



School Results Report

2022/2023

École Barrie Wilson School



Fast Facts from 2022/23:

Barrie Wilson Elementary
300 Timothy Drive
Red Deer, Alberta
T4P 0L1
Phone: 403-348-0050 Fax: 403-352-2311
Website: <http://barriewilson.rdpsd.ab.ca/>

Principal: Colette Pedde
Vice Principals: Ashley Phillips & Tiana Harker

Student Profile:

- Kindergarten: 87
 - Grade 1: 76
 - Grade 2: 88
 - Grade 3: 86
 - Grade 4: 86
 - Grade 5: 82
 - **Total Student Population: 505**
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- ESL Students: 72 - 15%
 - First Nations; Métis; Inuit Students: 13 - 2.5%
 - French Immersion Students: 149 - 30%

Staff Profile:

- Teachers: 24
- Classified Staff: 13
- Facility Services Staff: 3
- Total Staff: 41

New Directions:

We have been implementing the new Math and English Language Arts and Literature Curriculum in Kindergarten to Grades 3. Last year, Kindergarten implemented Heggerty's Phonemic Awareness program while Grade 1 to Grade 3 teachers implemented the new University of Florida Literacy Institute's (UFLI) phonics program. Both have seen significant results.

Throughout the school year our staff is learning to implement the Brightspace Learning Management system. All students hosted an eportfolio on this new system by the end of the school year.

Teachers from Grades 1 to 5 piloted the new Science and French Immersion Curriculum, as well as our eportfolios.

Opportunities and Challenges:

EBWS has a diverse and changing school population. 69% of our students are in the regular English program while 31% are in the French Immersion program. 15% of our students are English Language Learners. This population is taken into consideration when staffing the school.

Our students have many rich opportunities at EBWS. All students have a variety of classroom experiences that include Project Based Learning, regular use of technology and quality daily physical education with a Phys. Ed specialist and Music programming with a Music specialist. We offer monthly school assemblies, and a field trip per class. Culturally, we celebrate winter "Carnaval" and various field days throughout the year. Our school has a health and wellness focus. We received the Canada wide Healthy Schools Gold seal certification. The students enjoy Wellness Wednesdays and biweekly Large Group Wellness lessons and activities.

We continued to work hard at rebuilding the level of involvement of our volunteers back in the school. We sent invitations to our volunteers in the monthly newsletter. Volunteers assisted with monthly hot lunches, our annual Christmas Market, attending Choir events, field days, tying skates, regular class support, school council meetings and fundraisers.

A Year of Success:

We are proud of the accomplishments of the students and staff at our school. Our focus on literacy has ensured that all students have the support they need to be successful at school. All students are assessed twice per year for reading levels and student results on these assessments are a sign of our success.

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

We look forward to maintaining the excellent culture and programming that this school is known for.

Colette Pedde
Principal, 2022-2023 School Year

Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1783 Ecole Barrie Wilson Elementary School

Assurance Domain	Measure	Ecole Barrie Wilson Elementary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.5	88.4	88.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	85.8	87.7	89.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	91.4	94.6	96.1	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	90.0	90.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.1	83.8	83.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	71.1	70.0	81.8	79.1	78.8	80.3	Low	Declined	Issue

* We did not receive survey results from the minimum required 6 EAL or FNMI families required to have data reported to have a summary for these categories.

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Division Performance Measures

English Language Arts

- **Percentage of Grade 1 students who were reading/literate within one year of grade level.**

	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	51	40	78.43%
2021/2022	60	42	70%
2020/2021	61	39	64%
2019/2020	34	29	82% *
2018/2019	56	40	71%

- **Percentage of Grade 2 students who were reading/literate within one year of grade level.**

	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	56	43	76.79
2021/2022	57	43	75.44
2020/2021	58	34	59.62
2019/2020	55	41	75
2018/2019	68	57	84

- **Percentage of Grade 3 students who were reading/literate within one year of grade level.–**

	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	85	70	82.35
2021/2022	82	73	89.02
2020/2021	78	68	87.18
2019/2020	82	66	80
2018/2019	78	73	94

- **Percentage of Grade 4 students who were reading/literate within one year of grade level.**

	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	85	75	88.24
2021/2022	81	71	87.65
2020/2021	113	96	84.96
2019/2020	66	79	93
2018/2019	54	66	90

- **Percentage of Grade 5 students who were reading/literate within one year of grade level.**

	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	80	70	87.5
2021/2022	81	71	89.09
2020/2021	113	96	80.33
2019/2020	66	79	*
2018/2019	54	66	92

