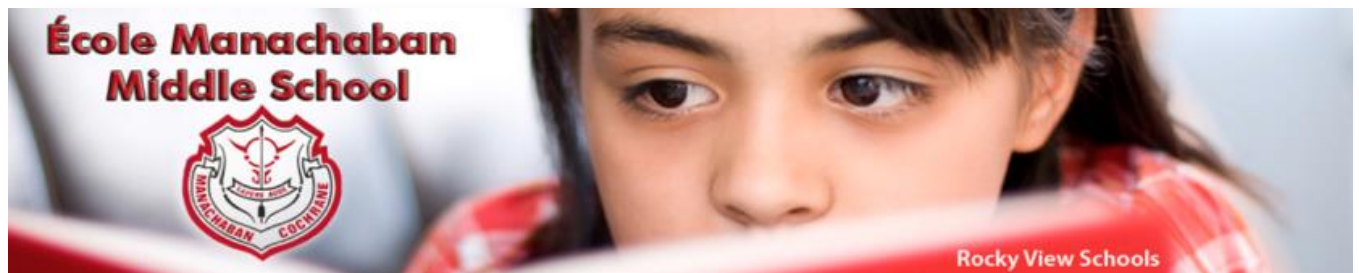




ECOLE MANACHABAN MIDDLE SCHOOL

2015-2016 Annual Report
October 2016



MESSAGE FROM SCHOOL PRINCIPAL

In keeping with a practice that I began a few years ago, we (Mr. Gaudet and I) have written the annual results report not by writing the principal's message first, but by compiling the data, analyzing and writing each section and consulting with our staff. Then, with reflection, trying to obtain a picture of the report as a whole, I think of a word or two that I would use to describe it. This year, not exclusively, but more so than in other years, the word is balance. Below I have shared four quotes from influential citizens, both from the world of today and yesteryear and from backgrounds that reflect balance in itself. Two of them are from famous mathematicians, scientists and educators, two are from well-known authors, one of whom is also a young CEO and entrepreneur.

"Success works as a cycle - growth and contraction, balancing and unbalancing - all while you're encountering hurdles that get higher and higher over time."

Julien Smith, The Flinch

"You see, we cannot draw lines and compartments and refuse to budge beyond them. Sometimes you have to use your failures as stepping-stones to success. You have to maintain a fine balance between hope and despair." He paused, considering what he had just said. 'Yes', he repeated. 'In the end, it's all a question of balance.'

Rohinton Mistry, A Fine Balance

Life is like riding a bicycle. To keep your balance, you must keep moving.

Albert Einstein

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

I begin writing this message with the comforting knowledge that the results from last year's data inform us convincingly that École Manachaban Middle School is a good school. As in previous years, we have many areas of strength and even excellence and we also have areas we need to take a closer look at.

One of the big success stories of the past year were our provincial achievement test results. Our results indicate that we improved considerably over the last year, this is a continuing trend for mathematics and last year saw strong growth in both the standard of excellence (those scores above 85%) and the acceptable standard (those scores between 50 and 85%). Ongoing focus on numeracy over the last three years in a variety of ways is beginning to pay dividends in our results. As a brief recap, we began by looking at the program of studies, involved math teachers, support staff and experts in gaining further knowledge about the math curriculum and strengthened our instructional strategies. This trend continued last year with a teacher math cohort that was led by one of our Math lead teachers. We will, of course, continue to engage our staff and students in learning mathematics in a way that insures strong basic skills while not forgetting about mathematical applications in the real world. We also see a clear correlation between two outcomes in goal one and our strong showing in the PATs this year. Students have indicated that they feel that they are literate and numerate and the results of the PATs confirm this clearly.

Another clear indicator that I have taken away from writing the SARR report this year, is that we need to continue to focus on competencies that are required in the world of work of today. Our digital portfolios are based on competencies, rather than individual subject areas. Alberta Education as well is clearly articulating that competencies are an important area to develop in our students. Working with their individual portfolio will expose students to those competencies on a regular basis and will underline their importance for them. While our survey results in this particular outcome are still considered low, however, it is important to realize that our achievement in this outcome is at the border of being an "intermediate vs. low" achievement. The percentage of 74.80% is the number exactly between those two levels. I would expect that with the work our staff is doing

over the 2016-17 school year, we will certainly be in the intermediate category in the next round of accountability pillars.

A third learning from the creation of the SARR is that partnerships with the community, both near and far are important and valued by our school community. Our achievement in the outcome “Partnerships enhance and fuel learning”, speaks clearly to the many initiatives our school engages in over the year and across the grades. To only mention a few activities like the week long Drumming Workshop, the many field studies at the University of Calgary, in Quebec, at the Bamfield Marine Sciences Centre, at Mount Royal University, at No Frills, with the Town of Cochrane, with Alberta Parks and Recreation Presentations, with Avalanche Awareness Courses and the Company of Adventurers bring learning out of the school house and into the world that our students embrace and live in. Further partnerships that support students on a different level, like Mentoring with Cochrane High School, Helping Hampers with Cochrane High School, Lunch Time Mentors at Elizabeth Barrett, the Grand Parent Program, clubs with Big Brothers and Sisters, the RCMP and Alberta Health Services, make the educational and social experience at our school well rounded and successful for many of our students.

