

Galbraith Elementary School



2022/2023 Annual Education Results Report

Vision Statement

Empowering learners to succeed as caring, responsible and contributing global citizens.

Mission Statement

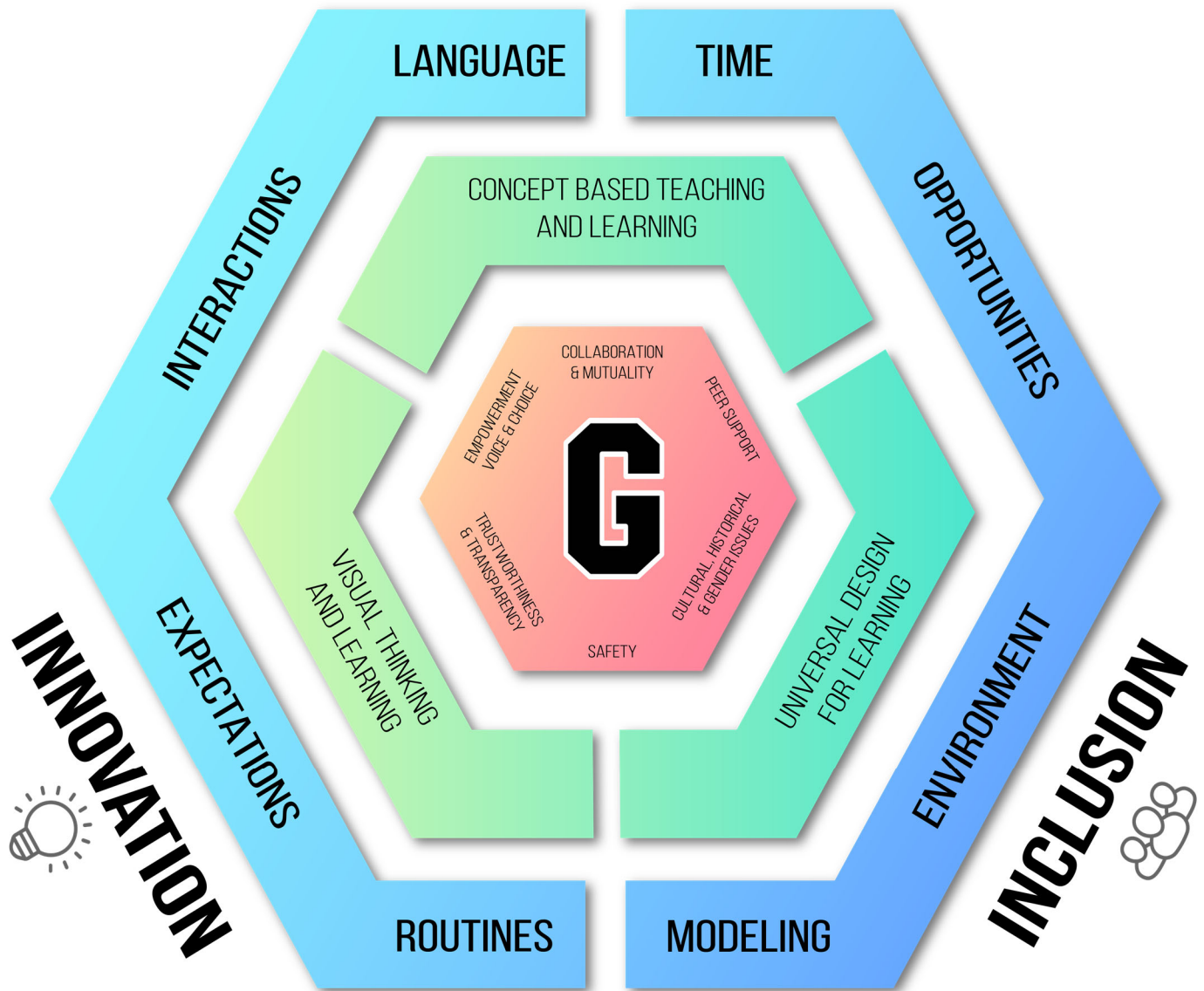
Galbraith Elementary School is an inclusive learning community that develops engaged, ethical, and innovative learners.

We believe:

- Children will develop into responsible, caring life long learners, in a safe, inclusive and positive learning environment;
- The understanding that co-regulation within the community as a whole promotes positive self esteem which therefore fosters considerate and responsible citizens;
- In restorative practices and in “re-do’s” which provide opportunities to learn and grow from mistakes;
- Parents, as the first teachers, should be actively involved in a home and school partnership;
- All student, staff and parents should feel safe and equally valued for their contributions to the community as a whole.



