

EDUCATION PLAN 2018

Wild Rose Elementary School



St. Albert
PUBLIC SCHOOLS



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St. Albert Public Schools' Mission, Mandate and Beliefs

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| <p>Mission</p> <p>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.</p> | <p>Mandate</p> <p>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.</p> <p>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.</p> |
| <p>Beliefs</p> <p>In our commitment to public education, <i>we believe that...</i></p> <ul style="list-style-type: none"> ● 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, Mission, Beliefs

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

| | 2017-2018 as of September 30, 2017 | | 2018-2019 as of September 30, 2018 | |
|---------------------------|---------------------------------------|------------|---------------------------------------|------------|
| Certificated Staff | | | Certificated Staff | |
| Teaching | 12.53 | FTE | 10.68 | FTE |
| Administration | 0.98 | FTE | 1.0 | FTE |
| Counselling | 0.40 | FTE | 0.40 | FTE |
| Total | 13.91 | FTE | 12.08 | FTE |
| Support Staff | | | Support Staff | |
| Clerical | 1.00 | FTE | 1.0 | FTE |
| Teacher Aides | 10.69 | FTE | 7.25 | FTE |
| Library Technicians | 0.36 | FTE | 0.5 | FTE |
| Technical Support | 0.20 | FTE | 0.08 | FTE |
| Total | 12.25 | FTE | 8.83 | FTE |
| Students | | | | |
| English | 221 | | English | 208 |
| Special Needs | (53) | | Special Needs | (53) |
| Total | 221 | | Total | 208 |

| Classroom Configuration | 2017-2018 | Classroom Configuration | 2018-2019 |
|-------------------------|------------|-------------------------|------------|
| Grade | English | Grade | English |
| Kindergarten | 31 | Kindergarten | 27 |
| Grade 1 | 26 | Grade 1 | 19 |
| Grade 2 | 36 | Grade 1/2 | 21 |
| Grade 3 | 30 | Grade 2/3 | 22 |
| Grade 4 | 26 | Grade 3 | 21 |
| Grade 5 | 27 | Grade 4 | 25 |
| Grade 6 | 22 | Grade 5 | 22 |
| PLAC | 11 | Grade 6 | 28 |
| JLAC | 11 | PLAC | 11 |
| Home School | 1 | JLAC | 12 |
| Total | 221 | Total | 208 |

Wild Rose Profile

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 208 students, with 27 in Kindergarten and 181 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 4 and 5 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 13 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, literacy/numeracy days, casinos, as well as other smaller projects. The funds are used for classroom supplies 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 21st 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, 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 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 caroling, 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 two 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 -- Wellness, Respect, and Success. Using the acronym WILD ROSE, we are focusing on the following eight character traits: Wellness, Integrity, Leadership, Determination, Respect, Overcoming Obstacles, Success, Empathy, which will lead our students to become 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 WILD ROSE character traits, 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 core values Wellness, Respect and Success, is clearly evident in all that we do.

Issues and Trends

Enrolment

- Over the past couple of years the population of Wild Rose has been decreasing. Due to the aging catchment area we feel this is a “right sizing” trend bringing Wild Rose back to its normal population levels. 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, so as 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

- 25% of our population are children with special needs with 6% of these children being severe.
- 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 suitable 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.
- 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

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 2018-2021

- 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 2018-2019

- Objective 1: Wellness: Create a balanced environment in which students, staff and family well-being (physical, emotional, and mental) is promoted and supported.
- Objective 2: Respect: Teach, model, and encourage good citizenship and values to promote empathy and acceptance of everyone in our community.
- Objective 3: Success: Personalize learning so that students and staff are engaged, confident and empowered to strive for personal excellence.

Wild Rose Objectives

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

Reporting our Progress (2017-2018)

Highlights

Through our Health classes we have prepared lessons for our students on creating balance in their lives. We offer many different activities which keep our students active, both mentally and physically.

- Our Christmas Lunch continues to be events 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 needs students regulate in a positive manner.
- We have obtained many different social/emotional regulation activities which are used by many of our students -- Zones of Regulation, Mindfulness.
- We have worked hard to find more time collaborating with colleagues that teach similar subjects.

Challenges

We lost steam using the "7 Habits" language within our student body.

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 and ongoing.

