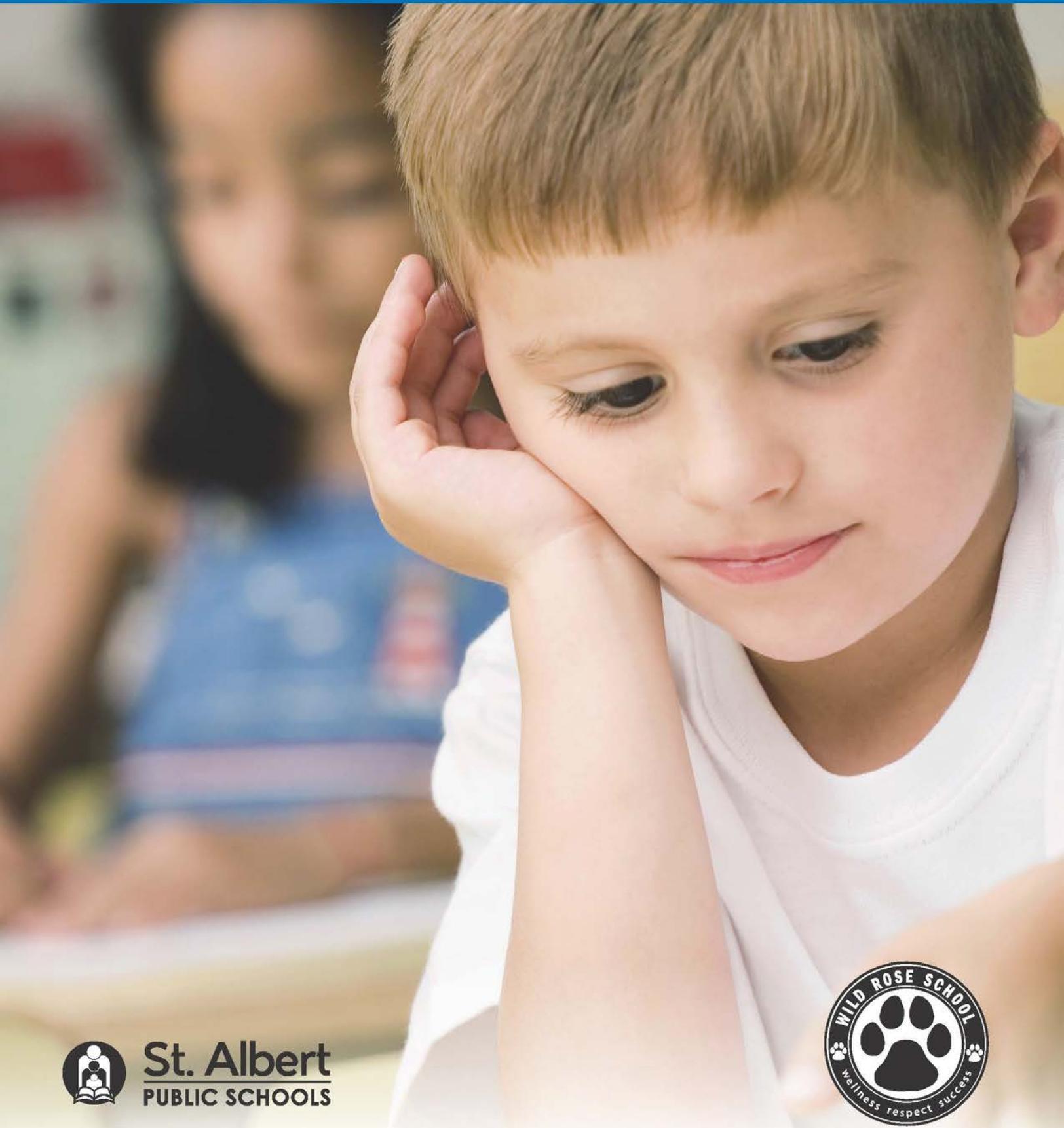


# EDUCATION PLAN 2017

## Wild Rose Elementary School



**St. Albert**  
PUBLIC SCHOOLS



# WILD ROSE ELEMENTARY SCHOOL EDUCATION PLAN 2017

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## St. Albert Public Schools' Mission, Mandate and Beliefs

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### Mission

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Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

### Mandate

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The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

### Beliefs

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In our commitment to public education,... *we believe that* -

- Our students' learning is central to everything we do.
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance.
- By setting high expectations students are challenged to achieve to their full potential.
- Schools must be safe and caring environments where students, staff and parents feel connected, valued and respected.
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all.
- The classroom is central to student learning.
- Members of our school community have a shared responsibility and obligation to provide learners with an optimum learning environment.

## Wild Rose Vision

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In three to five years, we will know that we are making progress towards the achievement of our Mission if:

### Students

- achieve at a high level academically
- are active participants in their learning
- are engaged and enthusiastic with schooling at Wild Rose School (WRS)
- feel competent and confident
- demonstrate respect for staff, their peers and for their education
- feel safe, secure and cared for in their learning environments
- understand and meet the expectations of the curriculum
- demonstrate critical thinking and problem solving skills
- are encouraged to explore and celebrate personal interests and hobbies
- demonstrate the characteristics of active and caring citizens
- advocate for their school and their district
- are contributing and responsible members of their school community
- have a sense of belonging

### Staff

- are committed to the service of students and parents
- help students to meet their full potential
- have high levels of satisfaction with their professional work in the district
- are committed to professional growth
- are partners in the school and district
- are committed to district growth and development
- feel appreciated and are proud advocates of themselves and their district
- have the confidence to take considered risks on behalf of students, parents, and programs
- have confidence in themselves, the district, and the board
- have parents as partners in the students' education

### Parents

- feel that they are partners in the school
- advocate for the school
- have high levels of confidence in the school, its programs, and its staff
- have the information necessary to enable them to be partners in their child's education
- support and promote the work of the school council
- believe the school is preparing their child to become a contributing citizen

### Community

- sees the school as a significant and effective part of the community
- believes that the school demonstrates effective and efficient use of resources
- advocates for the school
- believes that the school is preparing students for productive work and effective citizenship

**Wild Rose Profile**

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**2016-2017  
as of September 30, 2016**

