

## **Ecole Manachaban Middle School**

2014-2015 Annual Report  
October 30th, 2015



## MESSAGE FROM SCHOOL PRINCIPAL

In writing the School Annual Results Report (SARR) this year, we have gained insight into two main areas. First, we recognized that there are many initiatives that define our school and many of these initiatives are in constant evolution. Second, we have also understood that our students require our staff to have an additional set of tools in order foster resiliency in middle level students. This expanded set of tools includes strategies that will lead to an increased understanding of student mental health.

"It is the harmony of the diverse parts, their symmetry, their happy balance; in a word it is all that introduces order, all that gives unity, that permits us to see clearly and to comprehend at once both the ensemble and the details."

**Henri Poincare**

*"Mental health is as important as physical health to a child's quality of life and impacts their learning, development and success in school"*

**Children's Mental Health Association**

While the components of our school are in constant evolution, we believe that one important thing we have learned is that we continue to be able to be proud of many things in our school. The two primary indicators of how we are doing in addressing the school's goals are the RVS Satisfaction Survey and the Alberta Education Accountability Pillar Survey. Both surveys have revealed that our school is an excellent place to be. For example, our satisfaction rating in goal two, for "Learners demonstrate 21st Century Competencies" is 93% , this represents an increase of over 5% from the last year. What we have learned is that we are on the right track with our focus on mental health and relationships, that our open door policy leads to a school where parents feel welcome and have the opportunity to voice their opinions and impressions. Our satisfaction ratings in both of these questionnaire items were 100% and 98% respectively. Our parents believe the instruction and assessment our teachers practice is engaging and challenging and makes sense to most of our students. In the RVS Satisfaction Survey we have increased in 10 out of 15 measures over the last year and in the Alberta Education Accountability Pillar, we have increased our results in 7 out of 9 measures. I would like to point out here that this is becoming more and more difficult as our results continue to climb. In one of the outcomes (Leadership capacity is built across the jurisdiction), for example, we have achieved a result of 100%.

In terms of direction for the upcoming year, we need to continue our efforts in increasing the Standard of Excellence in our provincial achievement exams, as it continues to be below the provincial average, while we have made some gains in the Acceptable Standard over last year.

Sincerely,  
Thomas Elbel

## OVERVIEW OF ACHIEVEMENTS

### Goal One – Learners have their individual needs met.

Our School continues to place the individual learner's needs high on the list of things to meet. The implementation of strategies from our 2014-15 SEP, like the "*Healthy Relationships*" program that is delivered by the Boys and Girls Club of Cochrane, our Child Development Advisor led "*Mentorship Hub*" and our ongoing "*Grandparent Program*" continue to address a wide variety of individual student needs. The introduction of the Roots of Empathy program last year provided an additionally differentiated environment for students to experience learning in a different way.

Our Child Development Advisor (CDA) continues to grow our capacity to provide mentors to individual students. What began a few years back with individual adult mentors via the Boys and Girls Club, has blossomed into a program that includes teen mentors from the High School, who spend an hour and a half each week with a group of students, a Grandparent program where individual students are able to spend two hours with a different generation in a safe, constructive and supportive atmosphere and expanded last year to include a weekly visit of a group of our students to serve as mentors to students in our neighbouring elementary school. We continued to engage the Boys and Girls Club as a way of providing clubs at lunchtime that provided positive places for students to be. Our CDA continued to engage parents with evening workshops that are giving parents an opportunity to get to know the Neufeld Approach of Attachment Theory.

Our increased focus on student's mental health last year meant that our staff had exposure to the Educator mental Health First Aid training workshop, enabling them to better meet the increasing and diverse mental health needs in our student population with a broader skill set. We continue to broaden these skills in the current school year with further attention to the mental health support strategies our staff has. Another tool in the campaign for stronger mental health in our learners was the use of the Student Orientation to School-Questionnaire. This questionnaire identified the connectedness of students to their school on a number of levels further allowing conversations to recognize those struggles and seek to remedy them.

Another success story in last year's journey as a school community were the conversations and communications we had with all of our stakeholders about Social Media. We talked to our students and had many conversations with parents about the use of personal devices (primarily cell phones). As a result, we decided to begin to prepare our school community for a scaled back use of cell phones in the school. When we spoke to students and our parents about this change in access to cell phones for our students it was met with understanding and support and the implementation in the fall of 2015 was uneventful with very few infractions of our new standard. We believe that as a result students will be more focused in class and a significant amount of distraction via cell phone interruptions is sidelined. Early check-ins with students and teachers have so far confirmed this.

Also on the topic of social media we redoubled our efforts to make sure that all students at Manachaban had exposure to the Passport to the Internet, a collection of digital citizenship tools that are offered by RVS online.

On the instructional side of meeting students' individual needs, we continue to expand the use of our learning centre. Students used this way of accessing learning more and more consistently.

As well, our focus on project based learning saw three teacher groups take advantage of working with our divisional learning specialists in April, a process that will continue to offer professional growth opportunities with the project based learning focus throughout the years to come.

Parents, as partners in our students' education continue to show up strong. Our results indicate that parents feel included, have a say in the way their children's education is developing and act as strong partners in a variety of ways. They are advocates, volunteers, organizers, mentors, tutors, school council members, fundraisers and focus group members.

### Goal Two – Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.

We have plenty evidence that students at Manachaban are self-directed, innovative, ecologically intelligent and entrepreneurial. One example is the creation of the Quest Theatre drama week workshop. Student led, an opportunity was created to have grade eight band students participate in a weeklong drama workshop, because their schedule precluded them from enrolling in the drama options that our school offered. As a result, 30 grade eight students participated in the drama workshop that was funded in a partnership between Quest Theatre, the participating students, the school and the school council.

Again student led, a fair was created to raise funds for the earthquake victims in Nepal at the end of the year. Grade 6 students planned, organized and executed this successful project in support of the earthquake victims. Yet another example saw grade 7 students provide a healthy smoothie snack for their peers during the lunch hour in the tuck shop. The students took responsibility to making sure the supplies had been purchased and made the smoothies ahead of the lunch hour. Students learned about decision making and providing a product to a paying customer base. They have continued their efforts into grade 8 this year, further developing their understanding of how to operate a basic business.

We also had the first official year of the WILD program. Over 40 students enrolled in the program and we were fortunate enough to be able to form two class sections for this program. The focus on water, as the central topic of a yearlong inquiry, enabled students to understand clearly the importance of this most valuable resource. The instructional approach in this program was augmented by numerous camps and learning in the community, both near and far. The culminating journey for this project with ecological roots was a trip to the Bamfield Marine Sciences Station in Bamfield, British Columbia. Our staff also began to embrace Project Based Learning as a vehicle to engage students. We began with a professional learning opportunity where six teachers participated in a workshop to begin planning their project-based unit, two of which are currently being implemented in term one of the 2015/16 school year. This cyclical approach to professional learning, with support of the RVS learning specialists, will continue in the years to come.

Finally, we continued to engage all of our students and many parents in the recycling program at Manachaban. Another initiative that was staff supported was the installation of garden boxes on the south side of our building. This hands on growing and observational space can be accessed by any of the students in our building.