French Immersion - French Language Arts

- **Percentage of Grade 1 French Immersion students who were reading/literate within one year of grade level.**

Year	Number of Students	Students reading within one year of Grade Level	School %
2022/2023	23	22	96%
2021/2022	27	27	100%
2020/2021	33	30	90%
2019/2020	30	28	93%
2018/2019	28	28	100%

- **Percentage of Grade 2 French Immersion students who were reading/literate within one year of grade level.**

Year	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	28	27	96%
2021/2022	28	27	96%
2020/2021	27	21	78%
2019/2020	27	19	70%
2018/2019	35	34	97%

- **Percentage of Grade 3 French Immersion students who were reading/literate within one year of grade level.**

Year	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	27	25	93%
2021/2022	26	22	85%
2020/2021	22	16	73%
2019/2020	36	34	94%
2018/2019	33	25	76%

- **Percentage of Grade 4 French Immersion students who were reading/literate within one year of grade level.**

Year	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	28	27	96%
2021/2022	19	14	74%
2020/2021	36	34	94%
2019/2020	32	25	78%
2018/2019	25	18	72%

- **Percentage of Grade 5 French Immersion students who were reading/literate within one year of grade level.**

Year	Number of Students	Students reading within one year of Grade Level	Percentage
2022/2023	17	14	82%
2021/2022	35	34	97%
2020/2021	30	26	87%
2019/2020	*	*	*
2018/2019	13	10	77%

● **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	81.8	N/A	76.06	84.01	70.73%
Overall percentage of students who feel they are able to read and write what is expected of them in school.	87.7	N/A	91.54	89.21	90.60%
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	N/A	N/A	100	95.45%

● **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	85.1	N/A	92.96	81.16	80.49%
Overall percentage of students who feel they are able to understand and work with numbers in school.	95.9	N/A	89.23	89.21	89.26%
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	N/A	N/A	100	95.45%

Anecdotal Results, Analysis and Action

Anecdotal Results:

The Grade 2 and 3 Reading and Numeracy Intervention groups began in the fall of 2022. This was increased intervention for our students who are approaching reading levels. At almost all grade levels in both the English and French Immersion programs we have seen an increase in the number of students who are reading within one year of grade level. The Grade 1 groups started in January.

Analysis

- **Literacy** - Alberta Education offered funding to provide increased literacy and numeracy intervention support during the school year. We feel we need to increase communication through the newsletter, social media and through parent/teacher conferences to ensure our parents are informed of the growth in this area. We have seen an increase in the percentage of parents who feel their children are able to read and write what is expected but feel we need to continue to share the growth in this area.
- **Numeracy** - We have seen a decline in the percentage of parents who feel their children are able to understand and work with numbers in school. However, we have seen an increase among the students.

Action

- We are continuing our school wide guided reading schedule where students will be reading in small groups with an adult daily as well as support from the District to offer Literacy and Numeracy intervention along with our school based interventions. These groups work with small groups who are approaching grade level throughout the school year.
- Reading groups are daily for longer periods of time. This year the Leveled Literacy Intervention support has been expanded to include more students. The District Literacy Recovery team is also working with students at an approaching reading level. We are appreciative for the extension of the Literacy and Numeracy Intervention support again this year.

Literacy:

- This is our third year of implementing the Units of Study writing program to foster writing in a variety of areas.
- We are continuing with the HLAT (High Level of Achievement) writing assessments as a benchmark at the end of the year to focus our writing intervention.

- Involve volunteers in supporting literacy:
 - to read to individual students to record in their home reading log (kids who may not do this with parents)
 - to work with small reading groups
 - to practise sight words in Gr. 1

Numeracy:

- We will increase communication with parents re: numeracy strategies being implemented in the classroom.
- In consultation with our District Numeracy Specialist, we will build a repertoire of financial literacy lessons aligned to our Math curriculum.
- Junior Achievement visited classes throughout the school to teach Financial Literacy.
- To expand Financial Literacy capacity among students we will explore My Classroom Economy and other resources
- We appreciate the continued financial support towards Numeracy Intervention.
- Involve volunteers to support numeracy:
 - Volunteers can play Friday math games with kids
 - Practising isolated skills with a small group
 - Fun Friday (once a month) - Math activities centers, Math Brain teaser activity on BWN
 - Parent Volunteers take a math group to focus on simple hands on concepts
 - Numeracy - highlight a numeracy topic at School Council and then share in the following month's newsletter.