Certificated Staff

Teaching	12.79	FTE
Administration	1.38	FTE
Counselling	0.4	FTE
Total	14.57	FTE

Support Staff

Clerical	1.0	FTE
Teacher Aides	10.86	FTE
Library Technicians	0.36	FTE
Technical Support	0.20	FTE
Total	12.42	FTE

Students

English	244
Special Needs	(53)
Total	244

Classroom Configuration

Grade	2016-2017 English
Kindergarten	32
Grade 1	42
Grade 2	41
Grade 3	26
Grade 4	24
Grade 5	24
Grade 6	28
PLAC	11
JLAC	15
	1
Total	244

**2017-2018  
as of September 30, 2017**

12.53	FTE
0.98	FTE
0.40	FTE
13.91	FTE

1.0	FTE
10.69	FTE
0.36	FTE
0.20	FTE
12.25	FTE

English	221
Special Needs	(53)
Total	221

Grade	2017-2018 English
Kindergarten	31
Grade 1	26
Grade 2	36
Grade 3	30
Grade 4	26
Grade 5	27
Grade 6	22
PLAC	11
JLAC	11
Home School	1
Total	221

## School Snapshot

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Wild Rose Elementary School (WRS) is a small, community-oriented school for families living primarily in Grandin Park and Heritage Lakes. This year we have an enrolment of 221 students, with 31 (5 in full day) in Kindergarten and 190 in Grades 1 to 6. The school enrolment also includes two district sites for special education; one Primary Learning Assistance (**Pr. LAC**) Class for Grades 3 and 4 and one Junior Learning Assistance Class (**Jr. LAC**) for Grades 5 and 6. These classes are made up of 11 students in Pr. LAC and 11 students in Jr. LAC and students are integrated in various subject areas. All students at Wild Rose work to their full potential to achieve academic success. We are also proud to be the site for two of the district Preschool Programs. We value our relationship with this wonderful program.

We have an exceptional staff at Wild Rose. Everyone, including the administration, administrative assistants, teachers, teacher assistants, and custodial staff, work collaboratively to create a very positive school climate for the students of Wild Rose. There is definitely a sense of family that permeates the WRS community. Our staff works very well as a team and is committed to professional growth. This ongoing quest for excellence ensures that our students experience the challenges and rewards essential for success in the real world. We feel that teachers are keys to providing a quality education.

One of the exceptional strengths of the Wild Rose community is the partnership with parents. An active school council provides the necessary formal connection between parents and the school. Our Parents' Society Fundraising Committee raises money through hot lunches, spell-a-thon/math-a-thon, casinos, as well as other smaller projects. The funds are used for class and student activities, as well as specific projects, such as playground expansion, enhancement of our learning commons area, and technology. These groups strive to ensure success in all of our school's endeavours.

We have worked to enhance the engagement of our students by offering a two-day overnight experience to all our Division II students. Grade 4 students experience the Royal Tyrrell Museum in Drumheller and the Alberta Sports Hall of Fame in Red Deer, Grade 5 students will spend two days at the Bennett Centre experiencing Canadian history and investigating a pond study, and Grade 6 students experience an outdoor education team building opportunity at Camp YoWoChAs. These initiatives, as well as our Outdoor Classroom/Garden, and a variety of field trips, increase the hands on experiences for our students.

We are very proud of our school's continued emphasis on finding innovative ways to integrate technology into each grade level. SMARTBoards, document cameras, laptops, and software are being used as tools to enhance student learning across the grades. Under the direction of designated staff members and mentor/protégé teams, quality professional development in the area of technology is occurring in the classroom setting. As a result, Wild Rose has exceeded the mandated technology requirements and is focusing on using the technology as a tool to enhance instructional practice. Access to Chromebooks for every student in Grades 3-6 helps to ensure that students at Wild Rose will have the skills needed in the 21<sup>st</sup> Century.

Our athletic program encourages all of our students to adopt and maintain active and healthy lifestyles. The Running Club, school-wide play in the park, triathlon and swimming days, after school extracurricular sports, our annual school-wide triathlon, and Division II ski days, are examples of our mass participation in fitness related activities. Our Health Pack (comprised of a teacher, teacher assistant, parent and a number of students from all grades) teaches students monthly about nutrition and fitness. Our Division I classes and our Division II classes

enjoy Physical Education four times per week. We also provide numerous sports activities for students to participate in during breaks and after school. Daily activity for our students is a priority.

Our Music program, building on in-class experiences, is showcased in the community. Students have the opportunity to be involved in assemblies, Christmas carolling, and talent shows as well as two major Music productions, both held at the Arden Theatre. Students in Grades 3 through 6, who wish to enrich their music experiences, can join our noon hour choir and Orff music groups.

Our Thursday Option program, is for students in Grade 4, 5, and 6 to explore and be exposed to an area or areas of study that the student is interested in. Students chose up to three options during the year. The options are as follows:

- Recreation Option – Students in the REC Option will take part in a variety of indoor and outdoor athletic activities one afternoon per week, which may include everything from racquet sports to climbing activities and watersports.
- Technology Option – Students in the Technology Option will take part in a variety of activities including but not limited to: photography, video making, WRTV, blogging, coding and news announcements.
- Fine Arts Option – Students in the Fine Arts Option will take part in a variety of activities including but not limited to: drama, choir, music, band, art, and painting.
- Leadership – Students in the Leadership Option will take part in a variety of activities which will allow them to make a difference at school and within the community.

Wild Rose builds citizenship through the positive social interactions that are commonplace at WRS. Using the words WELLNESS, RESPECT, and SUCCESS, we are focusing on Covey's "Seven Habits" that lead to caring citizens in our world. By recognizing and celebrating the strengths and talents of our students, they will grow socially and academically. More importantly, by believing in one another and fostering the spirit of cooperation, anything is possible. In addition to the "Seven Habits", we are also improving the lives of our students and staff by incorporating "Mindfulness" and the "Zones of Regulation" program into our classrooms. Our goal with these programs is to support the mental health of our students and bring forward the importance of being present and aware of all that is around you.

Committed to promoting growth and excellence in all areas, our school mission Wellness, Respect and Success, is clearly evident in all that we do.

## Issues and Trends

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### Enrolment

- The Wild Rose population decreased this year due to Edmonton-area families returning to their home school. We will continue to address the need to promote our wonderful school in the community. We work to ensure that numbers remain relatively stable to ensure the feasibility of programming needs.
- Meeting provincial class size targets while maintaining balanced class configurations that make sense for the whole school is challenging.
- Finding the appropriate placement for students from Learning Assistance Class (LAC) to be integrated into regular classrooms, without over-crowding the regular classes, is a priority.

