilized in the classroom and at home. Teachers received additional training in the use of Mathia specific to their grade levels.

## 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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	89.0	86.3	88.3	88.8	94.3

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	89.0	81.4	79.3	74.2	66.4

## Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	92.9	N/A	98	97.9	94.1
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	93.8	N/A	92.77	95.0	91.7
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	90.0	N/A	95.83	100	96.2



Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	92.9	N/A	96	97.9	76.5
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	84.4	N/A	87.95	91.3	83.3
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	N/A	100	100	92.3

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	91.8	N/A	88	97.9	82.4
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	85.9	N/A	90.36	90.0	84.4
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	N/A	100	100	92.3

## Anecdotal Results, Analysis and Action

### **Anecdotal Results:**

- Numbers are marginally increased or decreased with the exception of “school improvement” which saw a stark decrease in the percentage of students, parents, and teachers who feel our school has improved.

### **Analysis:**

- Our impression is that people are struggling in various ways, and that this is reflected in the responses we see. We’re encountering larger than usual incidences of poverty, stress, anxiety, etc. and suspect that is contributing to the erratic nature of responses in this category.

### **Action:**

- We will focus on “soft starts” for our students, such that school allows for the development of positive relationships and a positive school community. This will include staggered starts where students come to the first day with only half of the student population in attendance.
- This will also involve daily soft starts for students who need support. Our breakfast program at the start of each day is open to all students, and allows for a good start to the day. Our Student Support Room provides support for all students and is available throughout the school day.
- We will work hard to connect with our families and build meaningful relationships with these important partners.
  - We will share weekly newsletters with our families to support communication with parents/guardians.
  - We look forward to opportunities to invite our parents into our school community for a variety of events throughout the school year.
- Our staff invests in the time to ensure our students feel cared for and are safe at school so students can succeed and learn. All students are taught to be responsible citizens and follow our school motto of building connections and being kind. We will monitor our students’ social and emotional well being and provide them with strategies to support their own mental health.
- Students and families are supported in many ways by our Community Liaison Worker.

## 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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.4	80.3	82.1	81.4	87.4

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	94.4	86.7	83.3	84.9	75.5

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	81.5	81.4	89.8	82.9	68.1

## 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).	16
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	92.9	N/A	88	87.3	88.2
Overall percentage of students who feel they will be prepared for the next grade level.	92.2	N/A	86.75	87.5	92.7
Overall percentage of teachers who feel the students will be prepared for the next grade level.	85.0	N/A	91.67	100	92.3

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	100	N/A	98	95.7	94.1
Overall percentage of students who feel they will complete high school.	91.6	N/A	95.18	97.5	96.9
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	85.7	N/A	95.83	93.3	92.3

● **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
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	84	85.1	88.2
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	62.65	72.5	56.3
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	100	100	92.3

## Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- We had 16 kids with severely diminished attendance patterns, of which 7 were grades 1-5, the remainder in K4/K5.
- Our "Active Citizenship" vector is on the rise.
- The percentage of students, apartments, and teachers who feel our students receive a broad program of studies, including fine arts, career, technology and health and physical education is declining as well as the perspective that kids are learning requisite skills for adulthood.

**Analysis:**

- With the increased focus on academic learning we believe it's conceivable that teachers have been less attentive on the skills that aren't necessarily in the curriculum related to life and learning (social, emotional, practical).

**Action:**

- We will continue to implement our OWLS (Others, World, Learning, Self) Character Education Program with the integration of the District Values (Respectful, Curious, Responsible, Collaborative, Resilient, Healthy) through specific lessons and an overall school philosophy.
- We will utilize our student leadership program, which instills and develops key skills, and also supports our focus on community building within our school population.
- We will provide support for families struggling with attendance issues (involvement with the Community Liaison Worker, parent meetings, financial support for busing etc.) as necessary.
- We will collaborate with and utilize supports from various community agencies and our Community Liaison Worker to support students and their families who are in need.

## Division Goal

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

## Outcome

- FNMI Students are engaged in learning.

## Anecdotal Results, Analysis and Action

### **Anecdotal Results:**

- We had 20 FNMI students in our care during the 2022/23 school year, of which only one PreK student was an attendance concern
- We supported teachers in delivering appropriate, connected curriculum reflecting FNMI content
- We used school-wide themes to represent FNMI culture. Our Indigenous celebration of spring field and art day activity is an example.
- We hosted professional development highlighting Indigenous ways of knowing and being.

### **Analysis:**

- The heightened focus on FNMI curriculum, Indigenous ways of knowing and doing, and celebrating the traditions and perspectives of First nations worldview has increased our level of connection to our FNMI students and their families, as well as FNMI resources and connections in the community

### **Action:**

- We intend to host our First Nations families at the school for a feast and celebration of their children's learning success.
- We are planning a "learning from place" PD event for teachers and may invite other district representatives to join us.
- We plan to host another field and art culture day again this spring, building on the event hosted last year.

## Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of Joseph Welsh 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 November 28, 2023 meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpsd.ab.ca/josephwelsh>



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