### **Goal Three – Instructional design challenges and engages each learner.**

As mentioned previously, we have begun to make project-based learning the central instructional approach at our school. This will encourage subject integration and will provide the opportunity for student engagement increase. Some of our staff have participated in the workshop opportunity in the spring of 2015. Teachers continue to take students off campus to reinforce concepts studied in class. We have embraced google read/write in an attempt to make assistive technology available to all, rather than to see it as a strategy for just a few. We also continued to work on the development of a digital portfolio that will allow students to exhibit the achievement of competencies in their learning at school. Multiple access points for learning continue to expand and become normalized for students. In particular the learning centre has seen increases in its use.

Teachers are clear about formative and summative assessment and continue to publish both forms of assessment in conjunction with assignment specific comments on PowerSchool. Students can be heard in the hallways referring to formative and summative assessment, as sign that the language of assessment has taken hold in the building. We continued to allow for second chance and have used the intentional non-learner cycle with more frequency.

Our numeracy block, an initiative that came from our teaching staff last year, has been widely used, most effectively with our younger students. Also, the use of Cochrane Ranche stimulates innovation in instruction because of the resource is available and teachers see the relevance in their instructional design.

### **Goal Four – Learning environments enable the acquisition of 21<sup>st</sup> C Competencies.**

Our learning environment, received its final renovations with sliding glass doors and breakout spaces being installed in the final four non-portable classrooms in our school. Again, as with the learning centre, these breakout spaces and sliding doors continue to be used for instructional gains with more and more frequency by our staff.

We continue to evolve in how we access and use technology. From computer laptop carts to the studio approach to equipment that can be signed out to the use of Google Chromebooks, we have an organic blend of technology in our building that meets the learners' needs.

Our staff continued to engage in a Community of Practice last year that trained a number of our staff in the use of Google Sites and this will become a foundational piece when we move to the implementation of individual digital portfolios in the 2016/17 school year.

We began last year to integrate the review and planning process of the School Education Plan throughout much of the school year, as staff requested that we begin the process of knowing and reviewing the school plan earlier and with more frequency.

## **PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS**

### **Goal One – Learners are successful.**

#### **Instructional Design, Project-Based Learning and Digital Portfolios**

One set of strategies that will help our school community achieve this goal involves an emphasis on Instructional Design. We believe that improving our instructional skillsets to design learning in a project-based approach will present our students with more engaging and real-life connections to learning, and provide multiple entry points and means of representing learning to allow all of our learners to demonstrate their personal success. We will achieve this through multiple means. As a whole staff, we will undertake professional learning around Project-Based Learning to heighten our understanding of and proficiency in this type of instructional design. We will have several teams of teachers immerse themselves in focused planning sessions with the goal of designing multidisciplinary units of study featuring a Project-Based approach. Similarly, a group of teachers will work with the RVS 21<sup>st</sup> Century Learning Specialists in learning cohorts to collaborate with divisional peers on a common project. As one of RVS' "Design-Schools", we look forward to working with our Education Centre Learning Department to help move our school along this path. We hope the result will be the successful implementation of several multidisciplinary Project-Based Learning units of study at each grade level, and a greater staff, parental and community understanding and support of the benefits of this approach to teaching and learning.

In conjunction with a shift toward more Project-Based learning in the classrooms at École Manachaban comes the ongoing work and development of digital portfolios. This year, our grade teams are working with the Google Sites platform to deliver a grade or class portfolio that showcases student growth and reflection across the 21<sup>st</sup> Century Competencies. The use of student "I Can..." statements and an area for meaningful and regular goal setting and reflection will be key components to this digital space, with the goal of individual student digital portfolios coming in the 2016-17 school year. In addition to the digital portfolio, regular ongoing communication of student learning continues to be a high priority at École Manachaban, with extensive use of the Parent Portal and weekly class emails.

#### **Literacy and Numeracy**

Another area of priority is the continued emphasis on Literacy at École Manachaban. Buoyed by seeing yearly growth with our English Language Arts PAT results, we have a sense that our efforts to maintain strong reading skills are working. As a next step, we will continue to target our French Immersion learners in particular. As we see increasingly complex cohorts of students moving through the French Immersion program, we are also seeing the need to program differently to meet these students' needs. This has led to increased staffing to provide additional supports for the learners, as well as professional learning around how to support second-language learners with emerging technologies.

We continue to work to support our students' growth in Numeracy. Last year, we invested time and monetary resources to provide teachers with professional learning and classroom manipulatives that targeted improving students' basic and fundamental numeracy skills. This year, we have continued this work by allocating staff with strong mathematics backgrounds to work collaboratively and regularly with teachers to help improve their Numeracy teaching, and in turn, student learning.

### **Goal Two – Learners are engaged.**

#### **Project-Based Learning**

As mentioned previously, we believe that shifting our Instructional Design to include more Project-Based Learning will create authentic learning experiences that are more engaging for our students. We believe that by having real-world challenges to solve, or by leveraging learning to make a positive difference in our community, that our student engagement will continue to be high. Examples of projects like our Grade 6 market for Nepal, or our Grade 5s raising money for the Cochrane Humane Society, show that our students are greatly connected when they are asked to step up and connect with the world beyond the walls of the school. We look forward to seeing the implementation of more multidisciplinary projects for all of our learners this school year.

#### **A Variety of Program Choices, Cochrane Ranche and Learning Outside of the School**

We take great pride at École Manachaban in the fact that we are able to offer such a wide variety of learning experiences for our students. Our outstanding Grade 8 WILD program is one such example. Standing for Wisdom Inquiry Learning and Doing, this outdoor inquiry program sees a cohort of students meet their curricular objectives mainly through outdoor experiences, overnight camps, and off-site field trips. We also offer many other choices for our students. Roughly half of our students are enrolled in the French Immersion program, where they are growing their second language skills in an immersive setting. Our Grade 7 and 8 learners have a wide variety of option courses to select from, including Fine Arts such as Band or Sculpture, Outdoor Education or Physical Education enrichment. Striving to align ourselves with Alberta Education's new Career and Technology Foundations Program of Studies, we offer courses in Business, Digital Photography, Foods and Wood Shop to name a few. We continue to hear very positive feedback from our school community about our program choices, and look forward to continuing to offer great experiences to our students.

We are also extremely fortunate to be able to use the Cochrane Ranche as a tremendous supplementary learning environment. Many of our students are able to visit the Ranche in their classes on a regular, and even weekly, basis. The Ranche provides a springboard for an interactive environment to learn about our natural world, to engage with in our community, and even to provide a different space to write or reflect. We see the Ranche as an integral part of building and maintaining high levels of engagement with our students. Similarly, our students have the opportunity to engage in a wide variety of off-site field trips and field studies that help to augment their learning.

#### Community Partnerships

At École Manachaban, we value the strong partnerships that we've formed with our community agencies and businesses. Working with groups such as the Boys and Girls Club and the Town of Cochrane's Youth Council have proven very successful. Continuing these partnerships, and fostering opportunities such as mentorship programs, the mock Town Council, or the Ranche's weed pull help our students to feel connected and to know that they are making a positive contribution to their community. Similarly, we look to invite members of our community into our school, through presentations on areas of expertise and volunteer opportunities. Lastly, we enjoy great partnerships with our sister schools on the Tri-School site, with our students finding mentorship opportunities at both Elizabeth Barrett Elementary School and Cochrane High School.