### Academics

- Continuing to utilize best practices and differentiating instruction, to meet all students' needs.
- Continuing to demonstrate a strong performance by our students in all academic areas
- Continuing to provide reading intervention/recovery support, enrichment programming and English as a Second Language (ESL) support.

### Special Education

- There is an increasing number of integrated special needs students. Having adequate funding to provide the necessary supports for some of these students, along with the additional responsibilities experienced by teachers, are significant issues that will need to be monitored closely.
- Finding substitutes for Educational Assistants (EAs) for some of our students with severe special needs is a challenge.

### Technology

- Continuing to provide timely and meaningful professional development.
- With ever changing technology and the significant costs associated with the infrastructure and upgrades, we need to be cognizant of budgeting adequately within the constraints of small school funds.

### School Plant

- The school has been well maintained, however Wild Rose is in need of a renovation and our portables are very old and aging and they need replacement.
- With increasing enrollment, the need for additional portables will need to be discussed.
- For the safety of the staff and students, a larger parking lot is needed and better signage asking families to use the sidewalk when walking rather than the middle of the parking lot. As well, better lighting is necessary at the front of the school as it is very dark in this area at night.

## **District Priorities and Outcomes**

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### **District Priority Areas**

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through a district Enhancing Instructional Practice Project.

### **District Outcomes 2017-2020**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

## School Objectives

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**Objective 1: Wellness: Create a balanced environment in which students, staff and family well-being (physical, emotional, and mental) is promoted and supported.**

### Relationship with District Outcomes:

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

### Reporting our Progress (2016-2017)

#### Highlights

- Health Pack (consists of parents, students, and a teacher) planned a monthly activity and snack for each student and staff.
- The continued growth of the “7 Habits” language within our student body.
- Our Christmas Lunch continues to be an event valued and appreciated by all members of the community.
- Our parent group continues to support us in our many initiatives and activities. Their financial support and support through their time and energy continue to make a significant difference to our small school.
- By working as a team, the staff have been able to address the needs of various students and to provide the supports they need, thereby helping students grow academically, emotionally, and socially.
- Continued use of the sensory room is helping many of our special need students regulate in a positive manner. This has greatly lessened the need to use the timeout room.
- We have obtained many different social/emotional regulation activities that are then used by many of our students -- Zones of Regulation, Mindfulness.
- As Wild Rose has been growing in population we have worked hard to find more time collaborating with colleagues that teach similar subjects.

#### Challenges

We will continue to look for activities and resources that support the positive growth of our children’s mental health. We are seeing more students with higher anxiety levels and lower ability to deal with their anxiety.

### Progress toward Meeting Outcome 1:

Partially achieved. This objective will continue into 2017-2018 school year.

### Key Strategies for 2017-2018:

1. We will promote healthy living habits in our school community through:
  - a. Wild Rose School Pledge – recited at each assembly

"I pledge to do my best at Wild Rose Elementary School.  
As a member of the wolf pack,  
I will maintain my personal wellness,  
I will show respect for everyone around me and in the community,  
and I will work hard to be successful each and every day."

- b. Social/Emotional
    - i. Mindfulness education and practice
    - ii. Zones of Regulation
    - iii. Seven Habits of Healthy Kids
  - c. Nutrition education
    - i. Continuing to work with the parent group to provide healthy alternatives for hot lunch days.
    - ii. Afternoon snacks are limited to raw veggies or fruit.
    - iii. We encourage students to have water bottles in the classroom, so that they drink more water.
    - iv. Our Wellness Pack promotes nutrition by once a month providing a unique healthy snack to the entire school population, thereby allowing students to broaden their healthy choice snack options.
    - v. Alberta Health Services (AHS) displays on nutrition are visible during parent/teacher interviews
  - d. Exercise opportunities
    - i. Daily Physical Activity inside and outside the school
    - ii. Special days to enhance physical fitness:
      - 1. Wild Rose "Play in the Park" morning
      - 2. Two Division II ski & snowshoeing days
      - 3. Two whole school swim days (outdoor pool)
      - 4. Swimming lessons for Kindergarten students
      - 5. Intramurals for Grades 1-6
      - 6. School-wide Triathlon
      - 7. Running Club for Grades 1-6
      - 8. Extracurricular teams – cross country, volleyball, basketball
      - 9. Track Meet
      - 10. Terry Fox Run
      - 11. Winter Walk
      - 12. Playground Pals/Positive Playground Afternoon
      - 13. Wellness Pack once a month teaching a new game to entire school population
    - iii. Offering Playground Pals outside at lunch to help students be proactive in their game choices.
  - e. Organizing a Health Day to promote Wellness at our school.
2. We will encourage students to learn and try new activities that are of interest to them. This will be done through our Thursday Option program – Fine Arts, Recreation, Leadership and Technology.
3. We will continue to engage, value, and promote the importance of the family and community partnerships in learning.
- a. Outdoor Classroom
  - b. Meet the Staff evening, Open House sessions, Celebrations of Learning
  - c. Parent volunteerism
  - d. Parent communication (report cards, conferences, school and classroom newsletters, class/school websites, tweets)

- e. Parent Appreciation Barbeque & Family Dance
  - f. Christmas dinner
  - g. Volunteerism at Food Bank and other community programs that require our assistance
  - h. Continuing to hold parent-teacher interviews prior to report cards. This allows for greater communication of formative assessments used to guide the teaching of the child.
  - i. Using our signage to communicate events to our community
  - j. Having an Individual Program Plan (IPP/ILP) conference with parents of students who have one. It is important that the document contains input from the student, teacher and parents as partners.
4. We will continue to recognize the positives in every child by celebrating their achievements in all areas.
- a. Classroom Connect – at the end of the day
  - b. Cross-age activities – reading, arts and crafts, music
  - c. Leaders of the Pack – integrating the “7 Habits of Happy Kids”
  - d. New Student Recognition cookies and milk
  - e. Birthday announcement and celebration
  - f. Leadership opportunities – phone monitors, patrols, recycling
  - g. Monthly Wolf Pack Activities
  - h. Wild Rose TV (WRTV)
  - i. Art wall – switched up monthly
  - j. Extracurricular clubs
  - k. PAW Ballots

**Objective 2: Respect: Teach, model, and encourage good citizenship and values to promote empathy and acceptance of everyone in our community.**

**Relationship with District Outcomes:**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

**Reporting our Progress (2016-2017)**

**Highlights**

- Our monthly Wolf Pack Days promoted togetherness, wellness and respect throughout the entire school community.
- Students at Wild Rose continued to be heavily involved in many global initiatives. This increased their awareness and understanding of the needs of others. It also taught them to be grateful for the life they have. Parents were 92% in agreement that the school provides their child with activities that promote volunteerism and community contribution.