Division Goal

Equity

Equity is fairness for all students through: excellence in instruction, support for students, and a reduction of barriers.

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.6	94.5	93.1	92.5	90.7

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.0	94.0	88.5	72.3	86.4

Division Performance Measures

● Survey result scores for equity measurements by students, parents, and staff

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	95.3	N/A	97.18	92.75	95.12%
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	97.3	N/A	100	93.88	93.96%
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	94.7	N/A	N/A	100	95.45%

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	96.0	N/A	91.55	92.75	92.68
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	94.5	N/A	100	89.21	91.95%
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	N/A	N/A	100	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	94.6	N/A	90.14	88.41	92.68
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	89.0	N/A	92.31	92.45	90.60%
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	N/A	N/A	100	100

Anecdotal Results, Analysis and Action

Analysis

- There is a strong sense that students are supported in their academic, behavioural, social and emotional well-being by students, teachers and parents.

Action

- To continue to support these goals, we have added a Student Support Room space to foster regulation and well-being.
- We are implementing the Focus on Self Regulation Program to targeted groups.
- We are inviting guest speakers from various agencies ie; C.A.R.E to discuss a variety of diversity and inclusion topics.
- Our Community Liaison Worker, Speech Language Pathologist, Learning Assistance Teacher and Administration will be hosting social/emotional, communication and Friendship groups.

- We would like to find creative ways to bring our amazing volunteers back into an ongoing part of our school culture. ie; Hot Lunch days twice/month, Christmas Market, hosting a Career Day session, tying skates, helping with literacy and numeracy groups, expanded Student Council.
- We'll be surveying the parents in the December school newsletter to find ways to increase parent involvement in decision making as well as involvement at the school.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.6	90.6	85.8	87.7	85.8

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	91.7	100.0	79.9	93.8	85.8

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	94.2	95.5	85.9	85.9	92.1

Division Performance Measures

- Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	7
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	91.2	N/A	90.14	86.96	90.24%
Overall percentage of students who feel they will be prepared for the next grade level.	94.5	N/A	96.92	94.60	90.60%
Overall percentage of teachers who feel the students will be prepared for the next grade level.	94.7	N/A	N/A	94.44	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	98.7	N/A	91.55	92.75	95.12%
Overall percentage of students who feel they will complete high school.	98.6	N/A	99.23	95.32	97.99%
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	N/A	N/A	100	100

- Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	85.92	89.86	87.80%
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	86.92	88.49	85.91%
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	N/A	94.44	100

Anecdotal Results, Analysis and Action

Analysis

- Students, parents and teachers uniformly feel confident in the early learning, transitions, and supports in place to succeed at elementary, middle and high school.

Action

- We have expanded our core values to include all six of the District's' Values for Learning and Life in school; Be Respectful, Resilient, Responsible, Collaborative, Healthy and Curious. These are being taught in our weekly Large Group Wellness Lessons.
- Increased celebrations of the District's Core Values ie; recognizing the individual values at our monthly Pizza lunches, in the monthly school newsletters, Large Group Wellness lessons and random draws.
- Completion of the District's Mental Health Lessons in the homeroom classes to allow for more meaningful discussion and interaction.
- One of our priorities this school year is to focus and highlight student and staff wellness through activities, challenges and instruction.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

Analysis

- Grade 2 to 5 students who identified as First Nations, Metis or Inuit participated in cultural learning once a week for a month. Hayley Christen the First Nations, Metis and Inuit coordinator helped lead these sessions. Students learned about the Metis Sash, Medicine Wheel, Traditional Headdress, and Eagle Feathers.
- Grade 4 students attended the Annual Youth Day Powwow.
- For Orange Shirt Day, students watched the District Video. They also participated in school wide activities such as orange rocks that were distributed around the community.
- Many grades throughout the school brought in Terry Lakey or Hayley Christen to lead classroom activities such as Inuit Games and Breakout EDU sessions.
- Kindergarten to Grade 3 teachers learned about the new embedded Indigenous perspectives in the curriculum in Language Arts and Math and where to find resources.

Action

- Kindergarten to Grade 5 teachers will access the new embedded Indigenous perspectives in the curriculum in Language Arts, Math and Science.
- The BW First Nations, Métis and Inuit Cultural Groups will expand into a lunch Cultural Club to include more students in the school.
- Allocate time during Staff Learning Days to collaborate on integrating Indigenous lessons into the curriculum.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of École Barrie Wilson School. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the October 21, 2023 meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpd.ab.ca/barriewilson>



Red Deer Public Schools
4747-53 street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca