Galbraith Elementary School

2023-2024 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.
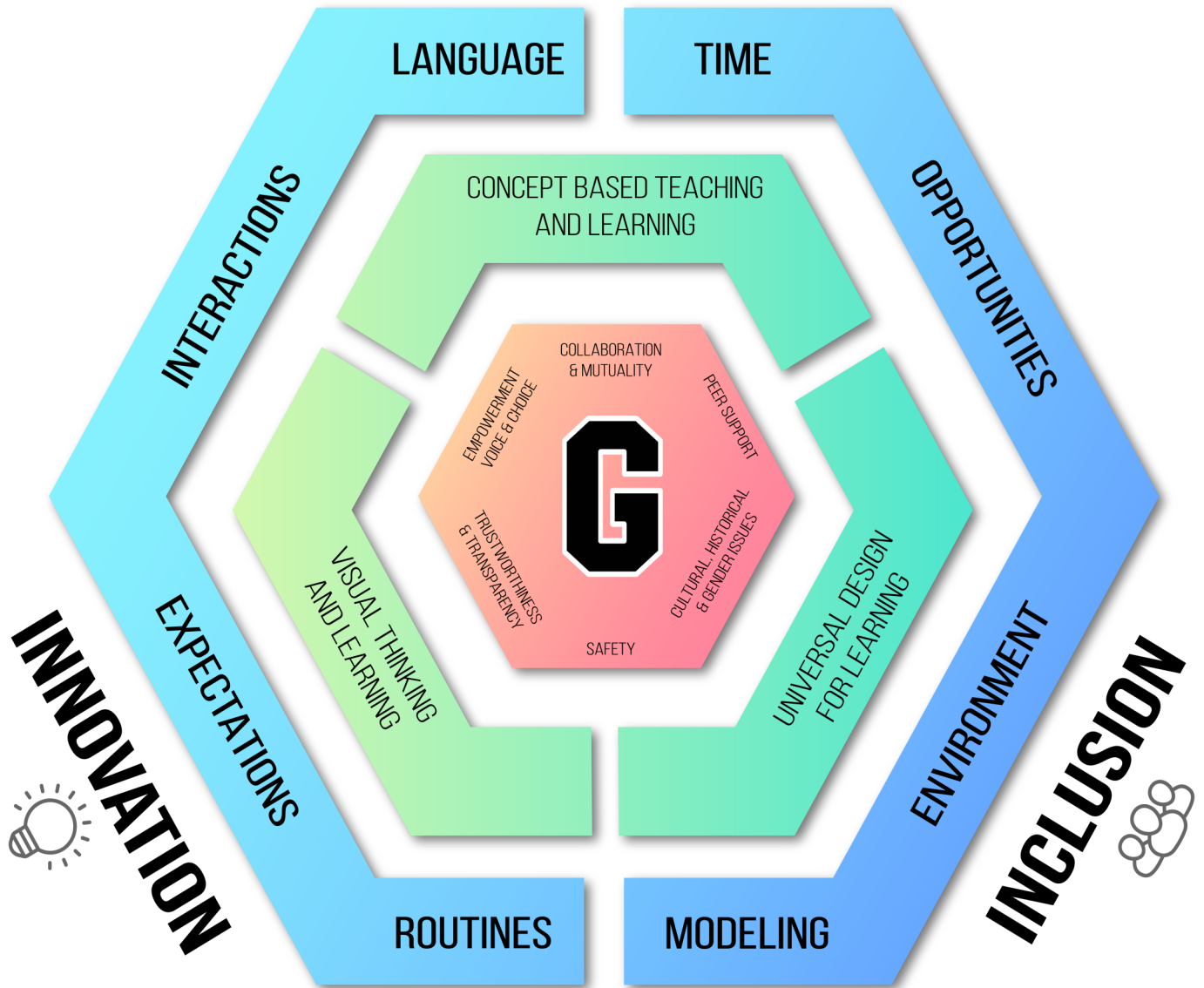
Lethbridge
SCHOOL DIVISION

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GALBRAITH SCHOOL

ACHIEVEMENT

LANGUAGE

TIME

INTERACTIONS

OPPORTUNITIES

CONCEPT BASED TEACHING AND LEARNING

COLLABORATION & MUTUALITY

EMPOWERMENT VOICE & CHOICE

PEER SUPPORT

G

TRUSTWORTHINESS & TRANSPARENCY

CULTURAL, HISTORICAL & GENDER ISSUES

SAFETY

VISUAL THINKING AND LEARNING

UNIVERSAL DESIGN FOR LEARNING

INNOVATION

EXPECTATIONS

ENVIRONMENT

INCLUSION

ROUTINES

MODELING

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	**84.4**	79.4	79.4	**84.4**	85.1	85.1	n/a	Maintained	n/a
	Citizenship	**79.7**	71.9	80.1	**80.3**	81.4	82.3	High	Maintained	Good
	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
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	**91.8**	87.2	92.0	**88.1**	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**85.6**	80.4	80.4	**84.7**	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	**75.8**	66.1	66.1	**80.6**	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	**79.6**	65.5	81.7	**79.1**	78.8	80.3	High	Maintained	Good

Highlights

We are proud of our growth in many areas over the past year. We believe that our focus on increasing community engagement and communication with families has led to a deeper understanding of Galbraith's values and how we put them into practice each day.