- Parents also maintained their belief that the school is a caring environment (97%).
- The scheduling of our psychologist for 0.4 FTE has been very supportive to the whole school. We will maintain this FTE allotment for the 2017-2018 School Year.
- Teaching the Zones of Regulation and Mindfulness programs to the student body has created a common language to support students and staff social emotional wellness.
- Artist in Residence program -- Rooney & Punyi was very successful

### **Challenges**

- Finding resources and man-power in a small school with limited funds continues to be difficult.

### **Progress toward Meeting Outcome 2:**

Partially achieved. This objective will continue into 2017-2018 school year.

### **Key Strategies for 2017-2018:**

1. Continue to promote citizenship and leadership in the school and Wild Rose community.
  - a. WRS Leaders of the Pack (Wellness, Respect, Success)
  - b. Playground Pals
  - c. Cross-age activities
  - d. Various charitable endeavours (Terry Fox, Food Bank, Me to We, Foster Child Sponsorship, Kinette Hampers, Jump Rope for Heart)
  - e. Connections in the community to promote volunteerism and leadership (an example would be our leadership students going into the community raking our neighbour's lawns.)
  - f. Teaching and using the "Zones of Regulation" and Mindfulness programs in all our classrooms to help our inclusive students.
  - g. Golden Dust Pan and Soft Paw Awards
  - h. Continuing to have a psychologist as counsellor to work at the school two full days a week.
  - i. Having an Artist in Residence in the school. We are hoping to have Teddy Anderson – The Hoop Dancer with us this year.
  - j. Promoting positive play on our playground through direct teaching during our "Positive Playground Afternoon" (PPA)
  - k. Working with all supervisors to understand the importance of being proactive and involving themselves early to teach social skills to those that are struggling.
2. Continue to respect the personal learning needs of all students.
  - a. Creating environments for literacy using the "Daily 5" approach to learning.
  - b. Creating environments for numeracy using the "Daily 3" approach to learning.
  - c. Using "Levelled Literacy" to allow all students to learn in their zone of proximal development.
  - d. School wide focus on Canada's Ingenious Peoples and reconciliation
  - e. Goal setting and reflecting
  - f. Providing integration opportunities for the LAC classes
  - g. Utilizing the Inclusive Learning Team (ILT)
3. Continuing to reinforce the importance of respecting our environment.
  - a. Outdoor classroom (referred to as the outdoor Learning Den)/garden-planting and harvesting
  - b. Student Green Initiatives

- c. Continuing with our Groovy Green Recycling Team
- d. Continuing with our Bottle Recycling Team

**Objective 3: Success: Personalize learning so that students and staff are engaged, confident and empowered to strive for personal excellence.**

**Relationship with District Outcomes:**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

**Reporting our Progress (2016-2017)**

**Highlights**

- The completion of our training for all Language Arts teachers in “Daily 5”.
- The increasing amount of hands on learning that we are providing for the students at Wild Rose.
- Continued financial support provided by parent group for our initiatives.
- The excellent partnership in education that we have with our community.

**Challenges**

- Continuing to have more students meet the Standard of Excellence on the Grade 6 Provincial Achievement Tests.
- Finding ways to be able to provide time for teachers to plan together and conference with Teacher Aides.

**Progress toward Meeting Outcome 3:**

Partially achieved. This objective will continue into 2017-2018 school year.

**Key Strategies for 2017-2018:**

1. We will use best practices to enhance our instruction.
  - a. “Daily 5” used as a structure to teach literacy. All literacy teachers have been trained in this approach. We will continue with professional development (p.d.) in this area by having a Literacy p.d. moment every staff meeting to address issues that may be arising.
  - b. Engaging all students with effective reading goals through the Café Menu.
  - c. Language Arts teachers will attend district literacy workshops and work with our Literacy Lead teacher when needed.
  - d. All Wild Rose teachers will utilize materials obtained from the district Literacy Project in their classrooms.
  - e. “Daily 3” used as a structure to teach numeracy. All numeracy teachers will be trained in this approach. We will continue with p.d. in this area by having a Numeracy p.d. moment every staff meeting to address issues that may be arising.

- f. Numeracy teachers will attend district numeracy workshops and work with our Numeracy Lead teacher when needed.
  - g. Teachers will plan with the outcomes in mind.
  - h. Using an RTI model to address all of our students' needs.
  - i. Continue working on our Literacy and Numeracy Focus. Our Lead Literacy and Lead Numeracy Teachers will share activities and ideas at each staff meeting.
2. We will refine technology teaching practices and learning experiences through access to technology and innovative and creative ways to enhance learning for the 21<sup>st</sup> century learner.
  - a. Chromebooks (for all Grades 3-6 students) are used as a tool to enhance their learning.
  - b. Seeking out emerging and engaging technology initiatives.
  - c. Wild Rose TV (WRTV)
  - d. Using our district Coordinator of Education Technology to help teachers with classroom projects.
3. We will provide hands on learning for our students. This will allow their learning to move from the concrete to the abstract.
  - a. Providing Math/Science discovery experiences for classes
  - b. Utilizing our Outdoor Classroom/Garden
  - c. Overnight experience for Grade 4 students at the Royal Tyrell Museum
  - d. Overnight experience for Grade 5 students at the Bennett Center
  - e. Overnight experience for Grade 6 students at Camp YoWoChAs
  - f. Utilizing the many St. Albert facilities to provide experiences for our students who have special needs.
  - g. Planning meaningful field trips for students to link their learning to the concrete (ie. St. Albert's Founders Walk).
  - h. Continuing with Option Thursday afternoons in Division II.
4. Engaging teachers in their own learning by having them take on more leadership roles in the learning of other staff members, through either mentoring, acting as a lead teacher or taking on staff p.d. responsibilities.
5. Creating learning areas that are fluid and serve different needs.
  - a. Creating classrooms that are collaborative
  - b. Creating classrooms that have interdisciplinary problem solving happening daily
  - c. Creating classrooms that use pencil, paper, books and technology in a fluid manner
  - d. Creating classrooms in which creativity exists
  - e. Continuing to create a learning common area that is used by students, teachers and our parent community
  - f. Providing teacher time for each of these programs: English as a Second Language (ESL), Reading Recovery/Intervention and Enrichment.

