

Banff Elementary School

Annual Report (2018/2019)
and
Education Plan (2019-2022)

Overview

1. Vision, Mission, Motto
2. School Profile
3. Looking Back: What the Evidence Tells us and Our Reflections
4. Looking Ahead: Our Goals
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Mission, Vision and Motto



Vision & Mission

Vision: To inspire hearts and minds of our students to empower them to be their finest, today and tomorrow.

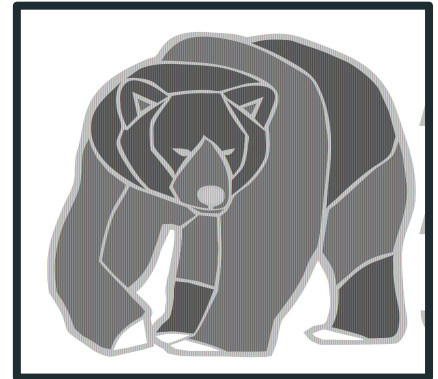
Mission: Creating dynamic learning environments that ensure student success.

CUBS Code: Caring

Understanding (responsibility)

Belonging (empathy)

Safety



School Profile

The BES School Community:

- ❑ Kindergarten to Grade 8
- ❑ Currently 430 students enrolled
- ❑ English Language Learners (ELL) make up 35% of our school population (additional 6% of ELL learners who have been here more than 5 years)
- ❑ 3% identified as FNMI
- ❑ 7% are coded with an Alberta Education Special Education code.



School Profile

Our Staff Demographics:

Administrators	1.5 FTE	ELL Support	0.5 FTE
Teaching staff	23.6 FTE	Custodial Support	1.5 FTE
Administrative Asst.	1.7 FTE	School Family Wellness	0.6 FTE
Librarian technician	1.0 FTE	RFTS	1.8 FTE
Education assistants	7.0FTE	Learning Support	1.2



Programs We Offer Our Students:

Academic Programs

- ❑ Nature Explorers
- ❑ CTF Gr. 7 & 8 (Foods, Outdoor Education, Photography, Digital Communications, Art, Drama)
- ❑ Cross-grade Buddies (focus on reading, feedback)
- ❑ Music/Band
- ❑ FSL - Gr. 1-8

Wellness and Mental Health Programs

- ❑ Athletics:
 - ❑ Div 2 & 3 Intramurals
 - ❑ Div 3 Athletic Teams
- ❑ Div 3 Leadership
- ❑ RFTS - universal and targeted supports
- ❑ School and Family Wellness Worker

Other Programs

- ❑ Artist in Residency
- ❑ Student Council



Looking Back: What the Evidence Tells us and Our Reflections



Highlights

**Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2019
 School: 5236 Banff Elementary School**

Measure Category	Measure	Banff Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.7	89.5	89.7	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.0	76.8	80.6	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	89.2	92.4	90.9	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.7	84.4	84.5	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	14.9	12.7	16.8	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	86.9	86.6	82.9	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	84.4	83.2	85.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.4	76.1	81.8	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.2	83.6	80.2	81.0	80.3	81.0	High	Maintained	Good

2018/2019 APORI Results

Overview

- ❑ High achievement for acceptable standard in ELA, Math, Science, Social Studies
- ❑ Excellent overall scores in Safe and Caring School, Work Preparation, Citizenship, and parental involvement
- ❑ Continue to maintain high quality of Education

Measures of Strength

- ❑ 100% students achieved acceptable standard for ELA
- ❑ Reading 48.9% met standard of excellence for reading

Continued Areas of Focus

- ❑ Standard of Excellence - design learning tasks that encourage students to achieve high quality work
- ❑ Comprehension skills across subject areas
- ❑ Strengthening student writing skills
- ❑ Consistent ELL strategies used at a universal level
- ❑ Social-emotional supports for students

Highlights (cont'd)

Student Learning Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 5236 Banff Elementary School