I am also carefully considering the change in survey format in the RVS Satisfaction Survey. It is the first year with a changed Likert scale, where an “undecided” response was added again as an answer choice. This undecided answer selection appeared to make a considerable impact. While most often the positive response is still the prevailing one, we will need to ask ourselves how we can insure that students are able to form clearer decisions about the questions asked.

The implications for the next plans moving forward are twofold: One, continue to hold the course where we see success, that is continued project based learning approach, continued focus on numeracy and literacy, with ongoing focus on supporting French Immersion learners with a variety of supports. Two, taking a detailed look at the outcome where we perform considerably below average on the RVS survey to understand the details, explore them with our staff and work as a team to determine possible strategies to remedy our results. The outcome result was particularly impacted by parents’ and teachers’ relatively united response about the achievement of goals when working with individual progress plans.

We have, again, much to celebrate at Manachaban this year and continue to grow and change as a learning community. Our staff has seen much change this year and we will engage in further change in the 2016-17 school year, as it is the last year of grade 5 students in our building. We look forward to working with our school community, our community partners and our RVS community in making it a smooth and successful transition.

Sincerely,
Thomas Elbel

OVERVIEW OF ACHIEVEMENTS

Goal One – Learners are successful.

PAT Results

In goal one of our four-year educational plan, two out of three outcomes are above the RVS average results. Learners are literate and numerate and we have seen this confirmed in more than one way. One of the most obvious ways, however, were our strong results in the June 2016 PAT results.

Students report that they feel they take a lot of responsibility for their learning. While teachers and parents are not quite as high in their reporting about this particular question it is a sign that the learners themselves indicate being responsible for their learning. This is what we as a school community want to foster. In addition to the question about responsibility, students indicate solidly that they understand the assignments in English Language Arts and Mathematics that their teachers are asking them to complete. Again, this is what we want. If students feel they understand what they are being asked to do one of the ground conditions for student success and growth is set in place. As with the responsibility question, parents and teachers respond somewhat lower to this question, again, not surprising considering the differing perspective brought to goal one from teachers, parents and students.

Parents and Teachers are indicating that students are being helped in becoming better citizens at school. This is directly linked to the many citizenship and environmental stewardship projects that our staff undertakes. Students do not share this perception, which is interesting.

Goal Two – Learners are engaged.

We take pride in the fact that all three of the outcomes in this goal are above RVS average results for the RVS Satisfaction survey that is taken by all students from grade 4 to 12. Primarily our consistent approach to increase the project based learning (PBL) approach in our school contributes to strong engagement data for Manachaban. Our staff continues to make learning experience as connected to the real world and as innovative as possible. Further, strong and lasting connections with community partners enhance and fuel the learning at our school. Partnership range from the local and provincial levels to national levels. Below I have listed a number of the partnerships we maintain and continue to use to make learning engaging:

- One World Drumming – week long workshop with grade 5 and 6 classes,
- Microbiology field study at the University of Calgary,
- Quebec field study for FSL, FLA and Social Studies,
- Marine Sciences Centre Bamfield field study,
- Financial Literacy workshop at Mount Royal University,
- Math Field Study at Mark's No Frills in Cochrane,
- Town Council Democracy Project with the Town of Cochrane,
- Environmental Fair (every two years),
- Thistle Pull field study with Town of Cochrane,
- Field Study/Presentations with Alberta Parks and Recreation,
- Field Study of Avalanche Awareness Courses in Kananaskis Country,
- Field Study with Company of Adventurers in Kananaskis Country,
- Peer Mentoring with Cochrane High School,
- Helping Hampers social initiative project with Cochrane High School,
- Lunch Time Mentors at Elizabeth Barrett,
- Grand Parent Program,
- Clubs and Programs with Big Brothers and Sisters
- Jazz Band representation at the High School Jazz Band Festival
- Snow Shoeing Field Study
- Active Living Day

While this is certainly not an exhaustive list of engaging activities at our school, it does indicate a wide variety of activities that go beyond the classroom and that contribute to strong results for goal number two.

Goal Three – Learners are supported.

In the third goal for the RVS four-year plan, our school community reports results above the RVS average in two out of three outcomes. Results for the outcomes that deal with learner safety, wellness and respect as well as the outcome dealing with student-centered decisions score above the RVS average. The outcome that addresses challenge, accessibility and individualization is in itself well met also, except when looking at the achievement of goals in children's IPPs. It is that score (teachers and parents are unified) that reduces the average. Certainly, as addressed in priority areas below, this will need to be looked at.

In the APORI survey it indicates that our parental involvement is very high. While we registered a small decline from the previous year, our level is still considered to be at the "very high" level. We strive actively to create an "open minds, open doors" approach to our school. This is supported by 97%percent of parents indicating that they are welcomed at our school; certainly important as a first contact with school staff.