We had increases in almost every section of the survey, with considerable growth in the following areas:

- Fifteen percent increase overall regarding satisfaction with parental involvement
- Ten percent increase overall regarding students' modelling of active citizenship
- Twenty percent increase in parents' survey regarding student engagement in learning
- Seventeen percent increase in parents' survey regarding overall quality of education

Challenges to Address

Galbraith Elementary continues to prioritize increasing student and community engagement focused on student learning. We are pleased with our improvement in the past year, and want to continue to build upon it. This will support our growth in many areas that have been challenging for the students, staff, and community over the past few years. One area to specifically target is parents' belief that students are learning the knowledge, skills, and attitudes for lifelong learning.

Another challenge to address is our community's perception of the availability of supports and services. While some of these supports are out of our control (Occupational Therapy, Physical Therapy, Hearing and Vision, family doctors) we are working on ways to support families with accessing outside supports when school supports are not available. This was still an area of growth for us in the past year, but we want to continue that trend.

Assurance Measure: Citizenship
Teacher, parent and student agreement that students model the characteristics of active citizenship

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	116	76.2	86	88.3	62	85.0	126	71.9	78	79.7	High	Maintained	Good
Parent	11	70.9	5	*	6	86.7	16	70.9	15	81.3	High	Maintained	Good
Student	86	70.3	66	77.7	42	69.6	93	56.8	47	66.5	Intermedi-ate	Maintained	Acceptable
Teacher	19	87.4	20	99.0	14	98.6	17	88.1	16	91.3	Intermedi-ate	Maintained	Acceptable

Evaluation

- *We continue to implement consistent school-wide messaging around being a safe and respectful community members and learners (the Galbraith Promise).*

- *We have implemented 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 Grade 5 Leadership Club has begun this school year. Students who volunteer to be in Leadership Club support activities and students around the school, modelling our Galbraith Promise through their daily actions.*

- *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, observe teaching and learning practice, and build positive relationships.*

- *Our teacher-counsellor and student support worker provide 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 | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	n/a	n/a	n/a	n/a	62	83.7	126	79.4	78	84.4	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	6	83.3	16	75.0	15	95.6	n/a	Improved	n/a
Student	n/a	n/a	n/a	n/a	42	72.6	93	63.2	47	63.8	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	14	95.2	17	100.0	16	93.8	n/a	Declined	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.*

- *Through grants and reserve funding, we have been able to renovate our outdoor classroom space, purchasing new benches and tables.*

- *We continue to implement Thinking Classroom strategies into our daily learning throughout the school.*

- *We are implementing monthly school spirit days, spearheaded by our Grade 5 Leadership Club.*

- *We are offering cocurricular activities such as Grade 5 volleyball, Grade 5 basketball, handbells, and cross graded intramurals at lunch hours.*

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality
Teacher, parent and student satisfaction with the overall quality of basic education.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achieve-ment	Improve-ment	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	116	92.5	86	96.8	62	89.5	123	87.2	78	91.8	Very High	Maintained	Excellent
Parent	11	87.9	5	*	6	80.6	16	75.8	15	92.2	Very High	Improved	Excellent
Student	86	94.7	66	97.7	42	96.4	90	86.9	47	88.3	High	Maintained	Good
Teacher	19	94.7	20	95.8	14	91.7	17	99.0	16	94.8	Intermedi-ate	Maintained	Acceptable

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, for students who are struggling in these areas (resources include Heggerty Phonemic Awareness, Levelled Literacy Intervention, Building Fact Fluency, Flyleaf Reading, UFLI)*

- *Teachers are engaged in personal professional learning that is continuous throughout the year, including opportunities every six weeks to engage in conversations with administrators to discuss their personal inquiries and how it impacts their students' learning. Topics of inquiry include implementation of new curriculum, literacy instruction, and executive functioning.*

- *Our school's inquiry question this year explores the ways in which we use assessment data to support student growth.*