### **Goal Three – Learners are supported.**

#### Relationships and Mental Health

We recognize that our students require supports in several different areas. One main area of focus for our school this year is to increase our awareness, understanding of and ability to provide supports for students in addition to the academic realm. One key strategy this year is continued professional learning around students' mental health and safety. We have brought in the expertise of Dr. Wayne Hammond to help us better navigate the importance of relationships and their relation to learning. Another strategy is that our staff will receive the Dr. Stan Kucher Mental Health 'Go-to' Training for Educators to help better understand strategies to deal with an increasing number of student mental health concerns. We continue our community partnerships in this area to help to support our students. Inside the school, we are making changes to our physical spaces and how our days run. We are providing opportunities for students by creating extra-curricular clubs and activities that may some of our vulnerable students connect with school. We are using the data gained from the Student Orientation to School Questionnaire to help us to identify and work with potential students who feel disconnected toward school. We are creating a "breathing space" for students that will present a safe and calm environment away from the classroom for students to engage in art therapy-like or other 'down' time activities.

#### Academic Supports

To support our students academically, we are working to diversify our Learning Support system. We have continued to grow the usage of our Learning Centre to be an accessible space for students who require a different space or additional support for their learning. We have made additions to our Learning Support team, drawing on our staff expertise, to see teachers with skills in French Immersion, Technology, Instructional Design and Numeracy join our Resource teachers to create a multi-faceted team. We expect this approach to better meet the needs of our learners, and build greater capacity at the school level to meet our students' learning challenges.

## APPENDIX A: Rocky View Schools Accountability Pillar

Goal	Outcome	Manachaban			Rocky View Schools			Measure Evaluation		
		Current	Previous Year	Previous 3 Year Average	Current	Previous Year	Previous 3 Year Average	Achievement	Improvement	Overall
Goal One: Learners have their individual needs met	Learners feel safe and valued within the learning community	87.64%	87.04%	86.72%	83.71%	84.58%	83.63%	Above	Not Significant	Excellent
	Learning is universally accessible	87.79%	88.55%	85.29%	85.63%	85.67%	84.75%	Intermediate	Not Significant	Acceptable
	Parents and community partners play a purposeful and sustained role	88.78%	88.95%	87.96%	83.20%	83.82%	82.71%	Above	Not Significant	Excellent
Goal Two: Learners are self directed, innovative, ecologically intelligent, and entrepreneurial	Learners direct and feel ownership for their learning	88.59%	86.13%	84.87%	84.09%	85.44%	85.03%	Intermediate	Not Significant	Acceptable
	Learners demonstrate 21 <sup>st</sup> Century competencies	93.16%	87.46%	87.29%	83.95%	82.81%	83.52%	Above	Significant Improvement	Excellent
	Learners demonstrate global stewardship	90.14%	88.94%	89.82%	88.19%	87.80%	87.30%	Intermediate	Not Significant	Acceptable
	Learners flourish in a culture of excellence	88.51%	90.07%	88.36%	84.12%	83.95%	83.59%	Intermediate	Not Significant	Acceptable
Goal Three: Instructional design challenges and engages each learner	Learning occurs any time, any place, any path, any pace	82.49%	85.21%	82.75%	80.90%	81.02%	79.84%	Intermediate	Not Significant	Acceptable
	Instructional design engages each learner	87.25%	87.69%	86.80%	83.54%	83.45%	83.15%	Intermediate	Not Significant	Acceptable
	Instructional design enriches the learning experience	93.30%	91.14%	90.63%	89.66%	88.35%	88.34%	Intermediate	Not Significant	Acceptable
	Instructional practices empower learners	82.31%	79.90%	78.23%	77.87%	76.78%	76.26%	Intermediate	Not Significant	Acceptable
Goal Four: Learning environments enable the acquisition of 21 <sup>st</sup> Century competencies	Learners use digital technologies to enhance learning	94.55%	94.52%	93.09%	89.28%	88.74%	88.38%	Above	Not Significant	Excellent
	Accelerate innovation, research and organizational development to achieve operational efficiencies	93.73%	84.31%	87.91%	79.75%	82.10%	81.70%	Above	Not Significant	Excellent
	Learning is generative, responsive and multi-dimensional	99.17%	96.48%	96.52%	92.89%	92.44%	92.09%	Above	Not Significant	Excellent
	Leadership capacity is built across the jurisdiction	100.00%	91.55%	95.13%	77.78%	79.59%	79.53%	Above	Not Significant	Excellent

**Previous 3 year average:** is the three year average of the previous three years. In the past the 3 year average was reported, which consisted of the current year and two previous years.

**Achievement evaluation:** is based on a percentile comparison of the school's Current Year data to other schools in Rocky View Schools. Schools below the 25<sup>th</sup> percentile are evaluated as Below; schools between the 25<sup>th</sup> and 75<sup>th</sup> percentile are evaluated as Intermediate; and schools above the 75<sup>th</sup> percentile are evaluated as Above.

**Improvement evaluation:** is based on comparing the school's Current Year result to the Previous Year's result. A hypothesis test of proportion is used to determine whether or not the change is statistically significant.

**Overall evaluation:** combines the Achievement evaluation and the Improvement evaluation. The table below displays how the Achievement and Improvement evaluations are combined to get an Overall evaluation.

	Achievement		
Improvement	Above	Intermediate	Below
Significant Improvement	Excellent	Good	Acceptable
Not Significant (Maintained)	Excellent	Acceptable	Issue
Significant Decline	Acceptable	Issue	Concern