Finally, we began to work with Cochrane High School and their award winning initiative Cochrane High Arts Time (CHAT). Our iteration of this is called Breathing Space. Our CDA is spearheading this initiative and will have an operating and defined program in place by the end of the current school year (2016-17).

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners are successful.

Literacy and Numeracy

As we survey our landscape at École Manachaban, we believe that one of our most important tasks is to ensure our students' growth in Literacy and Numeracy. To this end, we are continuing to refocus and recommit our efforts in improving these skills. As we are beginning to become familiar with the new jurisdictional Literacy and Numeracy Framework, we are having discussions about best teaching practices and what supports may be needed to ensure our students' success. This has led to the implementation of strategies such as focusing on academic vocabulary, an increased attention to guided reading, and a focus on curriculum mapping in mathematics.

Another strategy we have employed to help to ensure our success in Literacy and Numeracy is making better use of teachers' skillsets to provide leadership in these two key subject areas. As a result, we have provided embedded teacher time for two Lead Literacy teachers and two Lead Mathematics teachers to work collaboratively with teachers to co-plan, team teach, strategize, provide targeted intervention and implement high-yield strategies in Literacy and Numeracy. We are confident that the implementation of these strategies will allow us to continue to see our students' growth in these subject areas.

Balanced Assessment

At École Manachaban, we know that sound assessment practice is necessary for learners to succeed to their highest potential. We place great importance on the formative feedback that students receive throughout their learning, and work with students and families to best use this feedback to ensure success on summative learning tasks. By communicating regularly with families through email, conversations, and the online Parent Portal, we know that our students have the opportunity to use this meaningful feedback to achieve success. As we see new staff members join our school community, we are intentional to provide additional support for these individuals to be aligned with our assessment practices.

Professional Learning

In order to help ensure our students' continued success at school, we have reorganized our Professional Learning for the 2016-17 school year. All staff members identified one of the three major goals from our School Education Plan (Learners are Successful, Learners are Engaged, Learners are Supported) and aligned themselves in working groups with other staff members. During school-based Professional Learning days, these groups are tasked with exploring themes within these goals. During our May Professional Learning Day, each group will share their process, data collected and learnings with the whole staff. We are confident that the learning done during these days will help to make meaningful impact on staff practice, and therefore positively affect student success.

Goal Two – Learners are engaged.

Project Based Learning

At École Manachaban, we recognize the importance of providing a balance between learning foundational Literacy and Numeracy skills as well as engaging our students through inquiry learning. As such, Project Based Learning has been a focus at the school for a few years now, and this focus will continue for the present school year. Among the strategies we are implementing to support Project Based Learning include taking advantage of jurisdictional opportunities for teachers to be involved in Inquiry Learning cohorts facilitated by the RVS Learning Department, as well as providing opportunities for students to showcase their learning of solving real-life, authentic problems through exhibitions of learning.

Digital Portfolio

This year, we are beginning to incorporate a final piece in the jurisdictional Communication of Student Learning strategy by having all of our learners document their learning through a digital portfolio. Each student will have access to a Google Site which they can then personalize and reflect on their learning to document their progress at École Manachaban. In order to bring attention to the importance of 21st Century Competencies, students will organize and reflect on their learning in relation to the Competencies. We believe that by having students focus on their learning through the competencies rather than by subject area, our students will learn the interconnectedness of the topics they are learning at school, and be able to document their growth and set goals for the future.

Instructional Spaces

Another priority area for École Manachaban this school year is the continuation of the redefinition of learning spaces throughout the school. Over the last few years, flexible spaces have been created by installing sliding glass doors in classrooms, and creating additional breakout spaces. This year, work has begun in redesigning our traditional Shop, Art and Computer Lab spaces to create learning spaces that are more flexible and engaging to our students. It is hoped that in the near future, we will have a defined Shop space, an Art space with flexible seating and work space as well as a new Design Studio that allows for our students to be engaged with a space that allows for creativity and problem solving using high-performance computers for video work or coding, a blue screen, or 3D printers. We are confident that this collaborative space and the type of learning that can be offered there will lead to even greater student engagement.

Goal Three – Learners are supported.

Increasing Learner Supports

This year, we have shifted our teaching assignments to best provide supports for our learners. In addition to the previously mentioned Lead Teacher embedded time in Literacy and Mathematics, we have also dedicated teacher time to support learners in French Immersion. This role is being shared by a teacher and two administrators, and is following a needs-based, push-in model to support classrooms. The hope is that this regularly-embedded time will help to support the increasingly-complex French Immersion learner. Our results indicate that both staff and parents feel that the achievement of IPP goals for their children is an area we need to look at. It is interesting that we had last year a very strong collaboration with our centrally based colleagues in an effort to support learners, particularly the ones with IPPs.