Key Strategies for 2018-2019:

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 myself, those around me and my community,
and I will do all I can to help create an environment where everyone can be *successful*.
- b. Social/Emotional
 - Mindfulness education and practice
 - Zones of Regulation
 - WILD ROSE Character Education
- c. Nutrition education
 - Providing a healthy snack for each child utilizing the nutrition grant from the government.

- Continuing to work with the parent group to provide healthy alternatives for hot lunch days.
 - Afternoon snacks are limited to raw veggies or fruit.
 - We encourage students to have water bottles in the classroom, so that they drink more water. Will install two bottle filling water fountains to help achieve this goal.
- d. Exercise opportunities
- Daily Physical Activity inside and outside the school
 - Special days to enhance physical fitness:
 - Wild Rose “Play in the Park” morning
 - Two Division II ski & snowshoeing days
 - Two whole school swim days (outdoor pool)
 - Swimming lessons for Kindergarten students
 - Various activity clubs for Grades 1-6
 - School-wide Triathlon
 - Running Club for Grades 1-6
 - Extracurricular teams – cross country, volleyball
 - Track Meet
 - Terry Fox Run
 - Winter Walk
 - Playground Pals/Positive Playground Afternoon
- e. 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.
- f. We will continue to engage, value, and promote the importance of the family and community partnerships in learning.
- Outdoor Classroom
 - Meet the Staff evening, Open House sessions, Celebrations of Learning
 - Parent volunteerism
 - Parent communication (report cards, conferences, school and classroom newsletters, class/school websites, tweets)
 - Parent Appreciation Barbeque & Family Dance
 - 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 input from the student, teacher and parents as partners.
- k. We will continue to recognize the positives in every child by celebrating their achievements in all areas.
- Classroom Connect – at the end of the day
 - Cross-age activities – reading, arts and crafts, music
 - Leaders of the Pack – integrating the “7 Habits of Happy Kids”
 - New student recognition cookies and milk
 - Birthday announcement and celebration
 - Leadership opportunities – phone monitors, patrols, recycling
 - Monthly Wolf Pack Activities
 - Wild Rose TV (WRTV)
 - Extracurricular clubs
 - PAW Ballots

- L. Working alongside our new before and after care provider, SIGIS, to keep our students regulated throughout the day.

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

Reporting our Progress (2017-2018)

Highlights

Through our reconciliation project we paid tribute to the Indigenous Peoples of Canada by learning about and engaging in Indigenous culture, language and worldviews.

- Our monthly Wolf Pack Days promoted togetherness, wellness and respect throughout the entire school community.
- Students at Wild Rose continued to be involved in global initiatives. This increased their awareness and understanding of the needs of others.
- Maintaining our psychologist for 0.4 FTE has been very supportive to the whole school. He provides social and emotional support to students, parents and staff.
- 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.
- Through the use of the “Daily 5 and Daily 3” approaches to learning, students started to realize that each person learns differently and we support each learner.
- Continuing to use the outdoor learning den, and keeping our neighbourhood clean is always a priority.

Challenges

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

Progress toward Meeting Outcome 2: Partially achieved and ongoing.

Key Strategies for 2018-2019:

1. Continue to promote citizenship and leadership in the school and Wild Rose community.
 - a. WRS Leaders of the Pack (Wellness, Respect, Success)
 - b. Cross-age activities
 - c. Various charitable endeavours (Terry Fox, Food Bank, Me to We, Foster Child Sponsorship, Kinette Hampers, Jump Rope for Heart)
 - d. Connections in the community to promote volunteerism and leadership (an example would be our leadership students going into the community raking our neighbours lawns)
 - e. Teaching and using the “Zones of Regulation” and Mindfulness programs in all our classrooms to help our inclusive students.
 - f. Golden Dustpan and Soft Paw Awards
 - g. Continuing to have a psychologist as counsellor to work at the school two full days a week.
 - h. Artist in Residence -- in celebration of our 40th birthday, the students and staff will be creating a mural using the Lewis Lavoie technique.
 - i. Promoting positive play on our playground through direct teaching during our “Positive Playground Afternoon” (PPA)
 - j. 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. Continue working on 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.

Reporting our Progress (2017-2018)

Highlights

- Utilizing the district Inclusive Learning Team and our District Lead Teachers to build capacity within the building.
- Overnight camps build lasting memories for our students.
- Having 100% participation on our ELA and Mathematics PAT's.
- 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 Educational Assistants.

Progress toward Meeting Outcome 3: Partially achieved and ongoing.

Key Strategies for 2018-2019:

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 p.d. in this area by having a literacy p.d. moment every staff meeting to address issues that may be arising. In supporting Literacy, we created a new “WR4S” block each day after lunch... “We Read for Success”
 - 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. 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 innovation and creative ways to enhance learning for the 21st 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. WRTV (Wild Rose TV)
 - 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, either through mentoring, acting as a lead teacher or taking on staff Professional Development (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 2017-2018

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: (\$26 879)

Financial Planning 2018-2019

**RESOURCE AND DISTRIBUTION
WILD ROSE SCHOOL**

| REVENUES | 2018-2019 Fall Budget | 2018-2019 Spring Budget | 2017-2018 Fall Budget |
|---------------------------------------|----------------------------------|------------------------------------|----------------------------------|
| 1. Basic Program Allocation | \$ 1,639,096 | \$ 1,509,384 | \$ 1,622,036 |
| 2. Other Revenues | | | |
| 2.1 Fees | \$ 67,690 | \$ 67,970 | \$ 79,500 |
| 2.2 Cafeteria | | | |
| 2.3 Donations | \$ 12,240 | \$ 4,828 | \$ 4,828 |
| 2.4 Fundraising | \$ 200 | \$ 200 | |
| 2.5 Other Revenues | \$ 18,020 | \$ 22,571 | \$ 22,571 |
| 3. Surplus / Deficit Allocation (S/D) | \$ (26,879) | \$ 15,000 | \$ 34,557 |
| TOTAL REVENUES | \$ 1,710,367 | \$ 1,619,953 | \$ 1,763,492 |

| EXPENDITURES | 2018-2019 Fall Budget | 2018-2019 Spring Budget | 2017-2018 Fall Budget |
|-----------------------------------|----------------------------------|------------------------------------|----------------------------------|
| 1. Certificated Staff | \$ 1,248,857 | \$ 1,153,911 | \$ 1,445,439 |
| 2. Support Staff | \$ 314,513 | \$ 332,350 | \$ 251,576 |
| 3. Services | \$ 71,490 | \$ 84,860 | \$ 60,950 |
| 4. Supplies | \$ 91,738 | \$ 43,250 | \$ 42,950 |
| 5. Furniture, Equipment & Capital | \$ 5,000 | \$ 5,000 | \$ 3,000 |
| 6. Technology | \$ 5,600 | \$ 5,600 | \$ 4,700 |
| 7. Future Emergent Initiatives | | \$ - | \$ - |
| TOTAL EXPENDITURES | \$ 1,737,198 | \$ 1,624,971 | \$ 1,808,615 |

| | | | |
|---|--------------------|-------------------|--------------------|
| TOTAL REVENUES LESS EXPENDITURES | \$ (26,831) | \$ (5,018) | \$ (45,123) |
|---|--------------------|-------------------|--------------------|

| ENROLMENT | 2018-2019 Fall Budget | 2018-2019 Spring Budget | 2017-2018 Fall Budget |
|--------------------------|----------------------------------|------------------------------------|----------------------------------|
| FTE Enrolment (ECS @ .5) | 194.50 | 197.00 | 204.50 |

| STAFFING PERCENTAGES | 2018-2019 Fall Budget | 2018-2019 Spring Budget | 2017-2018 Fall Budget |
|--|----------------------------------|------------------------------------|----------------------------------|
| Certificated Staff FTE | 12.08 | 10.90 | 13.91 |
| Support Staff FTE | 6.46 | 6.71 | 5.06 |
| Certificated Staff Percentage | 77.5% | 75.7% | 87.3% |
| Support Staff Percentage | 19.5% | 21.8% | 15.2% |
| TOTAL STAFFING PERCENTAGE (with S/D) | 97.0% | 97.5% | 102.4% |
| TOTAL STAFFING PERCENTAGE (without S/D) | 95.4% | 98.5% | 104.6% |

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.

Other Revenue includes adult and international student fees.