ACHIEVEMENT



Our Galbraith Framework is a visual that describes the “what,” “how,” and “why” we do to support student learning at our school.

Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Galbraith 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
Student Growth and Achievement	Student Learning Engagement	79.4	83.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	71.9	85.0	82.3	81.4	83.2	83.1	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.2	89.5	94.6	89.0	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.4	88.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	66.1	78.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	65.5	86.6	87.4	78.8	79.5	81.5	Very Low	Declined	Concern

Highlights

Galbraith's Our School survey results showed that:

- A high number of students felt interested and motivated in their learning.
- A high number of students feel safe attending our school.

While the Assurance Survey results were of concern in some areas, we are excited to move forward with a plan to increase engagement for all our students.

Challenges to Address

This year, Galbraith Elementary is prioritizing increasing student and community engagement focused on student learning. This will support our growth in many areas that have been challenging for the students, staff, and community over the past few years.

We also hope that by addressing parent engagement this year we will have more parents complete our assurance survey, as the data we receive comes from a very small group of parents (under 20).

Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	86	82.0	116	76.2	86	88.3	62	85.0	126	71.9	Intermediate	Declined	Issue
Parent	6	86.2	11	70.9	5	*	6	86.7	16	70.9	Intermediate	Maintained	Acceptable
Student	64	69.8	86	70.3	66	77.7	42	69.6	93	56.8	Very Low	Declined Significantly	Concern
Teacher	16	90.0	19	87.4	20	99.0	14	98.6	17	88.1	Intermediate	Maintained	Acceptable

Evaluation

- *We are implementing consistent school-wide messaging around being a safe and respectful community members and learners.*
- *This year, we are implementing the Second Step program for all K-5 students, which is designed to teach social-emotional and executive functioning skills which will help our students be successful members of our school community.*
- *We are excited to bring extra-curricular activities and initiatives back for the first time since the pandemic, which includes Leadership Club, visits and service work with local senior's homes, and food and clothing drives.*
- *The school leadership team uses restorative practices and proactive and behaviours supports with all students. The school leadership team is also spending purposeful time in classrooms to engage with students and build positive relationships.*
- *Our full-time teacher-counsellor provides universal, targeted and individualized programming based on student needs.*

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	62	83.7	126	79.4	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	83.3	16	75.0	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	42	72.6	93	63.2	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	14	95.2	17	100.0	n/a	n/a	n/a

Evaluation

- *We will prioritize funding (through education funds and fundraising initiatives) to prioritize projects and activities that will support student engagement at school. This fund will support field trips, virtual and in-person, guest speakers, Elder visits, culturally-responsive learning activities, and school spirit and student leadership opportunities.*
- *Purchases have been made to build an outdoor learning space that will support students' understanding of Indigenous ways of knowing, active learning, and an engaging learning environment. We hope to have this space built and ready for student use in this school year.*

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	86	90.8	116	92.5	86	96.8	62	89.5	123	87.2	High	Declined	Acceptable
Parent	6	77.8	11	87.9	5	*	6	80.6	16	75.8	Low	Maintained	Issue
Student	64	97.7	86	94.7	66	97.7	42	96.4	90	86.9	High	Declined Significantly	Issue
Teacher	16	96.9	19	94.7	20	95.8	14	91.7	17	99.0	Very High	Maintained	Excellent

Evaluation

- *Continuing to expand our knowledge and application of thinking routines and concept-based practices to enhance student learning (resources include Julie Stern, Building Thinking Classrooms, Cultures of Thinking).*
- *Through the continued development of authentic assessment practices, including portfolios and conferences, students will be able to share their learning with their teachers and their families, supporting their understanding of their own areas of growth and challenge.*
- *Targeted literacy and numeracy supports, supported by the Learning Support Teacher and BOOST program, for students who are struggling in these areas (resources include Heggerty Phonemic Awareness, Levelled Literacy Intervention, Building Fact Fluency, Flyleaf Reading)*
- *Teachers are engaged in personal professional learning that is continuous throughout the year, including opportunities every six weeks to engage in generative dialogue with administrators to discuss their personal inquiries and how it impacts their students' learning.*

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment
 Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	School									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	62	88.7	126	80.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	95.8	16	84.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	42	75.3	93	66.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	14	94.9	17	89.9

Evaluation

- *This year, we are implementing the Second Step program for all K-5 students, which is designed to teach social-emotional and executive functioning skills which will help our students be successful members of our school community.*
- *Our teacher-counsellor provides universal, targeted, and individualized programming based on student needs.*
- *Fostering positive connection between students by supporting grade level, cross-grade, and school-wide activities such as book buddies, assemblies, intramurals, and weekly wellness lessons.*
- *School staff use restorative practices and proactive behaviour supports with all students.*
- *We are implementing consistent school-wide messaging around being a safe and respectful community members and learners.*