Targeted Interventions

We will continue to work toward supporting students' non-academic barriers to learning. One such strategy is for a dedicated space for identified students to receive individual or small group intervention. This year, we have endeavoured to create an inclusive, respectful alternative environment known as the "Breathing Space." It is hoped that allowing students to drop in and work through issues via art mediums will be a beneficial support.

Strengthening Community Partnerships

Similarly, we recognize the value and importance of community partnerships to help to support our students. A few such successful partnerships include our Grandparent Program and Big Brothers Big Sisters mentorship programs. Additionally, we look forward to continuing mentorship work that has been established with our sister schools on the tri-school site, Elizabeth Barrett Elementary School and Cochrane High School. We believe that these partnerships allow for great benefits for our students, and help to form lasting connections both in the school and throughout the community.

APPENDIX A: ROCKY VIEW SCHOOLS ACCOUNTABILITY PILLAR

GOAL	SCHOOL	MANACHABAN			ROCKY VIEW SCHOOLS			SCHOOL'S EVALUATION		
		SUPPORT	PROGRESS	PROGRESS & IMPROVEMENT	SUPPORT	PROGRESS	PROGRESS & IMPROVEMENT	ACHIEVEMENT	IMPROVEMENT	OVERALL
GoalOne: Learners are successful	Learners are literate and numerate	77.01%	N/A	N/A	73.09%	N/A	N/A	Intermediate	N/A	N/A
	Learners build 21 st Century competencies (skills & knowledge)	78.40%	N/A	N/A	77.71%	N/A	N/A	Low	N/A	N/A
	Learners take ownership of their learning	78.80%	N/A	N/A	78.99%	N/A	N/A	Intermediate	N/A	N/A
GoalTwo: Learners are engaged	Real-world, hands-on learning experiences engage learners	78.94%	N/A	N/A	77.28%	N/A	N/A	Intermediate	N/A	N/A
	Innovation and effective practices enrich learning	77.44%	N/A	N/A	73.44%	N/A	N/A	Intermediate	N/A	N/A
	Partnerships enhance and fuel learning	83.85%	N/A	N/A	78.36%	N/A	N/A	High	N/A	N/A
Goal Three: Learners are supported	Learners feel well, safe, valued and respected	80.92%	N/A	N/A	78.33%	N/A	N/A	Intermediate	N/A	N/A
	Learning is accessible, individualized, and challenging	63.20%	N/A	N/A	70.85%	N/A	N/A	Very Low	N/A	N/A
	Student-centered decisions propel achievement	74.93%	N/A	N/A	72.65%	N/A	N/A	Intermediate	N/A	N/A

Note: The green, yellow and red fields under the current column for Manachaban have been added by the writer to help identify Manachaban's achievement relative to other RVS school

APPENDIX B: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2015/16	
		Manachaban	Other Rocky View Schools
1. I feel welcome at school.	Disagree	3%	7%
	Undecided	9%	10%
	Agree	88%	84%
2. Teachers help me when I need it.	Disagree	4%	7%
	Undecided	12%	11%
	Agree	83%	82%
3. Students care about each other at my school.	Disagree	15%	21%
	Undecided	39%	27%
	Agree	46%	52%
4. The staff at my school cares about me.	Disagree	4%	8%
	Undecided	20%	17%
	Agree	76%	75%
5. I feel safe at school.	Disagree	9%	8%
	Undecided	11%	12%
	Agree	80%	80%
6. I am treated fairly by adults in the school.	Disagree	11%	12%
	Undecided	19%	15%
	Agree	71%	73%
7. Students and adults show respect for each other at this school.	Disagree	10%	14%
	Undecided	27%	23%
	Agree	63%	62%
8. I have access to quality technology to support my learning.	Disagree	2%	6%
	Undecided	8%	8%
	Agree	90%	86%
9. The use of technologies at school helps me do my school work better.	Disagree	3%	7%
	Undecided	10%	13%
	Agree	87%	80%
10. Teachers make my class interesting.	Disagree	11%	17%
	Undecided	21%	19%
	Agree	68%	64%
11. I am learning the skills I will need when I leave school.	Disagree	9%	16%
	Undecided	19%	19%
	Agree	72%	64%
12. I can understand the language arts assignments my teachers provide me.	Disagree	6%	9%
	Undecided	12%	14%
	Agree	83%	78%
13. I can complete most of my math assignments with confidence.	Disagree	9%	15%
	Undecided	12%	15%
	Agree	79%	71%