## APPENDIX B: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2014/15		2013/14		2012/13		2011/12		2010/11	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
1. I feel welcome at school.	Agree	94%	91%	95%	91%	96%	92%	95%	90%	93%	89%
	Disagree	6%	9%	5%	9%	4%	8%	5%	10%	7%	11%
2. Teachers help me when I need it.	Agree	91%	89%	94%	90%	92%	89%	93%	88%	91%	86%
	Disagree	9%	11%	6%	10%	8%	11%	7%	12%	9%	14%
3. Students care about each other at my school.	Agree	69%	69%	75%	68%	67%	70%	70%	67%	68%	65%
	Disagree	31%	31%	25%	32%	33%	30%	30%	33%	32%	35%
4. The staff at my school cares about me.	Agree	89%	86%	92%	86%	92%	86%	91%	84%	86%	82%
	Disagree	11%	14%	8%	14%	8%	14%	9%	16%	14%	18%
5. I feel safe at school.	Agree	89%	88%	92%	89%	91%	89%	93%	88%	88%	87%
	Disagree	11%	12%	8%	11%	9%	11%	7%	12%	12%	13%
6. I am treated fairly by adults in the school.	Agree	87%	82%	88%	81%	84%	82%	87%	80%	82%	78%
	Disagree	13%	18%	12%	19%	16%	18%	13%	20%	18%	22%
7. Students and adults show respect for each other at this school.	Agree	78%	76%	86%	77%	82%	78%	77%	74%	81%	73%
	Disagree	22%	24%	14%	23%	18%	22%	23%	26%	19%	27%
8. I have access to quality technology to support my learning.	Agree	94%	90%	94%	90%	91%	90%	90%	88%	87%	86%
	Disagree	6%	10%	6%	10%	9%	10%	10%	12%	13%	14%
9. The use of technologies at school helps me do my school work better.	Agree	91%	87%	92%	87%	93%	87%	92%	86%	90%	84%
	Disagree	9%	13%	8%	13%	7%	13%	8%	14%	10%	16%
10. Teachers make my class interesting.	Agree	78%	74%	75%	72%	76%	72%	74%	70%	67%	70%
	Disagree	22%	26%	25%	28%	24%	28%	26%	30%	33%	30%
11. I am learning the skills I will need when I leave school.	Agree	84%	75%	86%	76%	89%	79%	88%	80%	86%	79%
	Disagree	16%	25%	14%	24%	11%	21%	12%	20%	14%	21%
12. The school provides opportunities for students to become involved in volunteer activities and community service projects.	Agree	75%	81%	78%	81%	77%	81%	77%	78%	76%	77%
	Disagree	25%	19%	22%	19%	23%	19%	23%	22%	24%	23%
13. My school participates in environmentally friendly practices.	Agree	85%	83%	91%	84%	92%	83%	90%	79%	87%	80%
	Disagree	15%	17%	9%	16%	8%	17%	10%	21%	13%	20%
14. Teachers use a variety of ways to help me learn.	Agree	79%	78%	83%	77%	82%	78%	81%	77%	77%	77%
	Disagree	21%	22%	17%	23%	18%	22%	19%	23%	23%	23%
15. I understand how my teacher determines my marks.	Agree	80%	79%	78%	79%	83%	79%	75%	77%	72%	75%
	Disagree	20%	21%	22%	21%	17%	21%	25%	23%	28%	25%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Agree	77%	76%	73%	75%	80%	77%	70%	73%	71%	75%
	Disagree	23%	24%	27%	25%	20%	23%	30%	27%	29%	25%
17. When teachers assess my work they give me the feedback I need to help me improve.	Agree	77%	78%	83%	78%	83%	78%	78%	76%	78%	76%
	Disagree	23%	22%	17%	22%	17%	22%	22%	24%	22%	24%
18. School staff is helping me to be a better person.	Agree	74%	72%	77%	71%	78%	72%	82%	70%	73%	71%
	Disagree	26%	28%	23%	29%	22%	28%	18%	30%	27%	29%
19. I have the chance to be involved in different activities in my school.	Agree	88%	90%	91%	90%	94%	89%	92%	87%	91%	86%
	Disagree	12%	10%	9%	10%	6%	11%	8%	13%	9%	14%
20. I take responsibility for my learning.	Agree	95%	94%	98%	94%	98%	94%	96%	93%		
	Disagree	5%	6%	2%	6%	2%	6%	4%	7%		
21. The school helps me to do my very best.	Agree	81%	80%	87%	80%	87%	80%	83%	78%		
	Disagree	19%	20%	13%	20%	13%	20%	17%	22%		
22. I use my class's online learning resources (i.e. Moodle, School Websites) after school is done to help me learn.	Agree	62%	69%	70%	65%	55%	63%	57%	55%		
	Disagree	38%	31%	30%	35%	45%	37%	43%	45%		
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Agree	83%	80%	84%	78%	84%	79%	82%	79%		
	Disagree	17%	20%	16%	22%	16%	21%	18%	21%		
24. I know how I learn.	Agree	93%	88%	92%	88%	92%	89%	91%	89%		
	Disagree	7%	12%	8%	12%	8%	11%	9%	11%		
25. My teacher(s) inspires me to learn.	Agree	73%	70%	73%	68%	74%	68%	74%	68%		
	Disagree	27%	30%	27%	32%	26%	32%	26%	32%		
26. I feel safe on the school bus.	Agree	84%	80%	81%	79%	82%	78%	76%	77%		
	Disagree	16%	20%	19%	21%	18%	22%	24%	23%		
27. Students on my bus show respect for each other.	Agree	42%	52%	52%	53%	44%	53%	45%	53%		
	Disagree	58%	48%	48%	47%	56%	47%	55%	47%		
28. Discipline and rules on the bus are fair.	Agree	71%	75%	70%	75%	75%	75%	65%	75%		
	Disagree	29%	25%	30%	25%	25%	25%	35%	25%		
29. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	Agree		73%		77%		80%		77%		72%
	Disagree		27%		23%		20%		23%		28%
30. (Grade 10-12 only) My school helps me plan for my future after I leave school.	Agree		63%		68%		71%		66%		65%
	Disagree		37%		32%		29%		34%		35%
31. (Grade 10-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Agree		69%		73%		76%		71%		
	Disagree		31%		27%		24%		29%		

## RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2014/15		2013/14		2012/13		2011/12		2010/11	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Satisfied	100%	95%	99%	95%	99%	95%	90%	90%	92%	93%
	Dissatisfied		5%	1%	5%	1%	5%	10%	10%	8%	7%
2. with the opportunities you have to be involved in school decision-making?	Satisfied	98%	88%	95%	87%	97%	88%	94%	84%	89%	87%
	Dissatisfied	2%	12%	5%	13%	3%	12%	6%	16%	11%	13%
3. with the opportunities the school offers for your involvement in school activities?	Satisfied	97%	93%	97%	92%	97%	93%	90%	87%	90%	91%
	Dissatisfied	3%	7%	3%	8%	3%	7%	10%	13%	10%	9%
4. with the way the school keeps you informed about your child's progress and achievement?	Satisfied	93%	82%	87%	80%	87%	84%	82%	77%	79%	83%
	Dissatisfied	7%	18%	13%	20%	13%	16%	18%	23%	21%	17%
5. that your child has access to support services that meet his/her needs?	Satisfied	93%	85%	87%	85%	90%	85%	82%	80%	84%	83%
	Dissatisfied	7%	15%	13%	15%	10%	15%	18%	20%	16%	17%
6. that the needs of all learners are met at this school?	Satisfied	88%	80%	85%	80%	88%	81%	78%	75%	78%	78%
	Dissatisfied	12%	20%	15%	20%	12%	19%	22%	25%	22%	22%
7. that the needs of your child are met at this school?	Satisfied	90%	84%	85%	83%	90%	84%				
	Dissatisfied	10%	16%	15%	17%	10%	16%				
8. with the safety of the school environment?	Satisfied	99%	90%	92%	91%	98%	91%	88%	87%	92%	89%
	Dissatisfied	1%	10%	8%	9%	2%	9%	12%	13%	8%	11%
9. that there is a caring atmosphere at the school?	Satisfied	96%	92%	95%	91%	99%	93%	89%	86%	87%	89%
	Dissatisfied	4%	8%	5%	9%	1%	7%	11%	14%	13%	11%
10. that respectful relationships are encouraged amongst all staff and students?	Satisfied	98%	91%	92%	91%	92%	90%	88%	85%	83%	89%
	Dissatisfied	2%	9%	8%	9%	8%	10%	12%	15%	17%	11%
11. that your child is treated fairly by adults at the school?	Satisfied	95%	91%	90%	90%	91%	91%	85%	85%	82%	89%
	Dissatisfied	5%	9%	10%	10%	9%	9%	15%	15%	18%	11%
12. that students are learning to become critical, creative and complex thinkers?	Satisfied	93%	90%	93%	87%	95%	90%	82%	82%	85%	87%
	Dissatisfied	7%	10%	7%	13%	5%	10%	18%	18%	15%	13%
13. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	95%	91%	93%	90%	95%	92%	83%	85%	81%	88%
	Dissatisfied	5%	9%	7%	10%	5%	8%	17%	15%	19%	12%
14. that the school staff is helping students learn to become better citizens?	Satisfied	96%	92%	95%	90%	95%	92%	89%	85%	88%	89%
	Dissatisfied	4%	8%	5%	10%	5%	8%	11%	15%	12%	11%
15. that your child's school models practices that contribute to environmental sustainability?	Satisfied	98%	94%	95%	94%	99%	95%	94%	89%	91%	91%
	Dissatisfied	2%	6%	5%	6%	1%	5%	6%	11%	9%	9%
16. that your child was well-prepared for their present grade?	Satisfied	88%	87%	90%	85%	94%	88%	80%	81%	86%	86%
	Dissatisfied	12%	13%	10%	15%	6%	12%	20%	19%	14%	14%
17. with the transition assistance provided to your child as he/she moves from one grade to the next?	Satisfied	89%	86%	93%	85%	95%	87%	85%	81%	83%	85%
	Dissatisfied	11%	14%	7%	15%	5%	13%	15%	19%	17%	15%
18. that students are exploring and planning for what they will do after they leave school?	Satisfied	84%	80%	84%	79%	84%	82%	73%	76%	70%	75%
	Dissatisfied	16%	20%	16%	21%	16%	18%	27%	24%	30%	25%
19. that the assessment feedback your child gets from his/her teachers helps him/her improve?	Satisfied	87%	81%	84%	79%	86%	84%	76%	78%	73%	81%
	Dissatisfied	13%	19%	16%	21%	14%	16%	24%	22%	27%	19%
20. that your child has access to instruction that meets his/her needs?	Satisfied	89%	84%	89%	83%	90%	85%	73%	78%	81%	80%
	Dissatisfied	11%	16%	11%	17%	10%	15%	27%	22%	19%	20%
21. that students take responsibility for their learning?	Satisfied	88%	89%	85%	88%	92%	91%	81%	84%		
	Dissatisfied	12%	11%	15%	12%	8%	9%	19%	16%		
22. that the digital technologies (i.e. computers, smart boards, etc.) used by your child's teachers enhance your child's learning?	Satisfied	99%	91%	96%	90%	96%	92%	88%	85%		
	Dissatisfied	1%	9%	4%	10%	4%	8%	12%	15%		
23. that the school enables your child to excel and achieve excellence?	Satisfied	93%	84%	83%	82%	91%	83%	78%	78%		
	Dissatisfied	7%	16%	17%	18%	9%	17%	22%	22%		
24. that your child's teachers use of online digital resources (i.e. Moodle, School Websites) allows access to learning beyond the school day?	Satisfied	98%	88%	88%	88%	94%	90%	83%	82%		
	Dissatisfied	2%	12%	12%	12%	6%	10%	17%	18%		
25. that teachers use real-life, meaningful experiences to help students learn?	Satisfied	96%	91%	94%	90%	94%	92%	84%	86%		
	Dissatisfied	4%	9%	6%	10%	6%	8%	16%	14%		
26. that your child's teacher(s) inspires him/her to learn?	Satisfied	92%	86%	87%	86%	86%	88%	75%	79%		
	Dissatisfied	8%	14%	13%	14%	14%	12%	25%	21%		
27. that your child feels safe on the bus?	Satisfied	84%	90%	91%	91%	95%	90%	83%	84%		
	Dissatisfied	16%	10%	9%	9%	5%	10%	17%	16%		
28. that students on your child's bus demonstrate respect for each other?	Satisfied	73%	78%	65%	79%	71%	79%	65%	72%		
	Dissatisfied	27%	22%	35%	21%	29%	21%	35%	28%		
29. that discipline and rules on the bus are fair?	Satisfied	82%	86%	81%	88%	82%	88%	78%	83%		
	Dissatisfied	18%	14%	19%	12%	18%	12%	22%	17%		
A. that your child has access to learning supports that are a match for his/her unique needs?	Satisfied	78%	79%	81%	80%	67%	78%	73%	75%	74%	75%
	Dissatisfied	22%	21%	19%	20%	33%	22%	27%	25%	26%	25%
B. with the involvement of learning specialists, support staff or community agencies, if required?	Satisfied	75%	78%	75%	78%	71%	77%	62%	72%	60%	73%
	Dissatisfied	25%	22%	25%	22%	29%	23%	38%	28%	40%	27%
C. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Satisfied	77%	80%	92%	76%	65%	78%	71%	73%	74%	74%
	Dissatisfied	23%	20%	8%	24%	35%	22%	29%	27%	26%	26%

## RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2014/15		2013/14		2012/13		2011/12		2010/11	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Satisfied	100%	93%	97%	92%	100%	94%	100%	90%	91%	92%
	Dissatisfied		7%	3%	8%		6%		10%	9%	8%
2. with the opportunities you have to be involved in school / workplace decision-making?	Satisfied	100%	82%	90%	82%	96%	83%	96%	80%	94%	84%
	Dissatisfied		18%	10%	18%	4%	17%	4%	20%	6%	16%
3. with the safety of the school / workplace environment?	Satisfied	100%	94%	97%	95%	100%	96%	100%	95%	91%	95%
	Dissatisfied		6%	3%	5%		4%		5%	9%	5%
4. that there is a caring atmosphere at the school / workplace?	Satisfied	100%	91%	97%	92%	96%	92%	96%	89%	97%	92%
	Dissatisfied		9%	3%	8%	4%	8%	4%	11%	3%	8%
5. that respectful relationships are encouraged amongst all staff and/or students?	Satisfied	100%	88%	97%	91%	96%	89%	93%	88%	91%	90%
	Dissatisfied		12%	3%	9%	4%	11%	7%	12%	9%	10%
6. that the school / workplace models practices that contribute to environmental sustainability?	Satisfied	90%	90%	97%	89%	96%	91%	86%	90%	91%	89%
	Dissatisfied	10%	10%	3%	11%	4%	9%	14%	10%	9%	11%
7. that your individual growth plan aligns to your school's Education Plan / Three Year Plan?	Satisfied	100%	95%	100%	96%	100%	96%	100%	94%		
	Dissatisfied		5%		4%		4%		6%		
8. that your Community of Practice aligns to the schools' Education Plan / RVS Three Year Plan?	Satisfied	100%	94%	96%	94%	100%	94%	92%	93%		
	Dissatisfied		6%	4%	6%		6%	8%	7%		
9. with your access to professional learning opportunities?	Satisfied	95%	88%	90%	85%	92%	86%	86%	84%	97%	87%
	Dissatisfied	5%	12%	10%	15%	8%	14%	14%	16%	3%	13%
10. that your professional learning has positively impacted your instructional and/or organizational effectiveness?	Satisfied	100%	91%	97%	90%	96%	91%	100%	88%	97%	88%
	Dissatisfied		9%	3%	10%	4%	9%		12%	3%	12%
11. that the technologies available in your school / workplace meets 21st Century standards?	Satisfied	95%	86%	93%	85%	92%	89%	86%	83%	91%	88%
	Dissatisfied	5%	14%	7%	15%	8%	11%	14%	17%	9%	12%
12. with the level and timeliness of technical support provided?	Satisfied	100%	87%	87%	85%	92%	87%	75%	79%	72%	82%
	Dissatisfied		13%	13%	15%	8%	13%	25%	21%	28%	18%
13. that you have adequate resources to do the job you are assigned?	Satisfied	95%	83%	93%	83%	100%	83%	89%	82%	81%	82%
	Dissatisfied	5%	17%	7%	17%		17%	11%	18%	19%	18%
14. with the opportunity to lead in your school / workplace?	Satisfied	100%	90%	93%	90%	96%	90%	100%	89%	93%	89%
	Dissatisfied		10%	7%	10%	4%	10%		11%	7%	11%
15. that the jurisdiction is building a community of learners?	Satisfied	100%	91%	93%	91%	100%	92%	96%	90%	97%	91%
	Dissatisfied		9%	7%	9%		8%	4%	10%	3%	9%
16. with the overall communication between the jurisdiction and the school?	Satisfied	90%	84%	89%	84%	96%	84%	96%	80%	100%	94%
	Dissatisfied	10%	16%	11%	16%	4%	16%	4%	20%		6%
17. with the appreciation you receive at the jurisdiction level for your contributions?	Satisfied	80%	68%	70%	67%	83%	67%	85%	67%	64%	68%
	Dissatisfied	20%	32%	30%	33%	17%	33%	15%	33%	36%	32%
18. that your school/site is a good place to work?	Satisfied	95%	91%	97%	92%	100%	91%	89%	89%	94%	93%
	Dissatisfied	5%	9%	3%	8%		9%	11%	11%	6%	7%
19. that the jurisdiction is a good place to work?	Satisfied	90%	92%	93%	90%	96%	91%	96%	90%	97%	93%
	Dissatisfied	10%	8%	7%	10%	4%	9%	4%	10%	3%	7%