## **Financial Performance 2016-2017**

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The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$34 557

Our surplus will be used during the 2017-18 school year to help with staff levels.

**Financial Planning 2017-2018**

**RESOURCE AND DISTRIBUTION  
WILD ROSE SCHOOL**

REVENUES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Basic Program Allocation	\$ 1,622,036	\$ 1,747,812	\$ 1,734,849
2. Other Revenues			
2.1 Fees	\$ 79,500	\$ 85,030	\$ 108,354
2.2 Cafeteria			
2.3 Donations	\$ 4,828	\$ 2,616	\$ 2,532
2.4 Fundraising			
2.5 Other Revenues	\$ 22,571	\$ 26,421	\$ 26,421
3. Surplus / Deficit Allocation (S/D)	\$ 34,557	\$ 47,637	\$ 43,844
<b>TOTAL REVENUES</b>	<b>\$ 1,763,492</b>	<b>\$ 1,909,516</b>	<b>\$ 1,916,000</b>

EXPENDITURES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Certificated Staff	\$ 1,445,439	\$ 1,593,480	\$ 1,519,928
2. Support Staff	\$ 251,576	\$ 180,256	\$ 260,736
3. Services	\$ 60,950	\$ 71,530	\$ 78,390
4. Supplies	\$ 42,950	\$ 39,250	\$ 45,350
5. Furniture, Equipment & Capital	\$ 3,000	\$ 10,000	\$ 10,000
6. Technology	\$ 4,700	\$ 15,000	\$ 22,000
7. Future Emergent Initiatives			
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,808,615</b>	<b>\$ 1,909,516</b>	<b>\$ 1,936,404</b>

<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ (45,123)</b>	<b>\$ -</b>	<b>\$ (20,404)</b>
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ENROLMENT	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
FTE Enrolment (ECS @ .5)	204.50	234.00	227.00

STAFFING PERCENTAGES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
Certificated Staff FTE	13.91	15.12	14.57
Support Staff FTE	5.06	3.49	5.19
Certificated Staff Percentage	87.3%	88.8%	85.5%
Support Staff Percentage	15.2%	10.0%	14.7%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>102.4%</b>	<b>98.8%</b>	<b>100.1%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>104.6%</b>	<b>101.5%</b>	<b>102.6%</b>

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.  
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.

## Appendix I – Student Performance and Achievement

### Provincial Achievement Test Results

The following provides the school’s results on Provincial Achievement Tests, participation rates and an interpretation of the results.

#### Grade 6 English Language Arts

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov								
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	<b>90.8</b>	100	<b>90.4</b>	93.9	<b>90.6</b>	94.1	<b>90.6</b>	97.2	<b>90.2</b>
<b>Results Based on Number Enrolled</b>										
Acceptable Standard	94.7	<b>82.5</b>	93.5	<b>81.9</b>	93.9	<b>82.8</b>	88.2	<b>82.9</b>	80.6	<b>82.5</b>
Standard of Excellence	26.3	<b>16.3</b>	16.1	<b>17.6</b>	15.2	<b>19.5</b>	20.6	<b>20.4</b>	16.7	<b>18.9</b>
<b>Results Based on Number Writing</b>										
Acceptable Standard	94.7	<b>90.9</b>	93.5	<b>90.6</b>	100	<b>91.3</b>	93.8	<b>91.5</b>	82.9	<b>91.5</b>
Standard of Excellence	26.3	<b>18.0</b>	16.1	<b>19.5</b>	16.1	<b>21.5</b>	21.9	<b>22.6</b>	17.1	<b>20.9</b>

#### Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance appears to be relatively strong are:
  - Female students outperformed the provincial average by 5%.
  - The students enrolled in our Special Education program outperformed the province in the number of students achieving Acceptable Standard.
  - The results of the writing portion of the test showed us to be only 1.4% below the provincial average.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance was of concern are:
  - A lower than normal level of engaged males was a concern for this year’s cohort and as a result, 6 students scored below Acceptable Standard.
  - Overall, students scored lower in reading than in writing when comparing them to the Acceptable Standard.
- Specific Initiatives planned to address the above noted areas of strengths and concerns are:
  - Provide a more intensive intervention to those students who present weaknesses in reading.
  - Benchmark students in all the grades in an effort to monitor and improve progress earlier on in their elementary career.
  - To work more extensively on reading and understanding the components associated with text organization.
  - Continue with our balanced literacy approach, Daily 5 and Cafe instruction.

**Grade 6 English Mathematics**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov								
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	<b>90.3</b>	100.0	<b>90.1</b>	93.9	<b>90.2</b>	82.4	<b>90.4</b>	94.4	<b>89.9</b>
<b>Results Based on Number Enrolled</b>										
Acceptable Standard	89.5	<b>72.1</b>	77.4	<b>72.7</b>	81.8	<b>72.5</b>	76.5	<b>71.4</b>	63.9	<b>68.4</b>
Standard of Excellence	15.8	<b>16.3</b>	6.5	<b>15.3</b>	24.2	<b>13.8</b>	14.7	<b>13.8</b>	11.1	<b>12.3</b>
<b>Results Based on Number Writing</b>										
Acceptable Standard	89.5	<b>79.8</b>	77.4	<b>80.7</b>	87.1	<b>80.4</b>	92.9	<b>79.0</b>	67.6	<b>76.2</b>
Standard of Excellence	15.8	<b>18.0</b>	6.5	<b>17.0</b>	25.8	<b>15.3</b>	17.9	<b>15.2</b>	11.8	<b>13.7</b>

**Interpretation of Results**

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
  - Students matched the provincial score for the Part "A" operations assessment.
  - Females outperformed the province on both parts of the exam.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern is:
  - Student performance on the Part "A" (computation) was slightly below the provincial average.
  - Number Sense appeared to be the weakest scoring category.
- Specific Initiatives planned to address the above noted areas of strengths and concerns are:
  - Number Sense problems such as order of operations, whole number and decimal problems, percent and factors under 100 require more attention throughout the year.
  - Students new to the school need to be thoroughly assessed to see if interventions should be administered.
  - Basic Math facts using the four operations should be incorporated into the weekly classroom work
  - Increase the alternative ways of teaching Math concepts using technology, gamification and real world examples.