		2015/16	
		Manachaban	Other Rocky View Schools
14. Teachers use a variety of ways to help me learn.	Disagree	8%	12%
	Undecided	17%	17%
	Agree	75%	71%
15. I understand how my teacher determines my marks.	Disagree	10%	12%
	Undecided	20%	18%
	Agree	70%	70%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Disagree	11%	13%
	Undecided	20%	19%
	Agree	69%	68%
17. When teachers assess my work they give me the feedback I need to help me improve.	Disagree	12%	14%
	Undecided	18%	16%
	Agree	71%	70%
18. School staff is helping me to be a better citizen.	Disagree	13%	15%
	Undecided	30%	22%
	Agree	58%	63%
19. I am confident I can succeed in school.	Disagree	5%	9%
	Undecided	10%	13%
	Agree	84%	79%
20. I take responsibility for my learning.	Disagree	1%	4%
	Undecided	8%	9%
	Agree	91%	88%
21. The school helps me to do my very best.	Disagree	7%	12%
	Undecided	21%	18%
	Agree	73%	70%
22. My teacher is helping me to learn 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)	Disagree	7%	11%
	Undecided	23%	21%
	Agree	70%	68%
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Disagree	10%	12%
	Undecided	15%	15%
	Agree	75%	73%
24. I enjoy learning at schools.	Disagree	15%	20%
	Undecided	24%	19%
	Agree	61%	61%
25. My teacher(s) inspires me to learn.	Disagree	15%	18%
	Undecided	19%	22%
	Agree	65%	60%
26. I am happy to go to school.	Disagree	19%	22%
	Undecided	21%	20%
	Agree	60%	58%
27. My school teaches me how to live a balanced, healthy lifestyle.	Disagree	12%	17%
	Undecided	21%	20%
	Agree	68%	63%

		2015/16	
		Manachaban	Other Rocky View Schools
28. I feel I have a voice in my education.	Disagree	17%	21%
	Undecided	22%	20%
	Agree	61%	59%
29. I feel safe on the school bus.	Disagree	13%	15%
	Undecided	12%	18%
	Agree	76%	67%
30. Students on my bus show respect for each other.	Disagree	45%	36%
	Undecided	27%	25%
	Agree	28%	39%
31. Discipline and rules on the bus are fair.	Disagree	19%	18%
	Undecided	21%	19%
	Agree	61%	64%
32. (Grade 8-12 only) I know how to access information regarding university and other post-secondary education.	Disagree	18%	23%
	Undecided	27%	17%
	Agree	55%	60%
33. (Grade 8-12 only) My school helps me plan for my future after I leave school.	Disagree	22%	24%
	Undecided	17%	21%
	Agree	60%	55%
34. (Grade 8-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Disagree	10%	17%
	Undecided	22%	21%
	Agree	68%	61%

Areas of Strength:

- On questions for students in grades 5 to 8 only, we score higher than other RVS schools in 26 out of 31 questions.
- On questions including students in grade 8-12, we score higher than other RVS schools in 28 out of 34 questions.
- Our “disagree” categories are frequently quite low, with the undecided votes taking away from the positive responses rather than adding to the negative one.
- In contradiction to the apparent treatment of students of each other below, is question # 29, where between 70 and 84% of students report to feeling safe on the bus. In this case the undecided vote and the disagree votes are fairly evenly split and quite low most of the time. (between 6 and 20%).

Future Priorities:

- Continued support for students who ride on the bus as students indicate that students do treat each other well and that rules on the bus are not perceived as fair.
- The perception of fair treatment and lack of students caring for one another, also appears, albeit less severely, in two questions where Manachaban is below the other schools in RVS.

RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2015/16	
		Manachaban	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Dissatisfied	3%	5%
	Undecided	1%	6%
	Satisfied	96%	89%
2. with the opportunities you have to be involved in school decision-making that affects your child?	Dissatisfied	4%	10%
	Undecided	24%	18%
	Satisfied	73%	72%
3. that staff at your child's school builds positive relationships with parents?	Dissatisfied	10%	11%
	Undecided	13%	10%
	Satisfied	78%	79%
4. with the way the school keeps you informed about your child's progress and achievement?	Dissatisfied	13%	15%
	Undecided	5%	10%
	Satisfied	83%	75%
5. that your child is demonstrating reading and writing skills appropriate to his/her grade level?	Dissatisfied	11%	10%
	Undecided	9%	9%
	Satisfied	80%	81%
6. that your child is demonstrating numeracy skills appropriate to his/her grade level?	Dissatisfied	9%	9%
	Undecided	13%	8%
	Satisfied	79%	82%
7. that your child is interested in learning?	Dissatisfied	9%	10%
	Undecided	13%	9%
	Satisfied	79%	82%
8. with the safety of the school environment?	Dissatisfied	8%	7%
	Undecided	13%	8%
	Satisfied	80%	85%
9. that there is a caring atmosphere at the school?	Dissatisfied	11%	8%
	Undecided	14%	10%
	Satisfied	75%	82%
10. that respectful relationships are encouraged amongst all staff and students?	Dissatisfied	10%	8%
	Undecided	8%	9%
	Satisfied	83%	83%
11. that your child is treated fairly by adults at the school?	Dissatisfied	5%	7%
	Undecided	18%	9%
	Satisfied	78%	83%
12. that your child is learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied	5%	7%
	Undecided	11%	15%
	Satisfied	84%	78%
13. that your child enjoys learning at school?	Dissatisfied	9%	10%
	Undecided	11%	9%
	Satisfied	80%	80%

