

# Round Hill School

Every Student, Every Day, A Success



Annual Education Results Report 2023-24

&

Education Plan 2024-25

September, 2024

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## Alberta Education Assurance Measures

### **What is Assurance?**

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

### **What is measured?**

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

### **What is “local data”?**

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.


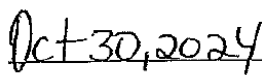
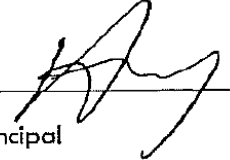
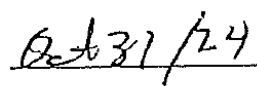
# 2023-2024 Accountability Statement

## Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

## Accountability Statement

The *Round Hill School Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This *Annual Education Results Report* for 2023-2024 was approved by our School Council.

			
Parent Council Chair	Date	Principal	Date

## Round Hill School

### Profile

Round Hill School serves the community of Round Hill as well as the surrounding countryside. Our busing boundaries are set, but our attendance boundaries are very flexible, as we accept students from anywhere. We have 116 students enrolled in the 24/25 school year. The school provides a full educational program for children in Kindergarten to Grade 9. One of the many advantages to our program is the small size of many of our classes. Students are always able to get the individualized support they need. As well, every staff member knows every student and it is truly, "A village raising every child". There is a strong music program that may include choir, instrumental music, and band for students in Junior High. Our Junior High students go to the Composite High School in Camrose one morning a week for option classes.

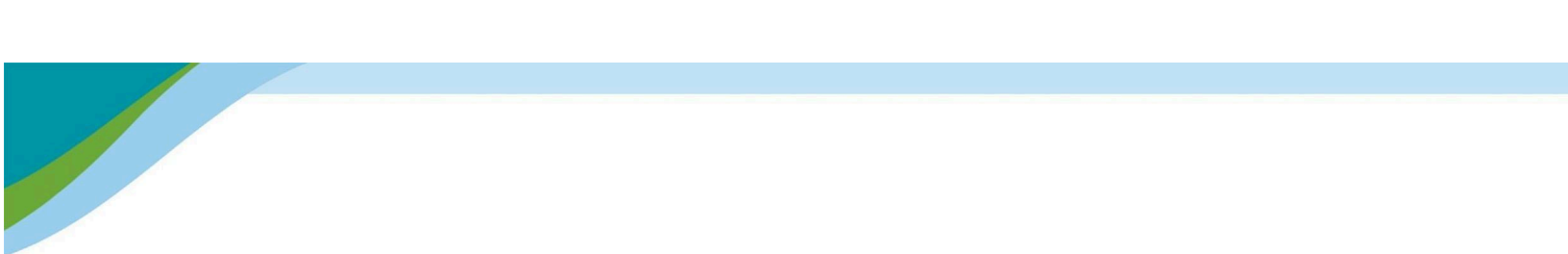
Round Hill School also has a growing Agricultural Education program that is a combination of hands-on and curricular education. Our school is located in a small community enriched with a long history of agriculture. We have implemented a robust agricultural program that enhances the academic experiences of our students while nurturing practical lifelong skills and environmental awareness. This infusion of land-based learning ties into curriculum outcomes in science, social, language arts, and math while acting as a cornerstone of our commitment to holistic education for all students. From hands-on activities such as planting in the spring to harvesting in the autumn, guest speakers, workshops and demonstrations, our students are gaining valuable insights into sustainable agricultural practices, the value of land stewardship, and the importance of local food systems. Students are challenged to think critically, apply theoretical knowledge to real world situations and apply these principles at scale. Additionally, our agricultural program fosters teamwork, intergenerational relationships and responsibility as students work together and alongside members of the greater Round Hill community. Our agricultural program continues to grow and evolve, tailoring the experience to student interests and available resources.

With a focus on integrating practical life skills, environmental awareness and fostering community connections, the school has developed a unique meal program that has been successfully running for three years. This program is designed to provide students with real-life experiences in planning, preparing, and serving balanced meals to their peers and community members.

Each year, junior high students at Round Hill School participate in the Alberta Food Safety Basics course, equipping them with essential knowledge on food safety and hygiene. With this foundation, students then take on the responsibility of planning nutritious, well-balanced meals. They begin by researching recipes that cater to diverse dietary needs and preferences, ensuring each meal is both health-conscious and delicious.

To source ingredients, students collaborate with local farmers, bakers, and grocery stores, strengthening their ties with the community and supporting Alberta's agricultural economy. The meals are prepared at the local community hall, where students work side-by-side with community volunteers, creating a supportive and collaborative learning environment through the intergenerational relationships that are created.

From start to finish, students are involved in every step of the process: planning the menu, sourcing ingredients, preparing the dishes, and ultimately serving the meals. Afterward, students manage the cleanup, emphasizing responsibility and teamwork.



This meal program is more than just a cooking class; it's an opportunity for students to gain hands-on, practical experience in food preparation and event planning. Beyond the kitchen skills they acquire, students also develop invaluable leadership and teamwork abilities. By working closely with peers, teachers, and community members, students learn to communicate effectively, solve problems, and manage resources efficiently.

At Round Hill School, the meal program represents an example of our commitment to empowering students with real-world skills, fostering community connections, and promoting a holistic approach to education that extends beyond traditional classroom learning.

**Our Vision:** Every Student, Every Day, A Success

**Our Mission:** At Round Hill School we will:

- ✓ Build character and social awareness to foster **RESPECT**
- ✓ Strive to provide a safe and caring community where student can put forth their best **EFFORT**
- ✓ Encourage student success everyday through encouraging proper **ATTITUDES**
- ✓ Foster resilience in our students so they become strong **LEADERS**

**Our Beliefs and Values:**

Our aim is to create a learning environment that:

- ✓ fosters responsibility and accountability,
- ✓ addresses varied learning styles,
- ✓ encourages development of good communication skills
- ✓ promotes physical, emotional, and social well-being
- ✓ helps students become adaptable in an ever-changing world.
  
- ✓ promotes physical, emotional, and social well-being
- ✓ helps students become adaptable in an ever-changing world.

# Alberta Education Assurance Measures - Overall Summary

## Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 4512 Round Hill School

Assurance Domain	Measure	Round Hill 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	<a href="#">Student Learning Engagement</a>	79.8	82.1	87.2	83.7	84.4	84.8	n/a	Declined	n/a
	<a href="#">Citizenship</a>	87.7	85.9	88.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	60.0	25.0	25.0	68.5	66.2	66.2	Low	Improved	Acceptable
	<a href="#">PAT6: Excellence</a>	20.0	0.0	0.0	19.8	18.0	18.0	High	Improved	Good
	<a href="#">PAT9: Acceptable</a>	*	70.6	70.6	62.5	62.6	62.6	*	*	*
	<a href="#">PAT9: Excellence</a>	*	17.6	17.6	15.4	15.5	15.5	*	*	*
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	90.4	94.0	93.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</a>	89.4	91.3	91.2	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	83.4	89.6	86.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	82.7	80.9	86.9	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 4512 Round Hill School

Measure	Round Hill 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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	0.0	0.0	0.0	2.5	2.5	2.4	Very High	Maintained	Excellent
<a href="#">In-Service Jurisdiction Needs</a>	57.1	n/a	71.4	81.1	82.2	83.0	Very Low	Maintained	Concern
<a href="#">Lifelong Learning</a>	81.6	82.1	91.1	79.9	80.4	80.7	High	Maintained	Good
<a href="#">Program of Studies</a>	79.4	81.4	81.5	82.8	82.9	82.9	High	Maintained	Good
<a href="#">Program of Studies - At Risk Students</a>	83.1	88.8	87.0	80.6	81.2	81.5	Low	Maintained	Issue
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	92.0	93.7	93.1	87.1	87.5	88.1	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	75.7	79.1	75.4	71.9	72.9	72.7	Intermediate	Maintained	Acceptable
<a href="#">School Improvement</a>	82.7	91.8	83.3	75.8	75.2	74.7	Very High	Maintained	Excellent
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
<a href="#">Work Preparation</a>	93.3	76.5	86.3	82.8	83.1	84.0	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.



## Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

### SCHOOL GOAL(s)

#### Literacy Goal:

Our goal is to have every student show one year's growth in their learning.

#### Numeracy Goal:

Our goal is to have every student show one year's growth in their learning.

#### Assurance Domains:

**Student Growth and Achievement-** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching and Learning-** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

### Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener (End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
School	100%	100%	100%
BRSD	99.5%	92%	78%

### Literacy: Castles and Colheart 3 (CC3) & Letter Name-Sound (LeNS) Test (End of Year Results)

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
School	14.2	20%	8%
BRSD	20.5%	24.5%	21.7%

## Provincial Achievement Test (PAT) & Diploma Exam Results

PAT Grade 6 Results									
	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	90.88	75.6	n/a	63.9	60.7	n/a	67.8	66.2
Standard of Excellence %	n/a	13.32	10.72	n/a	13.5	9.6	n/a	20.1	18.0
<p>Comments:</p> <p>Students in Grade 6 did well to achieve the Acceptable Standard. The percentage of students achieving this level was well above the BRSD and Provincial averages. However it is important that we put supports and programs in place so the students can experience success when it comes to the Standard of Excellence.</p>									

PAT Grade 9 Results									
	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	88.5	85.7	n/a	57.7	57.5	n/a	62.9	62.6
Standard of Excellence %	n/a	10.7	21.4	n/a	9.5	10.4	n/a	16.8	15.5
<p>Comments:</p> <p>Students in Grade 9 also did well to achieve the Acceptable Standard. The percentage of students achieving this level was well above the BRSD and Provincial averages. However it is important that we put supports and programs in place so the students can experience success when it comes to the Standard of Excellence.</p>									

## PAT Results Course Summary (Most Recent Results) - By Number Writing

### PAT Results Course Summary - By Number Writing

Province: Alberta

		Round Hill School		Alberta	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	n/a	n/a	1,638	2,923
	Acceptable Standard %	n/a	n/a	79.8	83.1
	Standard of Excellence %	n/a	n/a	10.6	13.3
Français 6 année	Number Writing	n/a	n/a	439	507
	Acceptable Standard %	n/a	n/a	92.3	89.9
	Standard of Excellence %	n/a	n/a	21.2	22.1
Science 6	Number Writing	n/a	n/a	45,578	46,184
	Acceptable Standard %	n/a	n/a	81.2	79.3
	Standard of Excellence %	n/a	n/a	29.3	25.9
Social Studies 6	Number Writing	8	n/a	52,610	48,742
	Acceptable Standard %	75.0	n/a	79.2	78.3
	Standard of Excellence %	25.0	n/a	22.8	21.3
English Language Arts 9	Number Writing	1	7	48,994	47,191
	Acceptable Standard %	*	100.0	83.8	85.1
	Standard of Excellence %	*	28.6	14.2	15.9
K&E English Language Arts 9	Number Writing	n/a	n/a	1,052	883
	Acceptable Standard %	n/a	n/a	69.0	71.2
	Standard of Excellence %	n/a	n/a	7.8	8.0
French Language Arts 9 année	Number Writing	n/a	n/a	3,110	3,027
	Acceptable Standard %	n/a	n/a	81.5	80.8
	Standard of Excellence %	n/a	n/a	11.3	11.5
Français 9 année	Number Writing	n/a	n/a	579	541
	Acceptable Standard %	n/a	n/a	88.3	86.7
	Standard of Excellence %	n/a	n/a	20.9	23.7
Mathematics 9	Number Writing	1	7	49,797	46,587
	Acceptable Standard %	*	85.7	62.0	64.7
	Standard of Excellence %	*	14.3	16.5	16.0
K&E Mathematics 9	Number Writing	n/a	n/a	1,584	1,480
	Acceptable Standard %	n/a	n/a	64.8	64.7
	Standard of Excellence %	n/a	n/a	12.3	13.9
Science 9	Number Writing	n/a	7	50,395	47,397
	Acceptable Standard %	n/a	85.7	79.2	78.8
	Standard of Excellence %	n/a	14.3	24.4	23.9

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Report Generated: Oct 14, 2024  
 Locked with Suppression for Fall 2024

Report Version  
 Data Current as of Oct 04, 20

continued on the next page.

**PAT Results Course Summary - By Number Writing**

**Province: Alberta**

		Round Hill School		Alberta	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
K&E Science 9	Number Writing	n/a	n/a	1,123	936
	Acceptable Standard %	n/a	n/a	65.7	67.6
	Standard of Excellence %	n/a	n/a	11.1	13.9
Social Studies 9	Number Writing	n/a	7	50,440	47,410
	Acceptable Standard %	n/a	71.4	70.9	69.3
	Standard of Excellence %	n/a	28.6	18.5	18.9
K&E Social Studies 9	Number Writing	n/a	n/a	1,081	915
	Acceptable Standard %	n/a	n/a	63.0	61.9
	Standard of Excellence %	n/a	n/a	14.1	13.2

## Implications for Education Plan

When it comes to analyzing the results of the Provincial Achievement Tests, we need to take into account the number of students who wrote the exams in the last two years.

### In 2022/23:

English 9: 7 students wrote  
Math 9: 7 students wrote  
Science 9: 7 students wrote  
Social 9: 7 students wrote

English 6: 7 students wrote  
Math 6: 7 students wrote  
Science 6: 2 students wrote  
Social 6: 3 students wrote

### In 2023/24:

English 9: 1 student wrote  
Math 9: 1 student wrote  
Science 9: 1 student wrote  
Social 9: 1 student wrote

English 6: No PAT (province-wide)  
Math 6: No PAT (province-wide)  
Science 6: No PAT (select schools)  
Social 6: 8 students wrote

Over the last two years, we have had very few students write the Provincial Achievement Tests as the number of students in Grade 6 and Grade 9 was less than ten. Last June there were no PAT's in math, English or science at the grade 6 level. In Grade 9, there was only one student. *It should be noted that if there are six or fewer students writing an exam, the marks are not released to the public.*

In 2022/23 students in the Grade 6 and Grade 9 class did well in their math and English. Grade 6 students scored 100% Acceptable in math and English and in science two students wrote and in social three students wrote. In English 9, 100% achieved the Acceptable standard and 28% achieved the Standard of Excellence. In Math 9, 85% achieved the Acceptable Standard and 14% achieved the Standard of Excellence. The results in Science 9 and Social 9 were good, considering these tests were scheduled on the last day and second last day of the school year. It should be noted that the results for the Provincial Achievement Tests were "Significantly Lower" across the province in 2022/23.

In 2023/24 there was only a social test written in Grade 6 and eight students wrote this test, with 75% of students achieving the Acceptable Standard and 25% students achieving the Standard of Excellence. In Grade 9 there was only one student who wrote so the marks cannot be made public because fewer than 6 students wrote the test.

Moving forward, there are new curriculums at the grade 6 level so we feel it is very important to continue providing the students additional instructional time in writing and their basic math skills. Furthermore, with the positive feedback we received from the Alberta Education Assurance survey, much of what we did in the 2023/2024 school year we are going to continue to improve on.

The results in the primary reading screeners (CC3 and LeNS) were quite good overall but there were a small number of students who struggled. Furthermore, the math assessments (which are given to the students at the start of the year and based on learning completed during the previous year) saw roughly a quarter of the students do poorly in September. Therefore, we feel it is vital that we continue to provide more instructional time to support students in their Literacy and Numeracy. Students in the primary grades are receiving extra Literacy and Numeracy instruction. This is being done by placing an extra teacher in the Grade 3/4 class for 4 periods a week to assist individual students. As well, students in grades 3-6 are taking classes in Writing. We are focused on providing the students with extra time to practice their reading, writing and math.

## Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

### Assurance Domains:

**Student Growth and Achievement-** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Teaching and Learning-** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

### Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	93.3	87.2	80	82.7	82.3	81.9	85.1	84.4	83.7
Parent	100	98.2	94	84.0	83.4	84.6	88.7	87.3	86.7
Student	76.8	72.3	66.1	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	100	100	100	96.1	93.3	95.3	95.5	95.1	95.1

#### Comments:

The stakeholders who responded to the survey feel students are engaging less in their studies. That being said, our percentages are higher than BRSD and the Province.

Our School Hall Meal Program involves students from start to finish. Students are involved in every step of the process: planning the menu, sourcing ingredients, preparing the dishes, and ultimately serving the meals.

Afterward, students manage the cleanup, emphasizing responsibility and teamwork.

## Lifelong Learning

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	100	82.1	81.6	77.2	75.4	76.4	81.0	80.4	79.9
Parent	100	82.1	63.2	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	100	*	100	90.1	85.8	86.2	87.4	87.3	86.6

### Comments:

The stakeholders who responded to the survey feel students demonstrate less knowledge, skills and attitudes necessary for lifelong learning though our percentages are higher than BRSD and the Province.

Round Hill School's Hall Meal Program is more than just a cooking class; it's an opportunity for students to gain hands-on, practical experience in food preparation and event planning. Beyond the kitchen skills they acquire, students also develop invaluable leadership and teamwork abilities. By working closely with peers, teachers, and community members, students learn to communicate effectively, solve problems, and manage resources efficiently.

## Work Preparation

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	96.2	76.5	93.3	82.8	79.3	80.1	84.9	83.1	82.8
Parent	92.3	76.5	86.7	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	100	*	100	92.8	89.0	90.3	92.5	91.3	90.7

### Comments:

The stakeholders who responded to the survey feel students are being taught attitudes and behaviors that will make them successful at work when they finish school. Our percentages are much higher than BRSD and the Province.

At Round Hill School, the meal program represents a commitment to empowering students with real-world skills, fostering community connections, and promoting a holistic approach to education that extends beyond traditional classroom learning. This meal program is more than just a cooking class; it's an opportunity for students to gain hands-on, practical experience in food preparation and event planning. Beyond the kitchen skills they acquire, students also develop invaluable leadership and teamwork abilities. By working closely with peers, teachers, and community members, students learn to communicate effectively, solve problems, and manage resources efficiently.

## Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	93.8	94	90.4	86.8	87.0	86.8	89.0	88.1	87.6
Parent	95.2	96.5	88.5	80.4	82.5	81.9	86.1	84.4	83.8
Student	86.2	91.5	82.7	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	100	*	100	96.3	94.3	96.1	95.0	94.4	93.9

Comments:

The quality of our education program is very good, and that is reflected in the responses from the stakeholder groups in their survey responses.

## School Improvement

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	74.7	91.8	82.7	70.7	73.8	74.5	74.2	75.2	75.8
Parent	85.7	100	75	59.6	66.7	74.4	70.0	72.5	75.2
Student	71.7	83.6	73.2	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	66.7	*	100	79.2	80.9	80.9	76.3	78.0	78.2

Comments:

It is heartening that the survey respondents believe that Round Hill School and schools in BRSD have improved or stayed the same the last three years.



## Program of Studies

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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81.5	81.4	79.4	79.4	80.5	79.5	82.9	82.9	82.8
Parent	92.2	89.9	79.3	80.1	79.5	79.8	82.4	82.2	82.3
Student	54.4	73	60.9	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	98	*	98	88.6	88.9	88.2	89.3	89.3	89.2

### Comments:

This is one of the areas where our school was challenged. Being a very small rural school, many of those who responded to the survey felt our school lacked a broad selection of courses and options.

## Parental Involvement

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	92.9	80.9	82.7	73.3	75.2	76.3	78.8	79.1	79.5
Parent	88.6	80.9	74.7	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	97.1	*	90.6	84.9	83.9	83.1	85.2	85.7	84.6

### Comments:

Parent involvement at Round Hill School has always been high. There are many events for the parents to attend and parents are welcome in the school.

Hall Meals are an excellent opportunity for parents and community members to work together alongside students. The meals are prepared at the local community hall, where students work side-by-side with community volunteers, creating a supportive and collaborative learning environment through the intergenerational relationships that are created. These meals also provide the opportunity for parents, and family members to share food alongside their children.

### Implications for Education Plan

The information provided in the Alberta Education Assurance Survey is very important data, especially when it comes to Priorities 2 and 3. The stakeholders who filled in the survey view Round Hill School in a positive light. It is obvious that we have to continue to be a welcoming and caring school. Teaching students how to become great citizens and preparing them for life after school, encouraging student engagement, making sure we maintain our optimal teaching and our great learning environments, all have to continue. One of the indicators we need to strengthen is finding more opportunities in which students can participate. One of the intrinsic difficulties with a small school and having very few students in junior high is the lack of students available and willing to participate in the typical activities such as extra curricular sports.

## Priority 3: Equity

All student's unique background will be fostered and honoured through high-quality teaching and optimum learning.

### SCHOOL GOAL

All students unique backgrounds will be honoured and fostered through high quality teaching and optimal learning

### Assurance Domains:

**Learning Supports-** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

## Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	91	91.3	89.4	85.4	83.3	83.4	86.1	84.7	84.0
Parent	100	96.1	93	84.1	82.9	85.9	86.9	85.6	85.3
Student	73.1	86.5	75.2	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	100	*	100	96.7	91.5	93.2	93.6	92.0	91.6

### Comments:

This is one of the most important indicators because everything else seems to flow from here. If people feel welcome and cared for, then they will view the school in a positive light. The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. This means that the vast number of people who walk through our doors feel that this is a special place.

## Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	91.8	85.9	87.7	79.4	76.8	77.3	81.4	80.3	79.4
Parent	100	96.8	91.3	75.5	73.2	76.7	80.4	79.4	78.7
Student	75.3	74.9	71.8	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	100	*	100	93.2	87.3	90.2	91.7	90.3	89.8

### Comments:

Our students like to be active in the community. Our agricultural program gets them out in the garden and actively involved in their community. Stakeholders in Round Hill School truly believe that we are raising good citizens. Round Hill School Hall Meals present many opportunities for students to learn and demonstrate citizenship, including but not limited to interactions with all grade level students, community members, local business owners, farmers, family members and guests.

## Safe and Caring

Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	92.5	93.7	92	88.4	86.7	86.8	88.8	87.5	87.1
Parent	100	97	95	87.7	86.6	88.8	89.5	88.1	88.0
Student	77.4	89.5	81	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	100	*	100	97.0	93.2	94.1	94.3	93.0	92.9

### Comments:

A high percentage of our community agree that our learning environments are welcoming, caring, respectful and safe. Therefore it only makes sense that these same people believe students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

### Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	71.8	79.1	75.7	71.2	69.6	69.5	72.6	72.9	71.9
Parent	95.3	83	72.2	63.7	63.6	67.4	67.4	68.4	67.8
Student	59.6	75.2	74.4	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	60.5	*	80.6	75.4	66.2	68.8	77.0	76.0	74.8

**Comments:**

It is obvious that, just like with the lack of programming our stakeholders believe we have, they also believe there is a lack of services for the children in the community. This is a challenge in the community as a whole.

### Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	83.9	89.6	83.4	76.5	75.2	76.5	81.6	80.6	79.9
Parent	97.1	92.4	73.8	68.1	69.3	73.7	77.4	75.7	75.4
Student	75.1	86.9	87.8	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	79.4	*	88.6	84.1	76.6	78.9	87.3	86.2	85.6

**Comments:**

We are a small community school. We lack certain services and supports that the larger centers have. One of the supports needed in small communities is good, qualified psychological services that are nearby.

## At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	85.1	88.8	83.1	78.1	76.5	78.0	81.9	81.2	80.6
Parent	95.2	90.7	70.8	67.9	67.1	71.5	75.3	73.7	73.5
Student	75.1	86.9	87.8	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	85	*	90.5	89.3	82.9	85.4	90.3	89.9	89.5

### Comments:

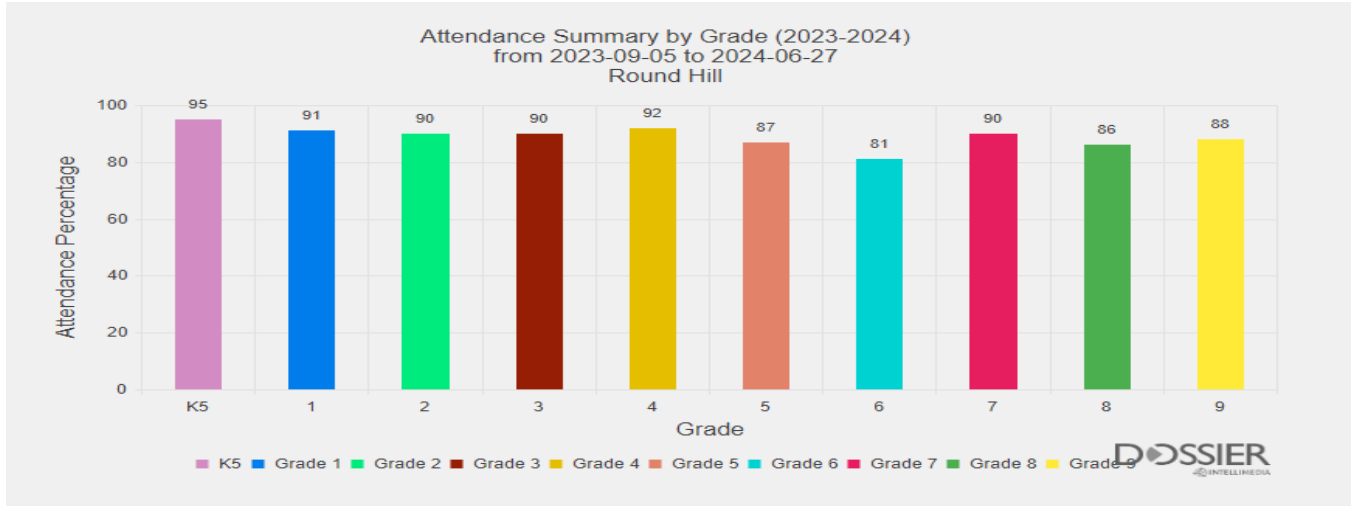
Even though 83% of our survey respondents feel that there is an availability of services for “at risk” students, 17% overall believe that we should have more services to support our students who are struggling. And again, even though our percentage is higher than BRSD and the Province, it is a challenge we need to address.

## Implications for Education Plan

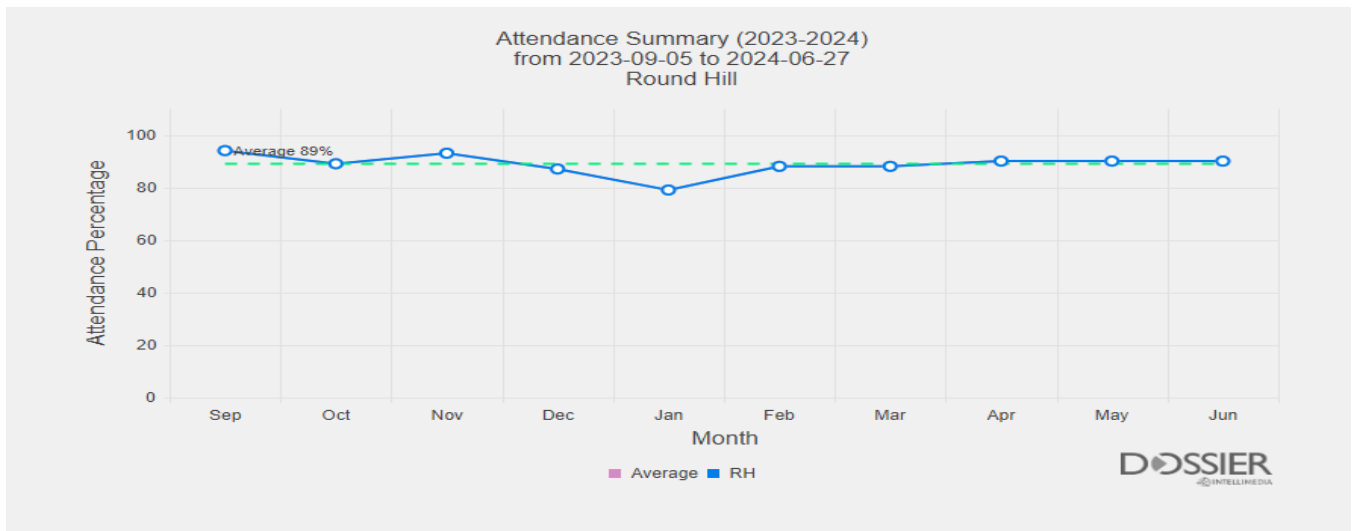
The information provided in the Alberta Education Assurance Survey is very important data, especially when it comes to Priorities 2 and 3. The stakeholders who filled in the survey view Round Hill School in a positive light. Our stakeholders see us as a welcoming, caring and safe place. They challenge our school to offer the students more support and services, get more programs into the community, and do what we can to bring in some therapists. What these results mean for the 24/25 Education Plan is two-fold. First, we need to continue to provide our students with extended instructional time in Literacy and Numeracy. Second, we need to do what we can to increase/improve/expand the number of supports and services students have access to.

# Attendance

Average Attendance/grade for the year.

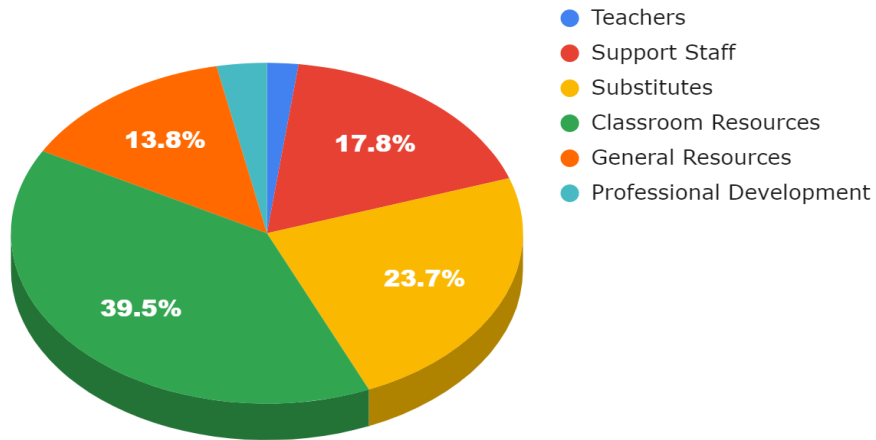


Average Attendance for each month.



## School Budget Summary 2023-2024

Categories	Amount (\$)
Teachers	1000
Support Staff	200
Substitutes	20
Classroom Resources	20
General Resources	10
Professional Development	5





## School Year Summary

Our results show staff are creating an optimum learning environment for students through high quality teaching and at the same time, we are celebrating each student's unique background.

Some of our successes:

- Increasing the literacy skills of our students in grade 1-4 through the use of UFLI and Words Their Way
- Increasing the writing skills of students in grades 3-6 through timetabling of extra writing classes
- Our Grade 6 and Grade 9 students did well on their Provincial Achievement Tests, as a high percentage achieved the Acceptable Standard and a number of students achieved the Standard of Excellence
- Our students in grades 1-3 demonstrated growth in their numeracy skills throughout the year.
- As part of our Agricultural Program the Junior High students prepared a community lunch for our students as well as community members in eight of the ten months.
- The Agricultural Program now runs year round with hydroponic growing pods in many of the classrooms and our monthly community lunches put on by our Junior High students have become a great success!
- Our extracurricular sports program ran with co-ed teams as we had a small number of Junior High students
- There was a slight increase in enrolment in each of the previous three years
- Our Student Management program, the R.E.A.L Behavioral Matrix continues to be successful as we use it to foster the development of character in our students and our students use it as a guide for behaviour.
- Strong relationships between the staff, School Council, and community members

Based on the data from the Assurance survey, our school was seen as successful in the areas of:

- Engaging Students
- Providing Lifelong Learning
- Preparing Students for Life After School
- Having a Quality Education Program
- Showing Positive School Improvement
- Involving Parents
- Being Welcoming, Caring, Respectful
- Having a Safe Learning Environment
- Preparing good Citizens
- Access to Supports and Services

Areas for Growth:

- Raising the percentage of students who achieve the Acceptable Standard and Excelling Standard on Provincial Achievement Tests
- Raising the percentage of students who can read, write and perform Numeracy tasks at an appropriate level
- Continuing to increasing the literacy and numeracy skills of our students
- Adding to the supports and services in the school and the community

## Stakeholder Engagement

- Our School Council is a great way for our stakeholders to get together and engage with all that is happening at the school. Parent attendance at School Council is positive (average of 15 parents per)
- Community involvement in activities like our monthly community lunch (put on by our junior high students), Run Club, Breakfast Program, Pancake Breakfast, sporting events and concerts is positive
- High turnout at Parent/Teacher conferences
- Parents and community members work in collaboration with the Junior High students to put on a community meal each month
- Parents run our Breakfast Program every morning
- The Assurance survey data shows high parent involvement in the school and high school improvement
- Our Agricultural Program is a collaborative effort between our community members, our local Round Hill Renaissance Agriculture Foundation and our students.
- Parent-Teacher interviews provide a more formal way for parents to engage with the school
- Alberta Government Assurance survey results reflect the view that our stakeholders are pleased with the engagement they have with the school
- Sharing our journey as we work to improve the results set out in our school goals. This work continues to be shared through newsletters, school messenger, school website and social media.
- Continued to invite Indigenous Elders to teach the students the Indigenous culture

# EDUCATION PLAN 2024-2025

## Learning Success For All

### OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.  
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.  
Recognize and support the diverse and unique learning needs of all students.

### SCHOOL GOAL:

**Students will show one year's growth in their Literacy and Numeracy learning.**

### Assurance Domains:

**Student Growth and Achievement:** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### Strategies:

- Collaborative time for teachers to share different teaching ideas for Numeracy and Literacy instruction
- Continued Professional Development around the new math curriculum for teachers in grades K-6
- Support for the implementation of new and old resources for instruction of the new curriculum
- Continuing to use the Heggerty Reading Program in our primary classes.
- Continue to use the UFLI (University of Florida Literacy Institute) Literacy program in the primary grades
- Use of JUMP Math and Mathology resources to teach Numeracy
- School PD/Collaboration days with a focus on Literacy and Numeracy
- Intervention time for teachers to work with small groups of students to further their Literacy and Numeracy skills
- Implementation of effective instructional practices from the RHS Pyramid of Supports
- Literacy and Numeracy Lead Teacher provide "at the elbow" support for colleagues
- Social and emotional support provided to all students through MHCB and SWF Programs
- Continued use of various Literacy and Numeracy assessment tools throughout the year to determine student learning (eg. LeNS, CC3, HLAT, EICS Screener and DIBELS)
- Scheduling more time in the timetable for direct Literacy instruction
- Development of Action Plans in Collaboration Meetings to address the issues
- Continue our writing program in grades 3-6