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										Measure Evaluation		
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	n/a	n/a	n/a	n/a	62	88.7	126	80.4	78	85.6	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	6	95.8	16	84.4	15	83.9	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	42	75.3	93	66.9	47	77.3	n/a	Improved	n/a
Teacher	n/a	n/a	n/a	n/a	14	94.9	17	89.9	16	95.5	n/a	Maintained	n/a

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 and student support worker provide 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 (living the Galbraith Promise).*

DOMAIN: LEARNING SUPPORTS

	School										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	n/a	n/a	n/a	n/a	62	78.8	126	66.1	78	75.8	n/a	Improved	n/a
Parent	n/a	n/a	n/a	n/a	6	66.7	16	67.1	15	81.9	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	42	85.5	93	77.7	47	82.3	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	14	84.3	17	53.6	16	63.3	n/a	Maintained	n/a

- *We provide consistent communication about availability of supports and services to our families through our monthly newsletter, weekly family emails, and social media. 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, as well as community programming available to families.*

- *This year was our first annual Community Fair, which invited over 20 community organizations to share how they can support families. Some organizations included Family Centre, MyCityCare, Food Bank, Alberta Health Services, Scouts, and the YWCA. Our first fair had over 130 community members in attendance.*

- *Meetings with parents of students with complex needs to provide information and guidance in accessing supports.*

- *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 use available funding, including Poverty Intervention Grants, Wellness Grants, and School Nutrition Grants to support students and families at school and at home.*

- *Continuing to access specialized services like music therapy, complex communication team, and the Behaviour Support Team as needed.*

- *We actively refer families to our Family Support Team to provide community supports. Last year our school had the most referrals in the school division.*

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		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	30	76.8	20	98.0	20	86.6	33	65.5	31	79.6	High	Maintained	Good
Parent	11	65.4	5	*	6	80.8	16	62.7	15	71.6	High	Maintained	Good
Teacher	19	88.2	20	98.0	14	92.4	17	68.2	16	87.5	Intermedi-ate	Maintained	Acceptable

<u>Evaluation</u>

- *The school leadership team and school council are working together to increase family engagement in school council, recruiting new members 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. Our school council is also active in our newsletter, sharing information and tips for families.*

- *Regular use of social media to engage parents with what is happening at school and in the community*

- *Family activities targeted to discussions of student learning such as Meet the Staff Night, Parent-Teacher Interviews, Celebration of Learning, and Project Fair.*

- *In collaboration with School Council we have created a Parent Resource Library, which will allow parents to borrow and access a variety of books with topics relevant to parenting and child development.*

- *Our monthly Family Fun Nights offer families an opportunity to connect with our school community and engage in games, art, music, and physical activities. These events are well attended with an average of 150 people in attendance.*

SUPPLEMENTAL MEASURE:

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

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achieve-ment	Improve-ment	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	27	52.7	19	71.9	13	89.5	29	66.0	30	70.4	Intermedi-ate	Maintained	Acceptable
Parent	9	29.4	4	*	5	*	13	55.0	14	55.0	Low	Maintained	Issue
Teacher	18	76.0	19	71.9	13	89.5	16	76.9	16	85.7	Intermedi-ate	Maintained	Acceptable

- We will continue to work on our communication with families about student learning and how it supports their growth as life long learners. We will do this through our monthly newsletters, in person communication, social media, school council and other school events.

- We will also share more information with families regarding literacy and numeracy learning, as well as the new curriculum implementation.

SUPPLEMENTAL MEASURE:

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 at school.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achieve-ment	Improve-ment	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	116	87.9	86	91.6	62	90.3	126	84.7	78	87.2	High	Maintained	Good
Parent	11	90.9	5	*	6	96.7	16	88.8	15	86.3	High	Maintained	Good
Student	86	79.4	66	85.3	42	81.3	93	74.7	47	80.4	High	Maintained	Good
Teacher	19	93.3	20	97.9	14	92.9	17	90.6	16	95.0	High	Maintained	Good

- We continue to implement consistent school-wide messaging around being a safe and respectful community members and learners (the Galbraith Promise).

- We have implemented 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 Grade 5 Leadership Club has begun this school year. Students who volunteer to be in Leadership Club support activities and students around the school, modelling our Galbraith Promise through their daily actions.

- 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, observe teaching and learning practice, and build positive relationships.

- Our teacher-counsellor and student support worker provide universal, targeted and individualized programming based on student needs.

School Priority: to support student learning through purposeful use of assessment data

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

- In school wide professional learning and collaborative meetings, we will discuss how to use assessment data to support student growth.

- Data could include: AERR, Our School surveys, Alberta Education assessments, MIPI, Fountas and Pinnell, and other classroom assessments and observations.

- Teachers will work alongside the school leadership team to investigate student assessment data and use that data to build student support plans, adapt instruction, provide interventions, and include universal, targeted, and individualized supports and strategies.