Course		Measure		Banff Elementary School						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	52	86.5	49	92.5	54,820	83.2	49,573	82.9		
	Standard of Excellence	Very Low	Declined Significantly	Concern	52	3.8	49	17.9	54,820	17.8	49,573	19.1		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6		
Mathematics 6	Acceptable Standard	High	Maintained	Good	52	80.8	49	83.0	54,778	72.5	49,502	71.5		
	Standard of Excellence	Intermediate	Maintained	Acceptable	52	11.5	49	13.2	54,778	15.0	49,502	13.5		
Science 6	Acceptable Standard	High	Maintained	Good	52	88.5	49	85.7	54,879	77.6	49,520	77.9		
	Standard of Excellence	High	Maintained	Good	52	26.9	49	23.3	54,879	28.6	49,520	28.9		
Social Studies 6	Acceptable Standard	High	Maintained	Good	52	78.8	49	76.8	54,802	76.2	49,511	73.1		
	Standard of Excellence	Intermediate	Maintained	Acceptable	52	17.3	49	13.0	54,802	24.4	49,511	22.3		

What We Heard From Students

OurSchool Survey Results (Continued)

- 82% of grade 4-6 students agree that they are treated fairly by adults in the school
- 84% of grade 4-6 agree that teachers care about them
- 95% of grade 7-8 students agree that opportunities to learn music are good or very good
- 68% of students agree that the variety of courses is good or very good (up from 35%)
- 96% of grade 4-6 students think teachers at BES are good or very good
- 94% of grade 7-8 students at BES agree that the quality of education that they are receiving at school is either good or very good.

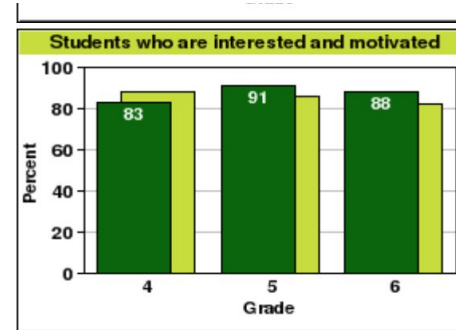
What We Heard From Students

OurSchool Survey Results and other Student Voice Evidence

Students who are interested and motivated

Students who are interested and motivated in their learning.

- 88% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.
- 91% of the girls and 84% of the boys in this school were interested and motivated. The Canadian norm for girls is 88% and for boys is 83%.



Students overall feel they have strong relationships with teachers, feel safe at school, and are interested and motivated by the work they are engaging in.

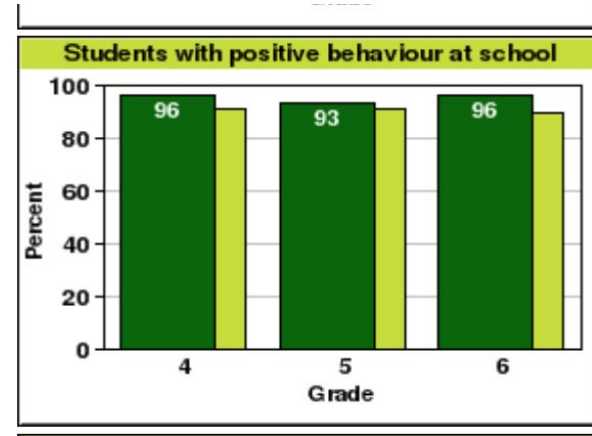
What We Heard From Students

OurSchool Survey Results and other Student Voice Evidence

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 95% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 99% of the girls and 92% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 86%.



What We Heard From Staff

- ❑ 100% of staff agree that students treat each other well at BES
- ❑ 96% of teachers at BES agree that students find work challenging
- ❑ 100% of teachers agree that students at BES are learning what they need to know
- ❑ 100% of teachers satisfied, or very satisfied with the quality of education that students at BES are receiving
- ❑ 91% of teachers agree that students can get help with problems that are not related to school work
- ❑ 95% teachers agree that students are taught the attitudes and behaviours needed to be successful at work when students leave school
- ❑ 91% of teachers agree that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetimes.