**Grade 6 English Science**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov								
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	84.2	<b>90.3</b>	83.9	<b>89.5</b>	72.7	<b>89.7</b>	73.5	<b>90.0</b>	75	<b>89.1</b>
<b>Results Based on Number Enrolled</b>										
Acceptable Standard	78.9	<b>77.1</b>	74.2	<b>75.4</b>	66.7	<b>76.0</b>	70.6	<b>77.6</b>	72.2	<b>76.6</b>
Standard of Excellence	26.3	<b>26.2</b>	25.8	<b>25.3</b>	39.4	<b>25.9</b>	23.5	<b>27.7</b>	19.4	<b>29.5</b>
<b>Results Based on Number Writing</b>										
Acceptable Standard	93.8	<b>85.4</b>	88.5	<b>84.2</b>	91.7	<b>84.8</b>	96.0	<b>86.1</b>	96.3	<b>86</b>
Standard of Excellence	31.3	<b>29.0</b>	30.8	<b>28.2</b>	54.2	<b>28.8</b>	32.0	<b>30.8</b>	25.9	<b>33.2</b>

### Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
  - The number of students who scored in the Acceptable Standard range beat the province by 10%.
  - Females outperformed the provincial average by 4%.
  - Students performed better this year than the previous 3 years by having 96.3% score of acceptable or higher.
2. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern is:
  - The Aerodynamics unit was the lowest scoring area and needs more of a focus.
3. Specific Initiatives planned to address the above noted areas of strengths and concerns is:
  - To address the above concern students could have a more in-depth look at Bernoulli's Principle, how bird flight relates to airplanes, and investigate the principles of hot air balloon flight.

### Grade 6 English Social Studies

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov								
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	84.2	<b>89.5</b>	83.9	<b>88.9</b>	72.7	<b>89.2</b>	73.5	<b>89.6</b>	72.2	<b>89.3</b>
<b>Results Based on Number Enrolled</b>										
Acceptable Standard	73.7	<b>72.2</b>	64.5	<b>70.2</b>	63.6	<b>69.9</b>	67.6	<b>71.1</b>	58.3	<b>72.6</b>
Standard of Excellence	5.3	<b>19.3</b>	6.5	<b>17.1</b>	15.2	<b>18.7</b>	20.6	<b>22.6</b>	19.4	<b>22.4</b>
<b>Results Based on Number Writing</b>										
Acceptable Standard	87.5	<b>80.7</b>	76.9	<b>78.9</b>	87.5	<b>78.0</b>	92.0	<b>79.4</b>	80.8	<b>81.3</b>
Standard of Excellence	6.3	<b>21.6</b>	7.7	<b>19.2</b>	20.8	<b>21.0</b>	28.0	<b>25.3</b>	26.9	<b>25.1</b>

### Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong is:
  - The students who wrote, matched the provincial average for excellent and acceptable achievement.
  - Female students beat the provincial average by 3%.
2. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance were of concern are:
  - Work is still needed in the area related to Democratic Principles and Local and Provincial Governments.
  - The students' ability to accurately read and interpret maps and tables also appears to be an area of concern.

3. Specific Initiatives planned to address the above noted areas of strengths and concerns are:
  - Connect what the municipal governmental services are by looking at the city of St. Albert. At every opportunity students should be offered more real world experiences.
  - Have a more in-depth look at how Bills are created in the government of Alberta.

### **Summary Comments Regarding Provincial Achievement Test Results**

1. Overall, we are proud of the hard work done by students and staff at Wild Rose in all of our grades.
2. We will continue to focus on the areas that need our attention by designing more effective and engaging instruction.
3. When we look at the cohort of female students who wrote the PAT's, we can see that they outperformed the province as a whole in every facet.
4. Wild Rose continues to provide excellent academic programs to a diverse student population. Provincial Achievement Tests are only one snapshot in time to assess the progress of our students and it is important to note that the statistical validity of the test scores on such a small sample group must be considered with a degree of caution.

## **Appendix II – Other Indicators of Student Performance**

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### **Citizenship/Character Education**

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- Completion of “Safety on Board” presentations at the kindergarten level
- Wolfpacks are student cross-age opportunities for Grade 1-6 students at Wild Rose on a monthly basis.
- Using our Division II students in leadership roles around the school such as: phone monitors, assembly hosts, school patrols, cookie sellers, playground pals and recyclers
- Continuing with our character education program – “The 7 Habits of Happy Kids”
- Partaking in numerous school service projects: Food Bank, Foster Child sponsorship, Habitat for Humanity, Me to We, Kinette Christmas Hampers and Mitten Tree to help build global citizenship
- The Groovy Green team helping with environmental initiatives. Our student body doing clean ups in the community.
- Continuing to use services provided by Family and Community Support Service (FCSS) programs
- Being part of the Healthy Interactions program
- Continuing Leaders of the Pack (WRS) recognition
- Grade 6 students as part of the DARE program
- Playground Pals
- Wellness Pack

### **Extra-Curricular**

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- We host an amazing running club (Grades 1-6) that partakes in cross country events such as the St. Albert Marafun event, Halloween Howl, Running Room games and district track meets.
- Physical Education (PE) classes in the gym
- Grade 6 interschool volleyball and basketball
- Jump Rope for Heart
- Noon hour intramurals
- Wide variety of noon hour clubs (Lego, games, choir, Orff, art, reading, computer, cards, chess, homework help)

### **Co-Curricular**

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- Royal Tyrell Museum overnight experience for Grade 4
- Overnight Bennett Centre camp for Grade 5
- Overnight camp experience for Grade 6
- Triathlon
- School wide Christmas dinner prepared by all students
- Two ski days, cross country skiing or winter hiking for Division II students at Snow Valley
- Field days and Track Meet
- Terry Fox Run, Turkey Trot
- Wide variety of field trips at every grade level
- Mission Impossible, Climbing Club
- Outdoor classroom offering hands on experiences for students
- Science Discovery Day for Division II students

- Use of hands-on Science materials such as Lego Building Sets for the Wheels and Levers unit in Grade 4 and circuit boards for Grade 5
- Cross-age activities
- Grade 4 Garden – yummy potatoes and carrots

#### Academics/Enrichment

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- Implementation of an outcomes based approach was continued (assessing, planning instruction, reassessing and reporting).
- Grade 6 students completed the Drug Awareness and Resistance (DARE) program.
- The program JUMP Math is being used from Grade 1-5.
- Imagine software used as a resource in our LAC classrooms.
- Scholastic Book Fairs offered students the opportunity to purchase books.
- Reading intervention either for small group or Reading Recovery for individuals.
- Reading A-Z, RAZ kids, Sumdog, Accelerated Reader (AR) and other internet apps that engage students in their learning.
- Chromebooks are used by every student in Grades 3-6 and our LAC.