		2014/15		2013/14		2012/13		2011/12		2010/11	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
20. with the involvement of parents within the school community?	Satisfied	88%	82%	100%	82%	100%	84%	93%	83%	94%	84%
	Dissatisfied	12%	18%		18%		16%	7%	17%	6%	16%
21. that students have access to support services that meet their needs?	Satisfied	76%	70%	72%	77%	85%	76%	71%	75%	70%	82%
	Dissatisfied	24%	30%	28%	23%	15%	24%	29%	25%	30%	18%
22. that the needs of all learners are met at this school?	Satisfied	76%	67%	82%	75%	92%	75%	71%	72%	68%	79%
	Dissatisfied	24%	33%	18%	25%	8%	25%	29%	28%	32%	21%
23. with the support students receive through learning specialists, support services or community agencies, if required?	Satisfied	71%	69%	72%	76%	85%	72%	61%	69%	68%	76%
	Dissatisfied	29%	31%	28%	24%	15%	28%	39%	31%	32%	24%
24. that students with special needs are meeting their IPP goals?	Satisfied	76%	79%	79%	84%	79%	82%	64%	83%	79%	86%
	Dissatisfied	24%	21%	21%	16%	21%	18%	36%	17%	21%	14%
25. that students are treated fairly by adults at the school?	Satisfied	100%	98%	97%	97%	100%	98%	96%	97%	94%	95%
	Dissatisfied		2%	3%	3%		2%	4%	3%	6%	5%
26. that students are being taught how to become critical, creative and complex thinkers?	Satisfied	100%	94%	93%	92%	88%	93%	100%	92%	94%	94%
	Dissatisfied		6%	7%	8%	12%	7%		8%	6%	6%
27. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	100%	94%	96%	94%	93%	95%	100%	93%	100%	93%
	Dissatisfied		6%	4%	6%	7%	5%		7%		7%
28. that the school staff is helping students learn to become better citizens?	Satisfied	100%	95%	89%	96%	100%	97%	100%	96%	94%	95%
	Dissatisfied		5%	11%	4%		3%		4%	6%	5%
29. with the transition assistance provided to students as they move from one grade to the next?	Satisfied	100%	89%	100%	91%	91%	91%	100%	90%	93%	91%
	Dissatisfied		11%		9%	9%	9%		10%	7%	9%
30. that the education program is helping students explore and prepare for post-school options?	Satisfied	100%	88%	88%	86%	86%	88%	89%	89%	93%	89%
	Dissatisfied		12%	13%	14%	14%	12%	11%	11%	7%	11%
31. that student assessment information is used to help improve student performance?	Satisfied	100%	93%	96%	92%	100%	94%	96%	91%	88%	92%
	Dissatisfied		7%	4%	8%		6%	4%	9%	12%	8%
32. with your ability to improve learning opportunities for students through the use of technology?	Satisfied	94%	89%	96%	91%	100%	91%	96%	88%	97%	87%
	Dissatisfied	6%	11%	4%	9%		9%	4%	12%	3%	13%
33. with the resources and supports provided to assist teachers in building 21st Century learning environments?	Satisfied	94%	78%	84%	80%	82%	82%	81%	77%	83%	82%
	Dissatisfied	6%	22%	16%	20%	18%	18%	19%	23%	17%	18%
34. with the resources and supports provided by the jurisdiction to assist schools in building 21st Century learning environments?	Satisfied	88%	77%	80%	77%	83%	79%	78%	77%	93%	83%
	Dissatisfied	12%	23%	20%	23%	17%	21%	22%	23%	7%	17%
35. that students have access to instruction that meets their needs?	Satisfied	82%	89%	100%	88%	96%	89%	89%	89%	84%	90%
	Dissatisfied	18%	11%		12%	4%	11%	11%	11%	16%	10%
36. that student assessment information is used to help improve instruction?	Satisfied	94%	94%	96%	93%	95%	94%	100%	92%	90%	93%
	Dissatisfied	6%	6%	4%	7%	5%	6%		8%	10%	7%

		2014/15		2013/14		2012/13		2011/12		2010/11	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
37. that student assessment information is used to help inform instruction?	Satisfied	100%	95%	91%	94%	100%	95%	100%	93%	92%	93%
	Dissatisfied		5%	9%	6%		5%		7%	8%	7%
38. that you implement the principles of "sound assessment" outlined in Policy HK: Assessment and Communication of Student Learning?	Satisfied	100%	96%	100%	96%	94%	96%				
	Dissatisfied		4%		4%	6%	4%				
39. with the overall communication between the school and the home (e.g. notices, newsletters, Powerschool, websites)?	Satisfied	100%	95%	100%	95%	100%	97%	100%	94%	93%	87%
	Dissatisfied		5%		5%		3%		6%	7%	13%
40. that the School Council plays a meaningful role in your school?	Satisfied	100%	90%	100%	89%	100%	92%	100%	89%	93%	88%
	Dissatisfied		10%		11%		8%		11%	7%	12%
41. with the appreciation you receive at the school level for your contributions?	Satisfied	100%	79%	86%	80%	96%	81%	93%	79%	85%	84%
	Dissatisfied		21%	14%	20%	4%	19%	7%	21%	15%	16%
42. that students take responsibility for their learning?	Satisfied	82%	68%	76%	74%	72%	75%	67%	71%		
	Dissatisfied	18%	32%	24%	26%	28%	25%	33%	29%		
43. that you understand the elements of UDL (Universal Design for Learning)?	Satisfied	100%	97%	88%	94%	90%	93%	96%	92%		
	Dissatisfied		3%	12%	6%	10%	7%	4%	8%		
44. that you are able to use the principles of UDL (Universal Design for Learning) in planning for instruction?	Satisfied	100%	95%	90%	93%	89%	93%	96%	91%		
	Dissatisfied		5%	10%	7%	11%	7%	4%	9%		
45. that the school enables students to excel and achieve excellence?	Satisfied	94%	92%	100%	92%	96%	94%	93%	93%		
	Dissatisfied	6%	8%		8%	4%	6%	7%	7%		
46. that the jurisdiction enables your school to excel and achieve excellence?	Satisfied	88%	86%	100%	87%	92%	89%	92%	84%		
	Dissatisfied	12%	14%		13%	8%	11%	8%	16%		
47. that the use of online digital resources allows students access to learning beyond the school day?	Satisfied	94%	93%	96%	93%	100%	96%	100%	92%		
	Dissatisfied	6%	7%	4%	7%		4%		8%		
48. that students have access to authentic learning experiences?	Satisfied	94%	96%	92%	94%	100%	95%	93%	94%		
	Dissatisfied	6%	4%	8%	6%		5%	7%	6%		
49. that the allocation of available resources stimulates innovation?	Satisfied	93%	81%	85%	84%	100%	86%	96%	81%		
	Dissatisfied	7%	19%	15%	16%		14%	4%	19%		
50. with your use of the RVS Learning Model when planning for instruction?	Satisfied	100%	92%	100%	92%	100%	93%	96%	90%		
	Dissatisfied		8%		8%		7%	4%	10%		
51. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Satisfied	100%	93%	91%	92%	95%	91%	92%	92%		
	Dissatisfied		7%	9%	8%	5%	9%	8%	8%		
52. What percentage of students do you observe as proficient in using 21st Century competencies in their learning?	0-25%		3%	9%	4%		4%				
	26-50%		21%	18%	23%	12%	19%				
	51-75%	50%	53%	50%	51%	64%	50%				
	76-100%	50%	23%	23%	23%	24%	28%				

#### Areas of Strength:

- Excellent results in the Rocky View Satisfaction surveys from students, parents and staff .
- All three survey groups indicate relative consistency over most of the questions.

#### Future Priorities:

- Students caring for each other continues to be on the low side of our results, this is consistent over the past 5 years.
- Continue to support students by providing varied opportunities for students to feel connected to the school.

## APPENDIX C: GRADE LEVEL OF ACHIEVEMENT

The chart below shows the percentage of Grade 5 – 8 students whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math.

GRADE STANDARDS	2014/15		French Language Arts (%)	Target 2015/16
	Math	Language Arts		
	Results (%)	Results (%)		
Grade 5 – 88 students, FI 56 students	98%	99%	100%	95%/100%/100%
Grade 6 – 113 students, FI 61 students	97%	100%	100%	100%/100%/100%
Grade 7 – 106 students, FI 46 students	100%	100%	100%	100%/100%/100%
Grade 8 – 111 students, FI 45 students	99%	100%	100%	95%/100%/100%

### Considerations:

- Importance of impact of changing instructional approach on multiple choice exams such as the PATs
- Importance of impending change from PATs to SLAs.

### Areas of Strength:

- High degree of “at Level” achievement from teacher reported data
- Consistency of teacher reported data across the grades

### Future Priorities:

- Continued difference in what achievement data indicate to what teacher data indicates

## APPENDIX D: ONLINE LEARNING

The charts below shows the number of online courses completed by students in Grades 4 – 12 and certificated and support staff.

ONLINE COURSES		
	2014/15	
	Number of Students	Number of Student Completing Online Course
Grade 5	88	88 – Mathletics 88 – Online Fitness Assessment & Reflection 88 – Passport to the Internet
Grade 6	113	113 – Mathletics 113 - Online Fitness Assessment & 113 - Reflection Passport to the Internet 100 – MusicAce 56 – Digital Portfolio – Google Sites
Grade 7	106	106 – Mathletics 113 – Online Fitness Assessment & Reflection 106 - Passport to the Internet
Grade 8	111	2 - A+ Certification 111 – Mathletics 15 – Ten marks program 15 – Mathbit 15 - MathCaching 111 – Online Fitness Assessment & Reflection 111 - Passport to the Internet 50 – FI Poetry Unit

ONLINE COURSES		
	2014/15	
	Number of Staff	Number of staff reporting they have completed a formal online professional learning course
Certificated Staff	23	2- CTF workshop with CRC 4 – Hour Zero 1- Teaching Sexual Health 1- Eureka Math
Support Staff	8	1- Duolingo Course 7 - More Courses/U of C 1 – Gordon Neufeld Course 1- Pearson E-text webinar 1 – Gordon Neufeld Case Studies (9hrs)

### Areas of Strength:

- Online tools are being used more frequently with a combination of face to face.
- Courses are very varied in nature and application

### Future Priorities:

- Continued expansion of online platforms and use for instruction in class.

## APPENDIX E: RESEARCH PROJECTS

The chart below shows the number of research projects being undertaken in your school.

Research		
	Number of Research Projects	Research Title(s)
2014/15	2	<ul style="list-style-type: none"><li>• Manachaban Mentorship Hub</li><li>• Project based Learning -3 teacher teams took part in this initiative</li></ul>

Areas of Strength:

- Mentorship hub works in conjunction with other information tools like the SOS-Q.

Future Priorities:

- Possible work to support understanding of project based learning at our school.

## APPENDIX F: GRANT DOLLARS

The chart below shows the number of grants and accompanying dollars received by your school.

Research		
	List of Grants Received	Dollars Awarded
2014/15	<ul style="list-style-type: none"><li>• Shell Grant to Basketball Program</li><li>• Breakfast Program Grant</li><li>• Breakfast for Learning</li><li>• Grant for WILD Program</li><li>• Interpipeline Grant for WILD Program</li><li>• Cenovus –Band</li><li>• Cenovus - WILD</li></ul>	<ul style="list-style-type: none"><li>• \$1000</li><li>• \$200</li><li>• \$100</li><li>• \$1000</li><li>• \$515</li><li>• \$500</li><li>• \$500</li></ul>

### Areas of Strength:

- The Breakfast Program is accessed daily by a variety of students on an as-needed basis.
- The WILD grants helped with start-up costs of the Grade 8 WILD Outdoor Inquiry program.
- Fine Arts received support with the grant to the Band Program.

### Future Priorities:

- Maintain current Breakfast Program to help supplement missed meals and provide our students the opportunity to begin their school day free of hunger and to solicit parent volunteer help for this initiative.
- Continue to explore grant opportunities to support environmental initiatives, particularly with our WILD program.
- Continue to seek grant opportunities to support our band program.

## APPENDIX G: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

### Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2015 School: 5221 Manachaban Middle School



Measure Category	Measure Category Evaluation	Measure	Manachaban Middle School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	89.0	85.3	89.3	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	87.1	86.0	89.7	81.3	81.3	81.2	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	89.3	87.6	88.2	89.5	89.2	89.5	High	Maintained	Good
		<a href="#">Drop Out Rate</a>	*	n/a	n/a	3.4	3.3	3.3	*	*	*
		<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
		<a href="#">PAT: Acceptable</a>	75.7	73.7	77.2	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	<a href="#">PAT: Excellence</a>	11.2	12.6	14.3	18.8	18.4	18.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		<a href="#">Work Preparation</a>	81.6	71.1	76.6	82.0	81.2	80.4	High	Maintained	Good
		<a href="#">Citizenship</a>	81.6	79.5	82.1	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	<a href="#">Parental Involvement</a>	86.8	86.3	85.3	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	<a href="#">School Improvement</a>	81.2	82.2	82.3	79.6	79.8	80.1	Very High	Maintained	Excellent

#### Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 3) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.

## APPENDIX H: OVERALL SATISFACTION SURVEY – Alberta Education

As part of Alberta Education's Accountability Pillar, each year it institutes a satisfaction survey with parents, students and certificated staff. The chart below reports the overall results (aggregated across respondent groups) for each accountability survey measure over the past five years.