		2015/16	
		Manachaban	Other Rocky View Schools
14. that the school staff is helping your child to become a good citizen?	Dissatisfied	6%	5%
	Undecided	8%	11%
	Satisfied	86%	84%
15. that staff at your child's school builds partnerships with the community?	Dissatisfied	4%	6%
	Undecided	13%	19%
	Satisfied	84%	76%
16. that the needs of learners drive decision-making at your child's school?	Dissatisfied	13%	12%
	Undecided	18%	21%
	Satisfied	69%	67%
17. that schools shows your child how to live a balanced, healthy lifestyle?	Dissatisfied	6%	9%
	Undecided	13%	16%
	Satisfied	81%	76%
18. that the feedback your child gets from his/her teachers helps him/her improve?	Dissatisfied	11%	12%
	Undecided	19%	13%
	Satisfied	70%	75%
19. that your child has access to instruction that meets his/her needs?	Dissatisfied	11%	13%
	Undecided	10%	11%
	Satisfied	78%	76%
20. that your child takes responsibility for his/her learning?	Dissatisfied	14%	8%
	Undecided	14%	12%
	Satisfied	72%	80%
21. that teachers use a variety of ways to help your child learn?	Dissatisfied	6%	10%
	Undecided	16%	14%
	Satisfied	77%	76%
22. that your child's teacher(s) inspires him/her to learn?	Dissatisfied	11%	11%
	Undecided	18%	13%
	Satisfied	71%	76%
23. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Dissatisfied	11%	12%
	Undecided	44%	21%
	Satisfied	44%	67%

Areas of Strength:

- 80 parental surveys have been completed, with the grade 7 year having the strongest representation. Grade 5, 6 and 8 are evenly represented.
- In 6 out of 23 questions, Manachaban Parents report higher satisfaction scores than in other RVS Schools.
- 97% of parents are satisfied that positive relationships are being built between staff and the parent community.
- 96% of parents are satisfied with the way they are being welcomed at our school.
- Similarly, to students, the parent “undecided” votes appear to have taken more from the “dissatisfied” than the “satisfied” indicators. This is the case in many questions.

Future Priorities:

- Parents responses are quite low with their satisfaction of their children meeting their learning goals as identified in the IPPs.
- Parents responses about “your child’s teacher inspires him/her to learn” are lower than other RVS schools.

RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2015/16	
		Manachaban	OtherRocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Dissatisfied		6%
	Undecided	3%	7%
	Satisfied	97%	87%
2. with the opportunities you have to be involved in school / workplace decision-making?	Dissatisfied	9%	12%
	Undecided	9%	14%
	Satisfied	82%	74%
3. with the safety of the school / workplace environment?	Dissatisfied		3%
	Undecided	3%	4%
	Satisfied	97%	94%
4. that there is a caring atmosphere at the school / workplace?	Dissatisfied		4%
	Undecided	3%	7%
	Satisfied	97%	88%
5. that respectful relationships are encouraged amongst all staff and/or students?	Dissatisfied		7%
	Undecided	6%	7%
	Satisfied	94%	87%
6. with the quality of professional learning opportunities in RVS?	Dissatisfied	9%	9%
	Undecided	6%	12%
	Satisfied	85%	79%
7. that the technologies available in your school / workplace meets 21st Century standards?	Dissatisfied		12%
	Undecided	12%	9%
	Satisfied	88%	80%
8. that your school/site is a good place to work?	Dissatisfied	3%	4%
	Undecided	6%	6%
	Satisfied	91%	90%
9. with the involvement of parents within the school community?	Dissatisfied	6%	10%
	Undecided	13%	15%
	Satisfied	81%	75%
10. that the needs of learners drive decision-making at the this school?	Dissatisfied	3%	8%
	Undecided	10%	13%
	Satisfied	87%	79%
11. that students are treated fairly by adults at the school?	Dissatisfied		1%
	Undecided	3%	4%
	Satisfied	97%	95%
12. that the school staff is helping students to become good citizens?	Dissatisfied		3%
	Undecided	6%	5%
	Satisfied	94%	92%
13. that students enjoy learning at school?	Dissatisfied		3%
	Undecided	6%	8%
	Satisfied	94%	90%
14. with the resources and supports provided by the jurisdiction to assist schools in meeting student needs?	Dissatisfied	16%	20%
	Undecided	10%	16%
	Satisfied	74%	64%
15. that students have access to instruction that meets their needs?	Dissatisfied	10%	9%
	Undecided	10%	10%
	Satisfied	81%	80%
16. that staff at your school builds positive relationships with parents?	Dissatisfied		1%
	Undecided	3%	8%
	Satisfied	97%	91%
17. that staff at your school builds partnerships with the community?	Dissatisfied		3%
	Undecided	6%	11%
	Satisfied	94%	86%
18. that schools teach students how to live a balanced, healthy lifestyle?	Dissatisfied		5%
	Undecided	3%	12%
	Satisfied	97%	83%
19. that the school has a student-centered focus?	Dissatisfied		2%
	Undecided	10%	7%
	Satisfied	90%	91%
20. that students take responsibility for their learning?	Dissatisfied	13%	20%
	Undecided	19%	18%
	Satisfied	68%	62%