Appendix I – Student Performance and Achievement

Provincial Exam Results - Summary Analysis

At Wild Rose, we have a small writing sample and we are super proud of our students' results. For the 2017-18 school year we had 100 % participation in English Language Arts and Mathematics. In these subjects we were above the provincial average in the Acceptable Standard category (ELA: 96.2% and Math: 80.8%). In this reporting year, we fell below the provincial average in the Standard of Excellence category and will strive to improve upon this for the next reporting year. The participation rates for Science and Social are lower than the provincial writing average as our students in the Learning Assistance Class do not write these tests. When looking at the results in Science, our students scored above the provincial average in both the Acceptable Standard and Standard of Excellence. In Social Studies, our students scored above the provincial average in the Acceptable Standard category but fell below in the Standard of Excellence category. We will dive deeper into the why this occurred over the next few months.

The following tables provide the school's results on provincial achievement tests.

Five Year Trends

Grade 6 English Language Arts

| | 2013-14 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|------------------------|---|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 100 | 90.4 | 93.9 | 90.6 | 94.1 | 90.6 | 97.2 | 90.2 | 100 | 90.6 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | 93.5 | 81.9 | 93.9 | 82.8 | 88.2 | 82.9 | 80.6 | 82.5 | 96.2 | 83.5 |
| Standard of Excellence | 16.1 | 17.6 | 15.2 | 19.5 | 20.6 | 20.4 | 16.7 | 18.9 | 7.7 | 17.9 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | 93.5 | 90.6 | 100.0 | 91.3 | 93.8 | 91.5 | 82.9 | 91.5 | 96.2 | 92.2 |
| Standard of Excellence | 16.1 | 19.5 | 16.1 | 21.5 | 21.9 | 22.6 | 17.1 | 20.9 | 7.7 | 17.9 |

Grade 6 Mathematics

| | 2013-14 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|------------------------|---|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 100.0 | 90.1 | 93.9 | 90.2 | 82.4 | 90.4 | 94.4 | 89.9 | 100 | 90.5 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | 77.4 | 72.7 | 81.8 | 72.5 | 76.5 | 71.4 | 63.9 | 68.4 | 80.8 | 71.9 |
| Standard of Excellence | 6.5 | 15.3 | 24.2 | 13.8 | 14.7 | 13.8 | 11.1 | 12.3 | 7.7 | 13.5 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | 77.4 | 80.7 | 87.1 | 80.4 | 92.9 | 79.0 | 67.6 | 76.2 | 80.8 | 79.5 |
| Standard of Excellence | 6.5 | 17.0 | 25.8 | 15.3 | 17.9 | 15.2 | 11.8 | 13.7 | 7.7 | 15 |

Grade 6 Science

| | 2013-14 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 83.9 | 89.5 | 72.7 | 89.7 | 73.5 | 90.0 | 75.0 | 89.1 | 88.5 | 90.3 |
| Results Based on Number Enrolled | | | | | | | | | | |
| Acceptable Standard | 74.2 | 75.4 | 66.7 | 76.0 | 70.6 | 77.6 | 72.2 | 76.6 | 88.5 | 78.4 |
| Standard of Excellence | 25.8 | 25.3 | 39.4 | 25.9 | 23.5 | 27.7 | 19.4 | 29.5 | 34.6 | 31.2 |
| Results Based on Number Writing | | | | | | | | | | |
| Acceptable Standard | 88.5 | 84.2 | 91.7 | 84.8 | 96.0 | 86.1 | 96.3 | 86.0 | 100 | 86.8 |
| Standard of Excellence | 30.8 | 28.2 | 54.2 | 28.8 | 32.0 | 30.8 | 25.9 | 33.2 | 39.1 | 34.5 |

Grade 6 Social Studies

| | 2013-14 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 83.9 | 88.9 | 72.7 | 89.2 | 73.5 | 89.6 | 72.2 | 89.3 | 84.6 | 90.1 |
| Results Based on Number Enrolled | | | | | | | | | | |
| Acceptable Standard | 64.5 | 70.2 | 63.6 | 69.9 | 67.6 | 71.1 | 58.3 | 72.6 | 73.1 | 74.9 |
| Standard of Excellence | 6.5 | 17.1 | 15.2 | 18.7 | 20.6 | 22.6 | 19.4 | 22.4 | 11.5 | 23.7 |
| Results Based on Number Writing | | | | | | | | | | |
| Acceptable Standard | 76.9 | 78.9 | 87.5 | 78.0 | 92.0 | 79.4 | 80.8 | 81.3 | 86.4 | 83.1 |
| Standard of Excellence | 7.7 | 19.2 | 20.8 | 21.0 | 28.0 | 25.3 | 26.9 | 25.1 | 13.6 | 26.3 |