What We Heard From Parents

Accountability Pillar Results for Annual Education Results Report (AERR)

- ❖ We had 25 of a possible 92 households respond to the Parent Survey
 - ❑ Parents are very satisfied with student learning opportunities in music, computers, health, physical education and art
 - ❑ Parents would like increased opportunities for their child to learn another language and be involved in drama opportunities
 - ❑ Parents feel their child understands what they are expected to learn at school and find the work interesting
 - ❑ Parents are satisfied with the quality of education and teaching at BES
 - ❑ Parents feel their child can get help when they need it - both academic and social-emotional support

Looking Ahead: Our Goals



Gr. 8 student: *“To create a safe community...a safe place for everyone to come.”*

Overall School Priorities 2019-2022

- ❑ Improving Formative Assessment practices
 - ❑ Students can identify learning intentions
 - ❑ Teachers use evidence to inform next learning moves
 - ❑ Teachers provide feedback for moving learning forward
 - ❑ Effective peer assessment strategies
 - ❑ Students take ownership of their own learning
- ❑ Continuing Supporting English Language Learners
- ❑ Encouraging students to produce high quality of work that meets the standards of Excellence
- ❑ Targeting student writing skills (specifically content and organization)
- ❑ Maintaining strong reading skills and fostering deep comprehension skills across the curriculum



2019-2022 Strategies

CRPS Outcome #1: Alberta's students are successful

School Strategies:

- ❑ Continue to support and create collaborative structures to support professional learning (supports in place to identify and address learner needs)
 - ❑ Focus on writing development
 - ❑ Continued targeted and specialized Reading supports
 - ❑ Focus on Math critical thinking and problem solving
- ❑ Focus ELL support
 - ❑ Targeted vocabulary instruction
 - ❑ Differentiated instruction based upon ELL benchmarks
 - ❑ Specialized supports for identified learners
- ❑ Continue to focus on instructional design and assessments based on the Teaching Effectiveness Framework (authentic learning tasks)
- ❑ Professional Learning and coaching feedback around Formative Assessment practices

2019-2022 Strategies

CRPS Outcome #2: The achievement gap between First Nations, Metis, and Inuit students and all other students is eliminated

School Strategies:

- ❑ Staff seek opportunities to enhance their own knowledge of FNMI heritage and history so their instruction is accurate, respectful and equitable with other Canadian cultures
- ❑ School Visuals to support Truth and Reconciliation in our school
- ❑ Staff encourage all students to explore and celebrate their Canadian and international heritage
- ❑ Assemblies and special events begin with territorial recognition
- ❑ Actively seeking opportunities to acknowledge Truth and Reconciliation into the design of learning in the classroom and the school.

2019-2022 Strategies

CRPS Outcome #3: Alberta's education system respects diversity and promotes Inclusion

School Strategies:

- ❑ New School and Family Wellness worker to support specialized social emotional interventions
- ❑ Continuing to employ the CUBS code (Caring, Understanding, Belonging, Safety)
- ❑ Division 3 GSA initiated by students
- ❑ Continuing to model and teach self-regulation skills through the Zones of Regulation
- ❑ Continuing to support and work closely with Right From the Start and Settlement Services
- ❑ Continuing to provide inclusive structures to support all learners (ie: RTI, Tier 2 interventions)
- ❑ Actively seek student input about their educational experience (Student Council, Principal Advisory Committee, student-centred philosophy, Wellness Krew)
- ❑ Universal design for learning (technology, furniture, physical spaces, flexible seating)

2019-2022 Strategies



CRPS Outcome #4: Alberta has excellent teachers, school leaders and school authority leaders

School Strategies:

- ❑ Continue to develop creative competencies within the curriculum through outside partnerships, the development of CTF courses, music and language programs, etc.
- ❑ Weave effective instructional feedback into our professional practices for all teachers and leaders
- ❑ Continue to work together to produce high quality work that is worthwhile and meaningful for students (using the TEF to guide instruction within the classroom)
- ❑ Continue to design effective school-based professional learning
- ❑ School leaders will continue to be contributing members of school based teams (RTI, LST, TEF collaboration)
- ❑ Lead Learners and to be part of divisional teams (Assessment Committee, FNMI, etc.)