		2015/16	
		Manachaban	OtherRocky View Schools
21. with the involvement of parents in their child's education?	Dissatisfied	13%	16%
	Undecided	4%	15%
	Satisfied	83%	69%
22. with the support students receive through RVS' learning specialists and support services, if required?	Dissatisfied	33%	21%
	Undecided	13%	15%
	Satisfied	54%	64%
23. that you understand the elements of inquiry and project-based learning?	Dissatisfied		3%
	Undecided	8%	7%
	Satisfied	92%	90%
24. that student assessment information is used to help improve instruction?	Dissatisfied	13%	3%
	Undecided	8%	10%
	Satisfied	79%	87%
25. that students are demonstrating literacy skills appropriate to their grade level?	Dissatisfied	8%	21%
	Undecided	25%	14%
	Satisfied	67%	65%
26. that students are demonstrating numeracy skills appropriate to their grade level?	Dissatisfied	8%	20%
	Undecided	17%	19%
	Satisfied	75%	61%
27. that student assessment information is used to help improve student performance?	Dissatisfied	4%	5%
	Undecided	8%	11%
	Satisfied	88%	84%
28. that students are learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied		7%
	Undecided	21%	12%
	Satisfied	79%	81%
29. that students with special needs are meeting their IPP goals?	Dissatisfied	21%	12%
	Undecided	25%	18%
	Satisfied	54%	69%
30. that student assessment information is used to help inform instruction?	Dissatisfied	8%	4%
	Undecided	4%	9%
	Satisfied	88%	88%
31. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Dissatisfied		5%
	Undecided	13%	14%
	Satisfied	88%	81%
32. with the support students receive through community agencies, if required?	Dissatisfied	8%	10%
	Undecided	25%	26%
	Satisfied	67%	63%

Areas of Strength:

- All staff members participated in the survey.
- 29 out of 32 questions indicate results that are higher than other RVS schools.
- 83% of staff is satisfied with the involvement of the parent in their child's education. This mirrors the parent perception of this question.

Future Priorities:

- The questions about assessment used to “improve” as opposed to “inform” instruction yield interesting results. Inform instruction is very high whereas improve instruction is below other RVS schools.
- The question about children meeting their IPP goals is lower at 54% of staff being satisfied and the other half being evenly split between “disagree” and “undecided”.

APPENDIX C: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY



Measure Category	Measure Category Evaluation	Measure	Manachaban Middle 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	Good	Safe and Caring	86.7	89.0	89.2	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	84.0	87.1	88.3	81.9	81.3	81.4	Very High	Declined	Good
		Education Quality	85.5	89.3	88.5	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	89.3	75.7	76.5	73.6	72.9	73.4	Very High	Improved Significantly	Excellent
		PAT: Excellence	23.5	11.2	12.9	19.4	18.8	18.6	High	Improved Significantly	Good
		Work Preparation	74.1	81.6	78.5	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	79.8	81.6	82.3	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Excellent	Parental Involvement	83.7	86.8	86.5	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	77.0	81.2	82.1	81.2	79.6	80.0	High	Declined	Acceptable

Report Generated: Sep 28, 2016 Locked with Suppression for Oct 2016

APPENDIX D: 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											
	2011/12		2012/13		2013/14		2014/15		2015/16		Target
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	2016/17
Safe and Caring Schools	89.4	88.6	95.2	89.0	85.3	88.6	89.0	89.0	86.7	89.5	89.0
Program of Studies	91.1	80.7	91.8	81.5	86.0	80.7	87.1	81.5	84.0	81.9	86.0
Education Quality	88.4	89.4	88.7	89.8	87.6	89.4	89.3	89.8	85.5	91.0	90.0
Access to Services	61.9	70.6*	65.7	70.8*	59.1	70.6*	58.7	70.8*	56.1	72.7	70.0
Work Preparation	75.9	79.7	82.9	80.3	71.1	79.7	81.6	80.3	74.1	82.6	82.0
Citizenship	81.0	82.5	85.9	83.4	79.5	82.5	81.6	83.4	79.8	83.9	83.0
Parental Involvement	83.4	79.7	86.3	80.3	86.3	79.7	86.8	80.3	83.7	80.9	83.0
School Improvement	81.9	80.0	82.9	80.6	82.2	80.0	81.2	80.6	77.0	81.2	82.0
Professional Learning	88.9	81.8*	98.2	82.2*	88.3	81.8*	90.7	82.2*	93.0	83.9	90.0

*Found under ACOL Measure in APORI Report

Areas of Strength:

- Overall results continue to be very positive.
- École Manachaban saw strong results as 7 of 9 categories from overall Accountability Report Overall Summary chart rated Very High (Program of Studies, PAT: Acceptable and Parental Involvement or High (Safe and Caring, PAT: Excellence, Citizenship, School Improvement).
- Categories scoring higher than the provincial results include Program of Studies, Parental Involvement and Professional Learning.
- In the aforementioned categories, results have improved (Safe and Caring improved 1.4%; Work Preparation improved 3.0%; Professional Learning improved 2.3%) compared to 2013/14 results.
- 7 of 9 measures scored higher than 75% (all but Access to Services and Work Preparation).
- 5 Measures have scored over 80% for 5 consecutive years (Safe and Caring Schools, Program of Studies, Education Quality, Parental Involvement, Professional Learning).

Future Priorities:

- Continue our delivery of strategies that yield high results in Program of Studies, PAT: Acceptable and Parental Involvement categories
- Engage students, parents and staff to work on strategies to improve Access to Services and Work Preparation to more closely mirror provincial averages

APPENDIX E: 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:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6:											
Acceptable Standard:	88.5	82.7	84.8	82.5	85.4	81.9	88.3	82.8	92.7	82.9	88.0
Standard of Excellence:	13.5	17.8	12.5	16.3	11.7	17.6	12.1	19.5	22.9	20.4	20.0

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6 FI:											
Acceptable Standard:	89.8	89.3	85.7	88.6	77.1	88.0	79.4	87.5	91.1	87.7	90.0
Standard of Excellence:	4.1	17.3	10.2	16.3	10.4	15.6	7.9	13.6	10.7	14.2	10.0

PROVINCIAL RESULTS MATHEMATICS:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6:											
Acceptable Standard:	82.7	74.7	81.0	73.0	80.0	73.5	71.7	73.3	89.7	79.0	85.0
Standard of Excellence:	19.2	16.6	7.9	16.4	14.5	15.4	9.4	14.1	12.8	15.2	15.0

PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6 FI:											
Acceptable Standard:	87.8	83.8	87.8	85.2	62.5	83.9	77.8	82.4	92.5	83.5	88.0
Standard of Excellence:	24.5	19.2	22.4	18.5	10.4	16.7	9.5	17.9	24.5	17.1	20.0

PROVINCIAL RESULTS SCIENCE:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GRADE 6:											
Acceptable Standard:	72.7	77.8	77.8	77.5	76.4	75.9	81.1	76.4	92.5	86.1	88.0
Standard of Excellence:	27.3	28.2	25.4	25.9	21.8	24.9	20.8	25.3	30.0	30.8	28.0

PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GR. 6 FI:											
Acceptable Standard:	73.5	83.3	73.5	82.6	60.4	82.7	65.1	80.3	98.1	85.2	90.0
Standard of Excellence:	14.3	24.2	18.4	21.0	8.3	19.4	9.5	18.4	38.5	19.5	18.0

PROVINCIAL RESULTS SOCIAL STUDIES:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6:											
Acceptable Standard:	65.5	73.2	74.6	72.7	74.5	70.4	71.7	69.8	87.5	79.4	85.0
Standard of Excellence:	20.0	19.5	14.3	19.0	16.4	16.6	15.1	18.1	25.0	25.3	22.0

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6 FI:											
Acceptable Standard:	57.1	76.5	71.4	78.7	58.3	73.8	58.7	72.1	84.9	76.6	80.0
Standard of Excellence:	4.1	10.3	10.2	15.1	6.3	10.9	6.3	9.9	28.3	14.0	10.0

Areas of Strength:

- Overall, PAT results were very successful as Manachaban showed improvement over the previous years as this year's cohort achieved the highest rates of Acceptable Standard and Standard of Excellence in 5 years.
- English Language Arts continues to be an area of strength as 92.7% of students achieved the Acceptable Standard, nearly 10% higher than the province. Broken down further, 55.4% of students achieved the Standard of Excellence on the Reading subtest.
- French Immersion results showed a distinct upward trend. Significant improvements were shown in French Language Arts (up 11.7% over previous year), Math (up 14.8%), Science (up 33%) and Social Studies (up 26.2%). In addition to the strength of the cohort, we attribute some of this success to focused increased support to French Immersion Learners.
- Standard of Excellence results meet or exceed the province's scores in 6 of 8 tests (ELA, FI Math, Science in both English and FI and Social Studies in both English and FI), showing great growth in this area.

Future Priorities:

- Maintain upward trends in French Immersion results. Strategies include more intentional work around the strengthening of academic vocabulary in the subject areas, as well as additional staffing resources to help support the learning needs of the increasingly complex French Immersion learners.
- Maintain focus on classroom literacy by focusing on best practices identified by the RVS Literacy Framework in both English Language Arts and French Language Arts.
- Identify students on the "cusp of Excellence" and work purposefully to help to take these students' performance levels to achieve the Standard of Excellence.
- Strive for all test results to maintain or exceed the current level of performance.

ANNUAL RESULTS REPORT (2015/16) 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)
School Staff	<input checked="" type="checkbox"/>	October 17 (two Grade team meetings)
School Council	<input checked="" type="checkbox"/>	October 24, 2016

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 24th, 2016

Date



School Council Chair Signature

October 24th, 2016

Date

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



Superintendent of Schools

December 20, 2016

Date