Survey Results

Survey Results - Summary Analysis

Our school survey results indicate all our stakeholders (students, parents, staff) are satisfied with the educational programming offered at Wild Rose. Our student survey results show us that students are proud of their school. 92% feel they are encouraged to do their best and 83% feel their teachers care about them. 56% of our students feel that most students follow the rules. This is an area we will explore and try to understand why they feel this way.

Our parent results for the 2017-18 school year were also very strong with 88% of the parents satisfied with the quality of education their child is receiving. 84% of our parents report that their child enjoys coming to school and 88% of our parents feel their child's progress is reported in an ongoing and timely manner. We note that 19% of our parents feel that finances are a barrier to their child's education. As a school, we will look at the amount of money we ask from parents and see if there is a way to reduce this amount so we are not asking parents to overextend themselves.

Our staff results suggest that our school is a wonderful place to learn and work. Staff are satisfied with the number of professional development opportunities they receive, with their opportunity to assume a leadership role and that they are supported so they are effective and successful in their job. Staff are concerned about how St. Albert Public Schools uses its financial resources to best meet the learning needs of students.

Student Survey Results

(Based on the Accountability Pillar Survey and Our School Survey conducted with Grades 4, 5 and 6)

| Accountability Pillar Survey Questions | % of students who responded good/very good |
|--|--|--|--|--|
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| The teachers at my school are | 98 | 96 | 96 | 92 |
| My school is | 97 | 96 | 93 | 87 |
| | | | | |
| | % of students who responded yes |
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| At school, I am encouraged to try my best. | 98 | 97 | 95 | 92 |
| At school, most students follow the rules. | 78 | 64 | 66 | 56 |
| At school, most students help each other. | 93 | 72 | 74 | 72 |
| At school, most students respect each other. | 92 | 79 | 85 | 74 |
| I am proud of my school. | 88 | 83 | 91 | 82 |
| I am treated fairly by adults at my school. | 93 | 83 | 87 | 77 |
| Other students treat me well. | 90 | 80 | 78 | 77 |
| I feel safe at school. | 95 | 91 | 87 | 76 |
| I feel safe on the way to and from school. | 93 | 88 | 86 | 83 |
| My teachers care about me. | 92 | 89 | 88 | 83 |

| | School Year | | | |
|--------------------------------------|-------------|-----------|-----------|-----------|
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| Number of Student Respondents | 117 | 124 | 117 | 88 |

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

| Questions Level of Satisfaction | Percentages | | | | | | |
|---|-------------|------------|------------------|-------------|-----------|----------------|----------------------------|
| | Year | Don't Know | Very Unsatisfied | Unsatisfied | Satisfied | Very Satisfied | Total Percentage Satisfied |
| With the quality of education that my child is receiving. | 2016-17 | 0 | 4 | 20 | 35 | 41 | 76 |
| | 2017-18 | 1 | 3 | 8 | 43 | 45 | 88 |
| With the choice of courses and programs available in your school. | 2016-17 | 4 | 2 | 11 | 52 | 31 | 83 |
| | 2017-18 | 3 | 5 | 7 | 47 | 38 | 85 |
| With the support and resources available to meet the diverse needs of students. | 2016-17 | 9 | 9 | 11 | 39 | 32 | 71 |
| | 2017-18 | 4 | 6 | 14 | 40 | 36 | 76 |
| That my child is encouraged by his or her teachers to achieve at their personal best. | 2016-17 | 2 | 9 | 2 | 33 | 54 | 87 |
| | 2017-18 | 2 | 4 | 13 | 31 | 50 | 81 |
| That my child's learning needs are being met. | 2016-17 | 0 | 4 | 18 | 42 | 36 | 78 |
| | 2017-18 | 2 | 5 | 14 | 41 | 37 | 79 |
| With the extra help available, if my child requires it. | 2016-17 | 17 | 9 | 13 | 30 | 31 | 61 |
| | 2017-18 | 6 | 5 | 14 | 39 | 36 | 75 |
| That teachers help my child to achieve learner outcomes. | 2016-17 | 2 | 4 | 9 | 44 | 41 | 85 |
| | 2017-18 | 6 | 6 | 8 | 40 | 40 | 80 |
| That my child is developing the skills and attitudes to become a lifelong learner. | 2016-17 | 2 | 5 | 13 | 39 | 41 | 80 |
| | 2017-18 | 7 | 6 | 12 | 36 | 39 | 75 |
| That the school helps my child become a good, caring citizen. | 2016-17 | 2 | 4 | 7 | 37 | 50 | 87 |
| | 2017-18 | 3 | 4 | 6 | 40 | 47 | 87 |
| That the school provides my child with activities that promote volunteerism and community contribution. | 2016-17 | 11 | 7 | 17 | 41 | 24 | 65 |
| | 2017-18 | 20 | 3 | 9 | 44 | 24 | 68 |
| That my child enjoys going to school. | 2016-17 | 0 | 7 | 15 | 37 | 41 | 78 |
| | 2017-18 | 2 | 5 | 9 | 40 | 44 | 84 |
| That the school provides students opportunities to assume leadership roles. | 2016-17 | 15 | 4 | 7 | 44 | 30 | 74 |
| | 2017-18 | 13 | 3 | 3 | 55 | 26 | 81 |
| That my child's progress is reported in an ongoing and timely manner. | 2016-17 | 0 | 2 | 15 | 48 | 35 | 83 |
| | 2017-18 | 1 | 4 | 7 | 44 | 44 | 88 |
| That the school is safe. | 2016-17 | 2 | 6 | 7 | 50 | 35 | 85 |
| | 2017-18 | 2 | 7 | 6 | 38 | 47 | 85 |
| That my child's school is a positive, caring, and welcoming place. | 2016-17 | 0 | 9 | 6 | 33 | 52 | 85 |
| | 2017-18 | 0 | 6 | 10 | 27 | 57 | 84 |
| That expectations for student | 2016-17 | 2 | 9 | 11 | 39 | 39 | 78 |

| | | | | | | | |
|--|---------|----|----|----|----|----|----|
| behavior are clear and well-communicated. | 2017-18 | 3 | 4 | 6 | 38 | 49 | 87 |
| That discipline matters are dealt with in a reasonable and timely manner by school staff. | 2016-17 | 15 | 13 | 4 | 33 | 35 | 68 |
| | 2017-18 | 9 | 7 | 14 | 37 | 33 | 70 |
| With the image of the school in the community. | 2016-17 | 11 | 9 | 7 | 43 | 30 | 73 |
| | 2017-18 | 10 | 5 | 5 | 39 | 41 | 80 |
| That the information I receive about my child's learning at school tells me if my child is being successful in school. | 2016-17 | 2 | 7 | 17 | 41 | 33 | 74 |
| | 2017-18 | 2 | 6 | 13 | 43 | 36 | 79 |
| That my input is considered, respected, and valued by my school. | 2016-17 | 15 | 13 | 5 | 41 | 26 | 67 |
| | 2017-18 | 8 | 7 | 11 | 34 | 40 | 74 |
| That the leadership at my school effectively supports and facilitates teaching and learning. | 2016-17 | 9 | 7 | 4 | 37 | 43 | 80 |
| | 2017-18 | 3 | 3 | 8 | 43 | 43 | 86 |
| That the School Council plays a meaningful advisory role my school. | 2016-17 | 36 | 7 | 4 | 33 | 20 | 53 |
| | 2017-18 | 34 | 6 | 8 | 27 | 25 | 52 |
| That there are opportunities for me to have meaningful input into decisions that affect my child's education. | 2016-17 | 17 | 7 | 11 | 41 | 24 | 65 |
| | 2017-18 | 6 | 5 | 14 | 46 | 29 | 75 |
| That leadership at district level effectively supports and facilitates teaching and learning. | 2016-17 | 38 | 4 | 7 | 29 | 22 | 51 |
| | 2017-18 | 30 | 4 | 7 | 37 | 22 | 59 |
| That St. Albert Public Schools uses its financial resources to best meet the learning needs of students. | 2016-17 | 39 | 9 | 2 | 30 | 20 | 50 |
| | 2017-18 | 25 | 7 | 17 | 31 | 20 | 51 |
| With the St. Albert Public School Board's policies and processes. | 2016-17 | 41 | 4 | 0 | 37 | 17 | 54 |
| | 2017-18 | 19 | 2 | 11 | 47 | 21 | 68 |
| That my input is considered, respected, and valued by the St. Albert Public School Board. | 2016-17 | 44 | 4 | 0 | 41 | 11 | 52 |
| | 2017-18 | 31 | 3 | 8 | 42 | 16 | 58 |

| | | Yes | No |
|---|---------|-----|-----|
| Are finances a barrier to your child's participation in classroom activities. | 2016-17 | 13% | 87% |
| | 2017-18 | 19% | 81% |
| If yes to the above, do you feel supported by the school so your child can participate in classroom activities? | 2016-17 | 57% | 43% |
| | 2017-18 | 67% | 33% |

| | School Year | |
|-------------------------------------|-------------|-----------|
| | 2016-2017 | 2017-2018 |
| Number of Parent Respondents | 46 | 96 |

Staff Survey Results

(based on an annual online survey available for all staff)

| Questions Level of Satisfaction | Percentages | | | | | | |
|--|-------------|------------|-------------------|--------------|-----------|----------------|-----------------------------|
| | Year | Don't Know | Very Unsatisfi ed | Unsatisfi ed | Satisfied | Very Satisfied | Total Percenta ge Satisfied |
| With the quality of education that students are receiving in this school. | 2016-17 | 0 | 0 | 0 | 17 | 83 | 100 |
| | 2017-18 | 0 | 4 | 0 | 26 | 70 | 96 |
| With the choice of courses and programs available for students in the school district. | 2016-17 | 6 | 0 | 0 | 11 | 83 | 94 |
| | 2017-18 | 4 | 0 | 0 | 26 | 70 | 96 |
| With the provision of the support and resources needed to meet the diverse needs of students. | 2016-17 | 0 | 0 | 0 | 11 | 89 | 100 |
| | 2017-18 | 0 | 4 | 4 | 35 | 57 | 92 |
| With the services offered to students by teachers, counselors, administration, and other staff in my school. | 2016-17 | 0 | 0 | 0 | 17 | 83 | 100 |
| | 2017-18 | 0 | 4 | 0 | 31 | 65 | 96 |
| With professional learning opportunities that are supported by the district. | 2016-17 | 0 | 0 | 6 | 27 | 67 | 94 |
| | 2017-18 | 0 | 9 | 0 | 48 | 43 | 91 |
| With the technology support and training that is supported by the district. | 2016-17 | 0 | 0 | 6 | 44 | 50 | 94 |
| | 2017-18 | 13 | 0 | 4 | 39 | 44 | 83 |
| With the opportunities to learn about First Nations, Metis, and Inuit worldviews, histories and cultures. | 2016-17 | n/a | n/a | n/a | n/a | n/a | n/a |
| | 2017-18 | 0 | 0 | 4 | 39 | 57 | 96 |
| With the opportunities to collaborate with colleagues. | 2016-17 | 0 | 0 | 6 | 55 | 39 | 94 |
| | 2017-18 | 0 | 0 | 4 | 35 | 61 | 96 |
| That the professional growth plan process helps me improve my skills. | 2016-17 | 6 | 0 | 0 | 44 | 50 | 94 |
| | 2017-18 | 4 | 0 | 4 | 52 | 39 | 91 |
| That students are developing the skills and attitudes to become lifelong learners. | 2016-17 | 6 | 0 | 0 | 39 | 55 | 94 |
| | 2017-18 | 0 | 0 | 4 | 35 | 61 | 96 |
| That the school helps students become good, caring citizens. | 2016-17 | 0 | 0 | 0 | 6 | 94 | 100 |
| | 2017-18 | 0 | 0 | 4 | 13 | 83 | 96 |
| That discipline is dealt with in a reasonable and timely manner within the school. | 2016-17 | 0 | 0 | 0 | 17 | 83 | 100 |
| | 2017-18 | 0 | 0 | 4 | 22 | 74 | 96 |
| That the school provides opportunities for students to develop leadership roles. | 2016-17 | 5 | 0 | 0 | 17 | 78 | 95 |
| | 2017-18 | 0 | 0 | 0 | 18 | 82 | 100 |
| With the opportunities that I have to assume leadership roles. | 2016-17 | 6 | 0 | 0 | 16 | 78 | 94 |
| | 2017-18 | 0 | 0 | 0 | 30 | 70 | 100 |
| That my input is considered, respected, and valued by my school. | 2016-17 | 0 | 0 | 0 | 11 | 89 | 100 |
| | 2017-18 | 0 | 4 | 0 | 18 | 78 | 96 |
| With the support necessary to be effective and successful in my job. | 2016-17 | 0 | 0 | 0 | 6 | 94 | 100 |
| | 2017-18 | 0 | 0 | 4 | 22 | 74 | 96 |

| | | | | | | | |
|--|-----------|----|---|----|----|-----|-----|
| That the expectations of my assignment are clearly defined. | 2016-17 | 0 | 0 | 0 | 17 | 83 | 100 |
| | 2017-18 | 0 | 4 | 0 | 26 | 70 | 96 |
| That my work or teaching assignment matches my knowledge and skills. | 2016-17 | 0 | 0 | 0 | 17 | 83 | 100 |
| | 2017-18 | 0 | 0 | 4 | 22 | 74 | 96 |
| That I feel safe in the school. | 2016-17 | 0 | 0 | 0 | 11 | 89 | 100 |
| | 2017-18 | 0 | 0 | 0 | 22 | 78 | 100 |
| That the school is a positive, caring, and welcoming place. | 2016-17 | 0 | 0 | 0 | 0 | 100 | 100 |
| | 2017-18 | 0 | 0 | 0 | 13 | 87 | 100 |
| That the facilities are well-maintained. | 2016-17 | 0 | 0 | 17 | 61 | 22 | 83 |
| | 2017-18 | 0 | 0 | 9 | 61 | 30 | 91 |
| That the image of the school in the community is positive. | 2016-17 | 5 | 0 | 0 | 17 | 78 | 95 |
| | 2017-18 | 9 | 0 | 0 | 30 | 61 | 91 |
| That the leadership at school effectively supports and facilitates teaching and learning. | 2016-17 | 0 | 0 | 0 | 11 | 89 | 100 |
| | 2017-18 | 0 | 0 | 5 | 17 | 78 | 95 |
| That the leadership at district level effectively supports and facilitates teaching and learning. | 2016-2017 | 0 | 0 | 0 | 17 | 83 | 100 |
| | 2017-2018 | 4 | 0 | 0 | 39 | 57 | 96 |
| That St. Albert Public Schools uses its financial resources to best meet the learning needs of students. | 2016-17 | 6 | 0 | 5 | 33 | 56 | 89 |
| | 2017-18 | 9 | 4 | 13 | 35 | 39 | 74 |
| With the St. Albert Public School Board's policies and processes. | 2016-17 | 11 | 0 | 0 | 50 | 39 | 89 |
| | 2017-18 | 9 | 0 | 0 | 52 | 39 | 91 |
| That my input is considered, respected, and valued by the St. Albert Public School Board. | 2016-17 | 11 | 0 | 0 | 28 | 61 | 89 |
| | 2017-18 | 17 | 0 | 4 | 35 | 44 | 79 |

| | School Year | |
|------------------------------------|-------------|-----------|
| | 2016-2017 | 2017-2018 |
| Number of Staff Respondents | 18 | 23 |

Other Indicators of Student Performance

Citizenship/Character Education

- 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
- Using our “school made” Character Education Program -- WILD ROSE
- 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 SAFE 6 program
- Playground Pals
- Healthy Snack program

Extra-Curricular

- 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
- 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

- 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
- 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

- Implementation of an outcomes based approach was continued (assessing, planning instruction, reassessing and reporting).
- Grade 6 students complete the new SAFE 6 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.
- WR4S -- We Read For Success
- Chromebooks are used by every student in Grades 3-6.

Fine Arts

- 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-3 talent at the Arden Theatre.
- A spring concert will be held to showcase the Grades 4-6 talent at the Arden Theatre.
- Kindergarten 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 caroling the week prior to Christmas

Special Programs**Counselling**

- Field Experiences – University of Alberta
- Mentorship programs (beginning teachers and administration)
- Mindfulness
- Zones of Regulation

Other Services

- SIGIS 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

- 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

- 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