OVERALL SATISFACTION LEVELS											
	2010/11		2011/12		2012/13		2013/14		2014/15		Target 2015/16
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
<b>Safe and Caring Schools</b>	89.6	88.1	89.4	88.6	95.2	89.0	85.3	89.1	89.0	89.2	90.0
<b>Program of Studies</b>	87.0	80.9	91.1	80.7	91.8	81.5	86.0	81.3	87.1	81.3	86.0
<b>Education Quality</b>	87.4	89.4	88.4	89.4	88.7	89.8	87.6	89.2	89.3	89.5	88.0
<b>Access to Services</b>	62.5	69.7*	61.9	70.6*	65.7	70.8*	59.1	71.6*	58.7	71.7*	70.0
<b>Work Preparation</b>	78.5	80.1	75.9	79.7	82.9	80.3	71.1	81.2	81.6	82.0	82.0
<b>Citizenship</b>	79.7	81.9	81.0	82.5	85.9	83.4	79.5	83.4	81.6	83.5	82.0
<b>Parental Involvement</b>	79.9	79.9	83.4	79.7	86.3	80.3	86.3	80.6	86.8	80.7	85.0
<b>School Improvement</b>	82.8	80.1	81.9	80.0	82.9	80.6	82.2	79.8	81.2	79.6	82.0
<b>Professional Learning</b>	100.0	82.2*	88.9	81.8*	98.2	82.2*	88.3	81.0*	90.7	82.4*	85.0

\*Found under ACOL Measure in APORI Report

### Areas of Strength:

- Overall results continue to be very positive.
- École Manachaban saw gains in 7 of 9 measures over the 2013/14 school year, including Safe and Caring Schools (up 3.7 %) and Work Preparation (up 10.5%).
- Satisfaction levels that scored well above the Provincial averages include Program of Studies (5.8% higher), Parental Involvement (6.1 % higher) and Professional Learning (8.3 % higher).
- 8 of 9 measures (all but Access to Services) scored above 80% for the 2013/14 school year, with 5 categories (Safe and Caring Schools, Program of Studies, Education Quality, Parental Involvement and Professional Learning) scoring over 85%.
- 5 measures have scored above 80% for 4 consecutive years (Safe and Caring Schools, Program of Studies, Education Quality, School Improvement, Professional Learning).

### Future Priorities:

- Access to Services continues to be an area that scores below the provincial average.
- Continue to involve parents in meaningful ways and communicate successes and challenges in their children's education.

## APPENDIX I: PROVINCIAL ACHIEVEMENT TEST RESULTS (COHORT)

The chart below shows the Division's results for student achievement at both the "acceptable" standard and the "standard of excellence". The "target" reflects the school's best assessment of future student performance given the five-year trend and any applicable improvement initiative.

### PROVINCIAL RESULTS LANGUAGE ARTS:

	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>L.A. GRADE 6:</b>											
Acceptable Standard:	90.8	83.0	88.5	83.3	84.8	82.5	85.4	81.9	88.3	82.8	88.0
Standard of Excellence:	16.1	18.5	13.5	18.9	12.5	16.3	11.7	17.6	12.1	19.5	17.0

### PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>L.A. GRADE 6 FI:</b>											
Acceptable Standard:	89.1	89.4	89.8	89.3	85.7	88.6	77.1	88.0	79.4	87.5	87.0
Standard of Excellence:	10.9	17.1	4.1	17.3	10.2	16.3	10.4	15.6	7.9	13.6	12.0

### PROVINCIAL RESULTS MATHEMATICS:

	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>MATH GRADE 6:</b>											
Acceptable Standard:	83.9	73.7	82.7	74.7	81.0	73.0	80.0	80.7	71.7	72.5	80.0
Standard of Excellence:	22.3	17.8	19.2	16.6	7.9	16.4	14.5	17.0	9.4	13.8	12.0

### PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:

	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>MATH GRADE 6 FI:</b>											
Acceptable Standard:	96.3	85.5	87.8	83.8	87.8	85.2	62.5	83.9	77.8	82.4	85.0
Standard of Excellence:	31.5	21.4	24.5	19.2	22.4	18.5	10.4	16.7	9.5	17.9	12.0

### PROVINCIAL RESULTS SCIENCE:

	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>SCIENCE GRADE 6:</b>											
Acceptable Standard:	79.2	76.2	72.7	77.8	77.8	76.9	76.4	75.9	81.1	76.0	83.0
Standard of Excellence:	11.3	25.0	27.3	28.2	25.4	26.5	21.8	24.9	20.8	25.9	25.0

### PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:

	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>SCIENCE GR. 6 FI:</b>											
Acceptable Standard:	92.6	83.1	73.5	83.3	73.5	82.6	60.4	82.7	65.1	80.3	80.0
Standard of Excellence:	33.3	22.2	14.3	24.2	18.4	21.0	8.3	19.4	9.5	18.4	12.0

**PROVINCIAL RESULTS SOCIAL STUDIES:**

	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>SOCIAL GRADE 6:</b>											
Acceptable Standard:	81.1	71.1	65.5	73.2	74.6	71.8	74.5	70.4	71.7	69.6	78.0
Standard of Excellence:	13.2	18.5	20.0	19.5	14.3	18.1	16.4	16.6	15.1	18.7	16.0

**PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:**

	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>SOCIAL GRADE 6 FI:</b>											
Acceptable Standard:	77.8	73.7	57.1	76.5	71.4	78.7	58.3	73.8	58.7	72.1	78.0
Standard of Excellence:	3.7	12.8	4.1	10.3	10.2	15.1	6.3	10.9	6.3	9.9	10.0

**Areas of Strength:**

- The English Language Arts scores continue to be an area to celebrate. Overall, our ELA results have shown improvement for 3 consecutive years. This year's test results exceeded the Provincial score by 5.5%. When broken down further, 91.1 % of École Manachaban students passed the Reading portion of the exam, with 37.5% achieving the Standard of Excellence.
- This year, our students scored higher than the Provincial results in 3 out of 8 exams: English Language Arts, Social Studies, and Science.
- École Manachaban students improved their results over last year's scores in 6 out of 8 exams: English Language Arts, French Language Arts, Math (FI), Science, Science (FI), and Social Studies (FI).

**Future Priorities:**

- Address downward trends in Social Studies and Science, particularly in French Immersion. Strategies include more intentional work around vocabulary building in these subject areas, as well as additional staffing to help support the learning needs of increasingly complex French Immersion learners.
- Maintain focus on classroom literacy by focusing on best practices for both English and French Language Arts.
- Continue to strengthen the foundation of basic numeracy skills by promoting focused numeracy activities regularly in the mathematics classroom.
- Strive for all test results to meet or exceed provincial scores.

## ANNUAL RESULTS REPORT (2014/15) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
<b>School Staff</b>	<input checked="" type="checkbox"/>	October, 2015
<b>School Council</b>	<input checked="" type="checkbox"/>	Shared with Council Chair Oct. 29 <sup>th</sup> . Shared with entire Council at November meeting.

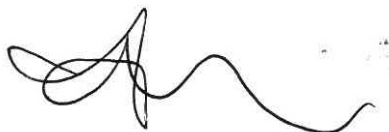
I, (*Principal*), certify that the proposed School Annual Results Report was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



**Principal Signature**

October 30<sup>th</sup>, 2015

**Date**



**School Council Chair Signature**

October 30<sup>th</sup>, 2015

**Date**

Subject to monitoring and review, I approve in principle the proposed School Annual Results Report based on the certification above.

December 21, 2015

**Superintendent of Schools**

**Date**