#### Fine Arts

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- Artwork was showcased in our school Art Gallery, St. Albert Public library and at the district Art Show.
- We have a music specialist who teaches music to Grades K-6.
- A winter concert will be held to showcase the K-2 talent at the Arden Theatre.
- A spring concert will be held to showcase the Grades 3-6 talent at the Arden Theatre.
- Kindergartens through Grade 6 attend the Children's Festival
- Students in Grades 4, 5, and 6 study the recorder
- Students in Grade 6 study the ukulele
- A talent show was held in the spring in which students who wished to were able to perform.
- Many classrooms visit "Profiles Gallery".
- School wide carolling the week prior to Christmas

#### Special Programs

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- Counselling
- Field Experiences – University of Alberta
- Mentorship programs (beginning teachers and administration)
- Covey's "Seven Habits of Happy Kids"
- Mindfulness
- Zones of Regulation
- BAM Mentorship

#### Other Services

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- St. Albert Daycare before and after school care
- Coordination with outside services such as Alberta Health Services, Family School Liaison Program, Child, Adolescent and Family Mental Health (CASA) and the Regional Collaborative Services Team
- Preschool district site
- Utilization of the Inclusive Learning Team (ILT)

### Parent Initiatives

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- School council and parent society
- Fundraising efforts from the parent society provide exceptional support for the school in many areas.
- The Family Dance, a happy event for our school community, run by our parent group
- Countless hours spent by parents and grandparents volunteering at our school
- Hot Lunch and Hot Dog Days provided by our parent group each Friday

### Community Connections

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- We have a positive connection with inter-agencies that foster a more positive school community such as: RCMP, Mental Health and Alberta Health Services.
- School-wide pitch-in activities to clean up our community
- Halloween carnival proceeds went to support our foster child in Benin.
- We Day for the Grade 6 class
- Utilization of Fountain Park, Grosvenor Pools, Servus Place and other recreation services in the community

### Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. The number of respondents is also included. Please be advised that survey processes were modified in the 2016-2017 school year. There were both changes to a number of survey questions and the method of administration. In particular, we shifted to an online survey administration for parents. Caution is warranted when comparing results from year to year.

Student Survey (Based on the Accountability Pillar Survey)

Question	% Good / Very Good 2014-2015	% Good / Very Good 2015-2016	% Good / Very Good 2016-2017
The teachers at my school are.	98	96	96
My school is.	97	96	93
	% Yes 2014-2015	% Yes 2015-2016	% Yes 2016-2017
At school, I am encouraged to try my best.	98	97	95
At school, most students follow the rules	78	64	66
At school, most students help each other.	93	72	74
At school, most students respect each other	92	79	85
I am proud of my school.	88	83	91
I am treated fairly by adults at my school.	93	83	87
Other students treat me well.	90	80	79
I feel safe at school.	95	91	87
I feel safe on the way to and from school.	93	88	86
My teachers care about me.	92	89	88
Our School Survey	--	--	% Yes 2016-2017
My school work is challenging.	--	--	38
My school work is interesting.	--	--	48

Year	Number of Respondents (Grades 4-6)
2016-2017	117
2015-2016	124
2014-2015	117

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<b>Parent Survey Questions Paper Administration</b>	<b>% Satisfied</b>	<b>Parent Survey Questions Online survey (all families)</b>	<b>% Satisfied</b>	<b>% Don't Know</b>
<b>How satisfied are you...</b>	<b>2014-2015</b>	<b>How satisfied are you...</b>	<b>2016- 2017</b>	<b>2016- 2017</b>
1. with the quality of education that your child is receiving?	94%	with the quality of education that your child is receiving?	76	0
2. with the choice of courses and programs available in your school?	94%	with the choice of courses and programs available in your school?	83	4
3. (New Question for 2016-17)		With the support and resources available to meet the diverse needs of students.	72	9
4. that your child is encouraged by his or her teachers to achieve high standards?	93%	That your child is encouraged by his or her teachers to achieve at their personal best.	87	2
5. that your child's learning needs are being met?	90%	that your child's learning needs are being met?	78	0
6. with the extra help available, if your child requires it?	85%	with the extra help available, if your child requires it?	61	17
7. that teachers help your child to achieve learner outcomes?	93%	That teachers help your child to achieve learner outcomes.	85	2
8. that your child is developing the skills and attitudes to become a lifelong learner?	88%	that your child is developing the skills and attitudes to become a lifelong learner?	80	2
9. that the school helps your child become a good, caring citizen?	95%	that the school helps your child become a good, caring citizen?	87	2
10. that the school provides your child with activities that promote volunteerism and community contribution?	92%	that the school provides your child with activities that promote volunteerism and community contribution	65	11
11. (New Question for 2016-17)		That my child enjoys going to school.	78	0
12. that the school provides students opportunities to assume leadership roles?	93%	that the school provides students opportunities to assume leadership roles?	74	15
13. with how the school keeps you informed about your child's progress and achievement?	86%	That your child's progress is reported in an ongoing and timely manner.	83	0

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14. that the school is safe?	97%	that the school is safe?	85	2
15. that your child's school is a positive and welcoming place?	96%	That your child's school is a positive, caring, and welcoming place.	85	0
16. that expectations for student behaviour are clear?	96%	That expectations for student behavior are clear and well-communicated.	78	2
17. with the way discipline matters are dealt with by school staff?	88%	That discipline matters are dealt with in a reasonable and timely manner by school staff.	67	15
18. with the image of the school in the community?	97%	with the image of the school in the community?	74	11
19. with the communications you receive from the school?	90%	that the information I receive about my child's learning at school tells me if my child is being successful in school.	74	2
20. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	98%	that the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	28	67
21. that your input is considered, respected, and valued by your school?	91%	That your input is considered, respected, and valued by your school.	67	15
22. with the leadership within your child's school?	90%	That the leadership at your school effectively supports and facilitates teaching and learning.	80	9
23. that the School Council plays a meaningful role in your school?	90%	That the School Council plays a meaningful advisory role in your school.	53	36
24. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	90%	That there are opportunities for you to have meaningful input into decisions that affect your child's education.	65	17
25. with the leadership provided by district office?	87%	That leadership at district level effectively supports and facilitates teaching and learning.	51	38
26. with how the district manages financial resources?	92%	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	50	39
27. with the Board's resource allocation, policies, priorities and processes?	83%	With the St. Albert Public School Board's policies and processes.	54	41

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28. that your input is considered, respected, and valued by the St. Albert Public School Board?	87%	that your input is considered, respected, and valued by the St. Albert Public School Board?	52	43
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29. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 22%	No 78%	Are finances a barrier to your child's participation in classroom activities?	Yes 13%	No 87%
30. (New Question for 2016-17)			If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	Yes 57%	No 43%

Participation Rates

Year	Respondents
2016-2017	46
2014-2015	108
2012-2013	67

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School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017
1. I am satisfied with the quality of education that students are receiving in this school.	100%	I am satisfied with the quality of education that students are receiving in this school.	100
2. I am satisfied with the choice of courses and programs available for students in the school district.	97%	With the choice of courses and programs available for students in the school district.	94
3. The district provides adequate support / resources to meet diverse student needs.	81%	That I am provided the support and resources needed to meet the diverse needs of students.	100
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	92%	With the services offered to students by teachers, counselors, administration, and other staff in my school.	100
5. The professional development opportunities are useful in helping me meet the needs of my job.	96%	With professional learning opportunities that are supported by the district.	95
6. There is sufficient computer-related training available.	85%	With the technology support and training that is supported by the district.	94
7. The school staff have an opportunity to work in a collaborative and collegial fashion.	96%	With the opportunities to collaborate with colleagues.	94
8. (Non-teaching staff only) My annual growth plan helps me improve my skills. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	100% 100%	That the professional growth plan process helps me improve my skills.	94
9. Students are developing the skills and attitudes to become lifelong learners.	100%	That students are developing the skills and attitudes to become lifelong learners.	95
10. The school helps students become good, caring citizens.	100%	That the school helps students become good, caring citizens.	100
11. I am satisfied with how discipline is dealt with within the school.	97%	That discipline is dealt with in a reasonable and timely manner within the school.	100
12. The school provides opportunities for students to develop leadership roles.	96%	That the school provides opportunities for students to develop leadership roles.	94
13. I am satisfied with the opportunities to assume leadership roles.	100%	I am satisfied with the opportunities to assume leadership roles.	94
14. My input is considered, respected, and valued by my school.	96%	My input is considered, respected, and valued by my school.	100
15. I have the support necessary to be effective and successful in my job.	97%	That I have the support necessary to be effective and successful in my job.	100
16. (Non-teaching staff only) The expectations of my assignment are clearly defined.	81%	The expectations of my assignment are clearly defined.	100
17. My work or teaching assignment matches my knowledge and skills.	97%	My work or teaching assignment matches my knowledge and skills.	100
18. I feel safe in the school.	100%	I feel safe in the school.	100
19. The school is a positive and welcoming place.	100%	That the school is a positive, caring, and welcoming place.	100
20. The facilities are satisfactory.	96%	That the facilities are well-maintained.	83
21. That the image of the school in the community is positive.	96%	That the image of the school in the community is positive.	94
22. I am satisfied with the leadership within my school.	100%	That the leadership at school effectively supports and facilitates teaching and learning.	100

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<b>School Staff Survey Questions</b>	<b>% Satisfied 2014-2015</b>	<b>Revised School Staff Survey Questions</b>	<b>% Satisfied 2016-2017</b>
23. I am satisfied with leadership provided by district office.	93%	That the leadership at the district level effectively supports and facilitates teaching and learning.	100
24. I am satisfied with how the district manages financial resources.	92%	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	89
25. I am satisfied with the Board's resource allocation, policies, priorities and processes.	83%	With the St. Albert Public School Board's policies, priorities, and processes.	89
26. My input is considered, respected, and valued by the St. Albert Public School Board.	87%	That my input is considered, respected, and valued by the St. Albert Public School Board.	89

Participation Rates

Year	Respondents
2016-2017	18
2014-2015	29
2012-2013	25

## **School Evaluation of Satisfaction Surveys**

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### **Results**

According to the results, our school's strengths are:

- 95% of our students are satisfied that we encourage them to try their best. They also state that the teachers at their school are good/very good (96%).
- Parents are happy with the choice of course and programs offered within the school (83%), they strongly believe teachers help their child to learn the outcomes (85%) and they believe the school is a positive, caring, and welcoming place (85%).
- School Staff are satisfied with how the school assigns support and resources needed to meet the diverse needs of students (100%), they feel discipline is dealt with in a reasonable and timely manner within the school (100%).

According to the results, areas in need of development are:

- 66% of the students feel most students follow the rules, and 79% of the students feel they are treated fairly by other students.
- Parents would like to see more opportunities which promote volunteerism and community contribution (65%) and they would like to see more opportunities for their child to receive extra help (61%).
- We are concerned that some families have financial barriers for their child's participation in classroom activities (13%).
- The staff are generally happy however, they note that the school facilities could be better maintained.

### **General Comments**

- We are very pleased with the results from the student, parent and staff surveys and we will continue to strive for high satisfaction rates.

### **Next Steps for Continuing Progress**

- As a staff, we will find more ways to promote volunteerism and community contribution and provide more opportunities for children to receive extra help.
- We will continue to work with our character education program to support the students with their quest for being treated fairly by other students and to have all students follow the rules.
- We will continue working with all stakeholders to ensure the children are receiving the best possible education.

### **Participation Rates**

According to the results, our school's strengths with regards to participation rates are:

- We are happy with the Staff and Student Participation rates.

According to the results, an area in need of attention with regards to participation rates is:

- We will need to find a way to increase the participation rates of our parents.

### **General Comment:**

Overall, we are happy with our participation rate and results.