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	School									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	62	78.8	126	66.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	66.7	16	67.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	42	85.5	93	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	14	84.3	17	53.6

- *We will ensure there is more consistent communication about availability of supports and services to our families. An example of this will be using the monthly newsletter to highlight different supports and services, such as division psychologist, Speech Language Pathologist, Speech Language Assistant, and Occupational Therapist.*
- *Weekly CARE Team meetings, including administration, LST, Teacher-Counsellor, and Family Support Worker to support collaboration and coordination of student supports and services.*
- *Teacher Counsellor and Family Support Worker will work closely together to ensure students and families are supported at school and at home. This will include connecting with supports from community partners such as The Family Centre, Children's Allied Health, Children's Mental Health, My City Care, and the Food Bank.*
- *We will use available funding, including Poverty Intervention Grants, Wellness Grants, and School Nutrition Grants to support students and families at school and at home.*
- *Continue to access specialized services like music therapy, complex communication team, and the Behaviour Support Team as needed.*

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	22	79.0	30	76.8	20	98.0	20	86.6	33	65.5	Very Low	Declined	Concern
Parent	6	66.7	11	65.4	5	*	6	80.8	16	62.7	Low	Maintained	Issue
Teacher	16	91.3	19	88.2	20	98.0	14	92.4	17	68.2	Very Low	Declined	Concern

Evaluation

- *The school leadership team and school council are working together to build a plan to increase engagement with school council, including having more parents attend meetings and the recruitment of classroom parent representatives to bring forward increased and varied representation and feedback.*
- *We will continue to send a monthly newsletter to engage and inform parents of events and happening at the school, how they can be involved, and other school community information. We also send weekly information via email to families.*
- *We will share with parents that volunteers are welcome to work in the school, and encourage staff to connect with parents to engage with them around their student's learning.*
- *Regular use of social media to engage parents with what is happening at school.*
- *We are excited to bring back in-person family events, such as monthly Family Fun Nights, Meet the Staff Night, Parent-Teacher Interviews, Celebration of Learning, and Project Fair.*
- *We are creating, in conjunction with School Council, a Parent Resource Library, which will allow parents to borrow and access a variety of books with topics relevant to parenting and child development.*

SUPPLEMENTAL MEASURE:

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

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	22	93.2	30	90.6	20	96.2	20	83.3	33	81.3	High	Declined	Acceptable
Parent	6	89.6	11	87.2	5	*	6	82.9	16	80.9	High	Maintained	Good
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	16	96.9	19	93.9	20	96.2	14	83.7	17	81.7	Intermediate	Declined	Issue

Evaluation

Galbraith offers students many opportunities for physical education and wellness each week. We also offer students two music classics from a music specialist each week. All students take art classes and have many opportunities to engage with a variety of technological tools at school, applying them to their learning, including: laptops, ipads, virtual reality, and robotics.

Galbraith is very excited to return to offering extra curricular opportunities after the pandemic, including volleyball, basketball, and musical opportunities such as handbells or choir.

SUPPLEMENTAL MEASURE:

Percentage of teacher and parent satisfaction that demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	22	60.4	27	52.7	19	71.9	13	89.5	29	66.0	Low	Maintained	Issue
Parent	6	58.3	9	29.4	4	*	5	*	13	55.0	Low	Improved	Acceptable
Teacher	16	62.5	18	76.0	19	71.9	13	89.5	16	76.9	Intermediate	Maintained	Acceptable

Evaluation

Galbraith prides itself on our focus on learning at school, with staff modelling that learning alongside their students. Our goal is to ensure that our students view learning as forward progress and growth that never ends. We encourage this by creating opportunities for students to engage in cross-curricular learning, deep thinking routines, and the use of universal design for learning strategies.

School Priority: to create a culture of learning through increased community engagement.

Performance Measures: Assurance Survey results, Our School survey results, community feedback

This year, Galbraith Elementary is prioritizing increasing student and community engagement focused on student learning. This will support our growth in many areas that have been challenging for the students, staff, and community over the past few years.

We also hope that by addressing parent engagement this year we will have more parents complete our assurance survey, as the data we receive comes from a very small group of parents (under 20).

Some ways which we plan to increase engagement are:

- Monthly newsletter
- Weekly email updates to families
- Social media—sharing “what’s going on” at Galbraith
- Connecting with parents at before and after school supervision
- Return to activities that were not happening during the pandemic, such as in-person parent-teacher interviews, celebration of learning, monthly family fun nights, in-person school council meetings.
- Return to extracurricular activities such as handbells, choir, volleyball, and basketball
- Supporting school council with increased parent involvement initiatives