“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”
Introduction

Alberta Education’s Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

**Student Growth & 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 & Leading**
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.

**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.

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

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

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their Education Plans and Annual Education Results Reports (AERRs). Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2020-21 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2021-24 Education Plan.
Priority One: Student Success & Completion

*Students are successful from the time they enter school until high school completion, and beyond.*

Goals for 2021-2022

Goal One: Student Success

Outcome: Literacy & Numeracy rates will continue to improve

**External Performance Measures:** Education Quality

**Internal Performance Measures:** Math Intervention/Programming Instrument (MIPI), Highest Level of Achievement Test in Writing (HLAT), Fountas and Pinnell/GB+ Beauchemin Reading Assessments, Leveled Literacy Intervention

Strategies Update:

- Literacy plan identifies writing as key focus with continued emphasis on reading comprehension
- Continued implementation of Lucy Calkins structure in English grade 1, 2 and 3 classes with support from literacy lead
- Revised structure overview provided to all teachers in June 2021 and reviewed in December at professional learning day
● Professional development focused on Numeracy organized by Numeracy Lead
● Leveled literacy intervention continues: term one participants 19 grade 3 students and 8 grade 2 students, term two to welcome grade 3 French immersion students and grade 1
● New teachers trained in using Lucy Calkins
● Reading camp commenced at end of October supporting those students in LLI to read daily
● Fountas and Pinnell/GB individual student assessments did not take place in September as guidelines were altered. Results will be available following assessments at the end of February

Commentary on results:
Survey results from teachers indicate that 100% agree or strongly agree that students are learning what they need to know, understand what the expectations are, and find work challenging and interesting. Teachers identify that the literacy and numeracy skills that students are learning are useful (100%) and students are learning what they need to know. Results indicate 100% of teachers are either satisfied or very satisfied with the quality of education that students are receiving.

Results from the grade 2 MIPI indicate a strong understanding of numeracy concepts taught in grade one compared to the grade 3 results which show about one third of the students working at each level.

<table>
<thead>
<tr>
<th>MIPI %</th>
<th>Grade 2 (65)</th>
<th>Grade 3 (96)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% +</td>
<td>91%</td>
<td>34%</td>
</tr>
<tr>
<td>65% - 79%</td>
<td>6%</td>
<td>33%</td>
</tr>
<tr>
<td>0 - 64%</td>
<td>3%</td>
<td>31%</td>
</tr>
</tbody>
</table>

HLAT data below indicates 64% of grade 2 students are writing at the grade two level and are either proficient or adequate in the areas scored. Red data indicates the highest percentage. Although most students in grade 2 are writing at the grade two level, 36% are writing at a grade one level with most scoring in the adequate range. Accommodations were provided to those who required support but it
was not recorded accurately in some cases eg. still assessed in mechanics. Therefore data may be slightly inaccurate. There were challenges in scoring the assessment given the initial year of implementation.

<table>
<thead>
<tr>
<th>Grade 2 Students (80)</th>
<th>Standard</th>
<th>Content</th>
<th>Organization</th>
<th>Vocabulary and Usage</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2 Level (51)</td>
<td>Exemplary</td>
<td>18%</td>
<td>15%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td>28%</td>
<td>29%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Adequate</td>
<td>19%</td>
<td>20%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 1 Level (29)</td>
<td>Exemplary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td>9%</td>
<td>8%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Adequate</td>
<td>28%</td>
<td>29%</td>
<td>30%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Grade 2 Level

64%

<table>
<thead>
<tr>
<th>Grade 1 Students (37)</th>
<th>Standard</th>
<th>Content</th>
<th>Organization</th>
<th>Vocabulary and Usage</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1 Level (37)</td>
<td>Exemplary</td>
<td>43%</td>
<td>54%</td>
<td>65%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td>59%</td>
<td>49%</td>
<td>38%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>Adequate</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Grade 1 Level

100%

NOTE: Of the 55 students in grade 1, 37 students scored within the grade one level. One student was exempt and 7 students absent. The remaining 10 students were below grade one.

Levelled Literacy Intervention term one welcomed eight students in grade 2 and 18 students in grade 3. Targeted daily instruction for those close to grade level for twelve weeks shows growth of at least two levels of growth (81%).

<table>
<thead>
<tr>
<th>Levels of Growth</th>
<th>Grade 2 (8 students)</th>
<th>Grade 3 (18 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>63%</td>
<td>73%</td>
</tr>
<tr>
<td>3</td>
<td>13%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Outcome: More students complete high school and are connected to career pathways for future success.

**External Performance Measures:** Safe and Caring, Program of Studies

**Internal Performance Measures:** Attendance

Strategies Update:

- Strong relationships with families were highlighted with teacher expectation to connect with every child’s family prior to school commencement
- Teacher expectations to provide newsletter at least once a month
- Monthly focus for September and October focused on what being safe, caring, welcoming and respectful looks like
- New school council executive and members identified home school connection as priority for the school year
- Collaboration with Landing Trail Intermediate continues to support a smooth transition
- Inclusive education lead works at both Whispering Hills Primary and Landing Trail Intermediate School facilitating many conversations with families for a smooth transition

Commentary on results:

Survey results indicate 100% of teachers either agree or strongly agree that students are safe, treated fairly, and cared about. Similarly, 100% of teachers either agree or strongly agree that students have opportunities to learn art, computers, health, music, and physical education. A small percentage (5% and 7% respectively) are dissatisfied with the opportunity to learn another language and drama, yet the majority are satisfied or very satisfied with the opportunities for students.

Parent survey completed in June 2021 indicates strong feelings of safety with 93% of families sharing that they believe their child is safe at school. Additionally, 100% of parents indicate that staff care about their child. Attendance is closely monitored by administration. Teachers connect with families initially yet communicate with administration. Administration subsequently will communicate with families offering support in alleviating any barriers identified. COVID continues to cause disruptions in attendance.
Outcome: Increased First Nations, Metis & Inuit student success

External Performance Measures: Safe and Caring, Program of Studies, Education Quality

Internal Performance Measures: Professional Development, Use of resources

Strategies Update:

- Relationship initiated with an Elder
- Orange Shirt Day honored with lessons from teachers and support from First Nation, Metis and Inuit Liaison
- Metis Week (Nov. 15-19) honored with teachers organizing at least two lessons to highlight culture
- Resources highlighted for teachers
- Six staff members enrolled in Indigenous course offered by division
- School representative attends meetings organized by division and reports at each staff meeting
- Strong relationship with First Nation, Metis and Inuit Liaison, weekly meetings to discuss challenges, home visits initiated if needed
- Two teachers attending CASS Elders Gathering Conference is to be held on March 14-16, 2022.

Commentary on results:

Professional development plan indicates scheduled workshop with Joanna Gladue: Education and strategies for working with Indigenous families to take place March 2022. Each staff meeting provides an opportunity for First Nation, Metis and Inuit school representative to provide an update or share resources. Administration provides weekly email highlighting leadership quality standards which includes supporting and applying foundational knowledge about First Nations, Metis and Inuit.

With the successful completion of a grant sponsored by ALPAC work began on the creation of our Indigenous Learning Garden. An Elder blessed the area in a gathering with the superintendent, First Nation Metis and Inuit Liaison, a group of students and the committee. Presently the garden has large boulders arranged in a circle to provide an outdoor learning space. A pergola has been built providing an alternative gathering area. In the spring, indigenous trees and plants will be planted and cared for by students and staff.
Priority Two: Wellness

Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.

Goals for 2021-2022

Goal One: Comprehensive School Health

Outcome: Greater success and well-being for all

External Performance Measures: Safe and caring, Education Quality and School Improvement

Internal Performance Measures: Staff attendance, Staff engagement and participation

Strategies Update:

- Wellness committee organizes APPLE School campaigns and wellness component at every professional learning day, Spreading sunshine gifts, “This is US” bulletin board introducing staff personally, puzzle table in staff room
- Focused, authentic conversations with staff on notions of change, resiliency circle of control/circle of influence
Commentary on results:

As previously mentioned, survey results indicate teachers care about the students. Parent survey results from June 2021 indicate 100% of families feel staff care about their children and 93% feel their children are safe at school. As well, 89% of families agree their child is treated fairly by the adults in the school. Student survey results indicate strong feelings of safety and care, with 87% of students indicating staff care about them, 94% of students agreeing they are treated fairly by the adults at school and 92% agreeing they are treated fairly by the adults in their classroom. Additionally, 83% of students shared that they feel safe coming to and from school. Finally, teacher survey results indicate that the quality of education has improved over the last three years (78%) with 17% indicating it has remained the same.