2019-2022 Strategies

CRPS Outcome #5: The education system is well governed and managed School Strategies:

- ❑ Continue to work closely with school council inviting their input and supporting their work
- ❑ Communication begins with a warm welcome into the school/classroom and is extended through the school website, weekly eNews and social media to continue to foster a warm, welcoming feeling for parents and students
- ❑ School leaders support leadership growth in teachers and staff
- ❑ Lead learners are key contributors to school based strategic planning
- ❑ **Before School Care** - supporting families to educate their children in Banff
- ❑ Strong community partnerships - Town of Banff, PAUW foundation, ID9, Settlement Services
- ❑ Supportive Teamwork and collaboration- ie: Microgrant, Teacher Mentorship , embedded TEF time

Our Celebrations



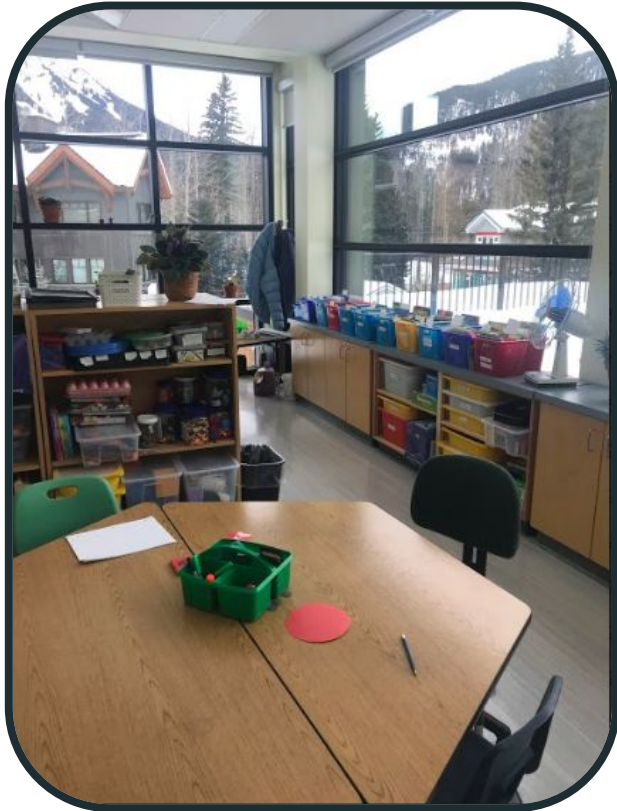
From left to right: Luke Sunderland, Trustee; Jen Smith, Trustee; Carol Picard, Chair; Adriana LaGrange, Minister of Education; Karen Sorenson, Mayor of Banff; Prasad Panda, Minister of Infrastructure; Miranda Rojin, MLA Banff/Kananaskis; Chris MacPhee, Superintendent CRPS; Aileen Rheavane, Trustee; Debbie McRobb, Principal Banff Elementary School

BANFF ELEMENTARY SCHOOL
GRAND OPENING
MONDAY, SEPTEMBER 16TH, 2019

Photo Credit: M. Stephane Vallee



Our Celebrations - Inclusion



Our Celebrations - Broad Range of programming



Our Celebrations



Our Celebrations - Belonging



Our Celebrations - Belonging



Celebrations 2018-19

- ❑ The Move
- ❑ K-8 school
- ❑ Improved Street Safety before and after school
- ❑ Figured out system for Div. 3 - how to offer balanced programming - philosophical shift for what it means to be a Div 3 students
- ❑ Caring generalists, guides learners as they move into high school - transitional period
- ❑ Improvements to athletics program
- ❑ Formative assessment - seeing more of that language being used, thinking thoughtfully how to incorporate into learning designs
- ❑ Whole school assemblies



Celebrations 2019-20

- ❑ Grand Opening
- ❑ Playgrounds!
- ❑ CTF Courses
- ❑ Gr. 8 Volunteer Program
- ❑ School & Family Wellness Worker
- ❑ Our diversity!