- Divisionwide professional development by Dr. Unger on Nurturing Resilience: Practical Strategies to Help Students Experience Positive Development
- Mentorship program started for grade 3 students. Twelve students were matched with a mentor and weekly meetings started in November.
- Two teachers participated in VTRA training
- One teacher volunteered to participate in Mental Health First aid. Presently postponed.
- All staff participated in SIVA training
- Staff willingly participate in activities and have expressed appreciation for activities/initiatives/conversations focusing on wellness
- 13 Staff members certified in First Aid
Goal Two: Quality Teaching and Leading

Outcome: Provide quality instruction and learning opportunities for all students

**External Performance Measures:** Education Quality

**Internal Performance Measures:** Parent Survey, Student Survey

Strategies Update:

- Individual teacher meetings with administration reviewing professional growth plans
- Administration participated in ATA workshop on Supervision and Evaluation
- Communication shared with teachers regarding supervision and evaluation workshop stressing the rationale to support and guide
- Supervision schedule developed by administration taking into account teacher preferences
- Professional development for teachers focused on areas aligned with division and school goals
- New teacher support provided by administration, and lead teachers
- New teachers matched with a mentor teacher
- Weekly Collaborative Response grade group meetings
- Monthly Collaborative Response meetings initiated with administration in January

Commentary on results:

As a division, the Collaborative Response Model has been implemented. Meetings focus on responding to student needs in a formalized manner. The structure lends itself to increasing collective efficacy. Initial Collaborative Response meetings held provided evidence of the benefits of following the structure as it provides a solution focused format.
Parent survey results indicate 93% of families agree their child finds the school work interesting and 77% sharing their child finds the work challenging. Parents also indicate 95% know what they are expected to learn. Additionally 96% of families and students indicate they are encouraged to do their best. Parents indicated 96% are satisfied with the quality of the education provided.

**Goal Three: Learning Supports**

**Outcome: Provide appropriate supports to ensure student success for all**

**External Performance Measures:** Learning Supports, At Risk Students

**Internal Performance Measures:** Great Beginnings, Parent Survey results, Student Survey results

**Strategies Update:**

- Successful assumption of Great Beginnings Program with initial registration determining two half morning but with substantial increase in registrations requiring program to run Monday to Thursday, morning and afternoon classes (62 registrations)
- Exit survey for Great Beginnings families prepared for June
- Professional development opportunities shared committee member and school therapist improving opportunities for relevant growth
- Hiring of five new educational assistants allowed for improved collaboration between support staff and the continued cross training to build capacity
- Nutrition program provides snacks, daily milk and monthly hot lunch items
Commentary on results:

Review of survey results regarding learning supports indicate 90% of teachers agree or strongly agree that supports and services to help students are available in a timely manner. All teachers (100%) are available to help students, are responsive to student needs and can receive help with problems that may not be related to school work.

Parent survey results indicated 94% feel that teachers are willing and available to help.

New individual program plan implementation allowed for deep conversations about student needs with teachers and respective families. Teachers, families and students began with conversations about how children learn best to ensure the student’s and family’s voices were heard. Our inclusive education lead provided support and guidance to all teachers in the beginning stages and further support upon request.

Priority Three: Engagement

*Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication.*

**Goals for 2021-2022**

**Goal One: Shared, system-wide responsibility for all children and students.**

**Outcome: Educational partners contribute towards student success**

**External Performance Measures:** Parental Involvement, School Improvement

**Internal Performance Measures:** External agency partnerships, School council and fundraising feedback, Parent surveys

Strategies Update:

- New school council and fundraising executive successfully formed
- Continued positive working relationships with partners in community
Commentary on results:

Teacher survey results in governance indicate 85% of families are either involved a lot or some in decisions about their children’s education. Teachers indicate 80% of families are involved in decision making at the school at a level of a lot or some. Additionally, 85% of teachers are either very satisfied or satisfied with the input families have into decisions at the school level is considered, the opportunity to be involved in decisions about their child’s education and 95% very satisfied or satisfied with the opportunity for families to be involved in decisions at the school.

Parent survey results indicate the continued need for education on the value of school council as this is the avenue for parent voice. Results from June 2021 indicate that 73% are satisfied with the ability to have input into classroom decisions, 63% were satisfied with input into decisions in the school and 66% satisfied with the opportunity to be involved at the school.

Given the challenges of COVID 19% of parents were dissatisfied with their ability to be involved; 16% of parents indicated they were unsure. 27% of parents were unsure whether input to decisions is considered in the school and 22% were unsure whether their input into decisions in their child’s classroom were considered. With the ever changing landscape over the last year, these results are not surprising.

School council executive members participated in a workshop outlining the roles and responsibilities of an effective school council, assisting them in aligning goals and priorities for the year. This allowed further inquiry reviewing the school priorities and identified improved home school connection as the primary goal. In collaboration with administration, a parent survey was developed to determine avenues for strengthening the connection given the sustained pandemic difficulties.

Fundraising committee continues to work closely with the school council and administration to support student learning.

Partners continue to support Whispering Hills Primary School. Royal Lepage donates to the nutrition program yearly. Local restaurants provide lunches to students. Athabasca Mentorship program provides much needed connection to identified students in grade three.

Virtual Events held

- LTIS grade 3 to 4 transition visits
- Ukrainian Cultural Heritage Village about Ukrainian Christmas
- Orange Shirt Day virtual workshop with Rupertsland Institute
- Farm Safety presentations (April 2022)
Goal Two: Fiscal Responsibility

Outcome: Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.

External Performance Measures: Transparent reporting and budgeting

Internal Performance Measures: Balanced budget, Budget allocations match professional development needs supporting teacher professional growth plans and school/division goals

Commentary on results:
Whispering Hills Primary School presents a balanced budget. Budget allocations match the needs at the beginning of the year; however, may vary throughout the year. Professional development aligns with division and school priorities. All professional development took place virtually in the current school year. As a result, costs were significantly reduced because of no travel or accommodation expenses.

Goal Three: Excellence and Accountability

Outcome: The district is grounded in effective, transparent, equitable and evidence-based practices.

External Performance Measures: Education Quality, School Improvement

Internal Performance Measures: School Council minutes, Social media posts, Week at a Glance, School participation/membership in the OHS committee and updated OHS information board, OHS/wellness at all staff meetings, Survey completion by parents

Commentary on results:
School council agendas and minutes are shared on the school's website. Each week administration and council (if necessary) share important information and reminders to families. Every staff meeting agenda includes a safety component and begins with a shine a light jamboard promoting gratitude and initiatives of others. Wellness committee formed this year contains representatives from administration and teaching staff. APPLE schools campaigns are promoted within the school on a highlighted bulletin board, in the week at a glance and on daily announcements.
Contextual Information

Whispering Hills Primary School

Address: 3001 Whispering Hills Drive, Athabasca, AB T9S 1N3

Phone: 780-675-4546

Fax: 780-675-5090

Website: whps@aspenview.org

School Administration:

Principal: Lorna Anderson

Assistant Principal: Glenda Gray

School Profile:

Located in Athabasca, Whispering Hills Primary School offers Kindergarten to Grade 3 in a dual track (English and French Immersion) program.

As per the Education Act, we pride ourselves on creating an inclusive school environment that is safe, caring and welcoming. We are proud to be a Bucket Filling school! The bucket represents a person’s emotional bank account for mental and emotional health. A person who is a “bucket filler” is a person who says or does caring things that makes others feel special. When you make someone feel special, you are filling their bucket. When you fill another person’s bucket, you’re also filling your own.

We value family engagement, as students are most successful when families and schools work as a team to support and inspire student learning. We have many opportunities for families to be involved in the school, such as volunteering in the classroom, assisting with Family Lunch Days or the morning breakfast program, or serving on the Fundraising Committee or School Council.

WHPS is an APPLE School. We strive to promote wellness and create environments that foster lifelong health and wellness by making the healthy choice, the easy choice. Daily, we provide healthy options for breakfast and snacks, as well as milk, at no cost. We partner with our local restaurants to provide free lunch occasionally.

Literacy and numeracy are embedded in all areas of learning and teachers integrate appropriate strategies in their lessons, regardless of subject matter. All students benefit from hands-on activities and mental math strategies used in the classroom to enhance numeracy skills. In addition to these universal measures we also have targeted literacy support, Leveled Literacy Intervention (LLI), which
provides supplementary opportunities for students to improve their literacy skills. This is small group intervention for students who need support to achieve grade level competencies.

At WHPS, students learn mindfulness and self-regulation as important skills to better manage their emotions throughout the day. This leads to enhanced learning opportunities as students reflect on their actions and how their actions affect others.

**Student Enrolment:** 314 students

**Staff Profile:**
- 16.5 teachers (FTE)
- 16 educational assistants
- 3 support staff

**Opportunities and challenges**

**Opportunities**
- In house SLP & OT services
- Counselling services
- Strong partnerships (FCSS, WJS, PCN, APPLE Schools, etc.)
- French Immersion
- Dedicated Music teacher
- Acquisition of Playschool Program (WHPS Great Beginnings)
- Nutrition Grant
- Wellness Room

**Challenges:**
- Declining enrollment
- Covid
- Levels of resilience
- Transiency due to economic challenges
- Lack of readiness skills for learning in ECS and Great Beginnings students