### Measures:

**Alberta Education Assurance Measures Survey.** The percentage of satisfied respondents in the following areas:

- Student Learning Engagement
- Lifelong Learning
- Educational Quality
- School Improvement
- Parental Involvement
- Safe and Caring Schools
- Program Support
- PAT Results

**Literacy:**

- Percentage of students in grades 1-3 who demonstrated early literacy development skills (CC3, LeNS, DIBELS)
- Percentage of students in grades 4-8 who are reading at grade level (DIBELS)
- Percentage of students who achieve the Acceptable Standard in both the reading and writing portions of the ELA 6 and 9 Provincial Achievement Tests
- Percentage of students who achieve the Excelling Standard in both the reading and writing portions of the ELA 6 and 9 Provincial Achievement Tests

**Numeracy**

- Percentage of students who achieve the Excelling Standard in the Math 6 and 9 Provincial Achievement Tests
- Percentage of students who achieve the Acceptable Standard in the Math 6 and 9 Provincial Achievement Tests
- EICS Numeracy Screener (growth throughout the year)
- Anecdotal input from students, staff, community members and school council

**Other:**

- AERR Assurance Plan data
- RHS Collaborative response model team meeting records
- Classroom visits and observations
- R.E.A.L data
- Parent/Teacher conferences
- Anecdotal input from community members and school council

### Implementation Plan:

- School administration will observe teachers implementing instructional strategies and assessment practices and provide feedback during classroom walkthroughs
- Literacy and Numeracy lead teachers supporting other staff
- The students currently in grades 4-6 were in primary grades when Covid hit and to support these students we have increased instructional time dedicated to Literacy and Numeracy instruction
- mCLAS Literacy assessment will provide our teachers the data to assess students and then use this data to provide intervention for students who missed key literacy skills.
- The Heggerty reading program will be continued.
- UFLI program is based in the science of reading and is a great program our primary teachers are using to teach literacy skills to students.
- Teachers are using the intervention strategies from the RHS Pyramid of Interventions in their classrooms on a daily basis to support student learning.
- Through our CTM process, teachers will determine what the common issues are that are impeding learning and put Action Plans in place to solve the issues. This is an example of the entire staff collaborating together in order to solve an issue common to a number of students throughout the school.
- Continued integration of our Agricultural Program into each and every subject.
- R.E.A.L (respect, effort, attitude and leadership) is our behavioural matrix and our student awards program is tied to the matrix
- In order to correctly assess the level of literacy development in students in the school, teachers will use a variety of assessment tools throughout the year, gather data, and focus their teaching plans and interventions.

- **Allocation of Resources:**
- Increase in the number of classes students in grades 3-6 spend developing their literacy skills
- Provide extra support periods in the timetable to target individual students or small groups.
- Cost of PD (\$2000)

### Professional Learning:

- Training for our Lead Numeracy teacher to train the staff in Mathology
- There have been a number of new programs and screeners over the past two years that teachers have to learn (eg. Mathology, EICS)
- Collaborative Team Meetings
- Everactive: Shaping the [Future](#)
- [Four Seasons of Indigenous Learning](#)
- [Outdoor Learning Certification](#)

## Enhance High Quality Learning and Working Environments

### OUTCOMES

Prioritize resources to support student and system success.

Foster welcoming, caring and equitable learning and working environments.

Support and enhance the positive culture of teaching, leading and learning.

**SCHOOL GOAL: To foster a welcoming, caring and safe learning and working environment where high quality learning happens.**

### Assurance Domains:

**Learning Supports:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Teaching and Learning:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

**Governance:** Processes that determine strategic direction, establish policy and manage fiscal resources.

### Strategies:

- Allocate resources to make sure equitable learning opportunities are available to all students
- Continue to implement a, Heart-Centered Classroom in Kindergarten
- Teachers differentiating instruction and using intervention strategies
- Continue to collaborate with the BRSD Equity Coordinator and Elder Brad Rabbit
- Professional Learning opportunities that support optimum learning and high quality teaching
- Administration will provide instructional feedback to promote optimum learning and “best practice” teaching practices
- Promote strategies for recruiting and retaining staff who are committed to student success.
- Provide support (eg.staff, SWF, MHCB, financial resources) to address the academic, social, psychological, physical and emotional needs of our students
- R.E.A.L (respect, effort, attitude and leadership)
- Staff will focus on building and fostering relationships
- Student work will continue to be displayed throughout the school to engage the community and build student confidence
- Continue to foster a culture that promotes REAL and supports equity and inclusion
- Continue to support staff as they work to teach students about FNMI culture and perspectives
- Utilize our Professional Development opportunities to embed instruction and assessment strategies that bring about optimal teaching and learning.

### Measures:

**Alberta Education Assurance Measures Survey. The percentage of satisfied respondents in the following areas:**

- Student Learning Engagement
- Lifelong Learning
- Educational Quality
- School Improvement
- Parental Involvement

- Safe and Caring Schools
- Program Support
- PAT Results

**Other:**

- SWF, MHCB, and Stakeholder feedback on mental health supports
- Classroom visits and walkthroughs by administration
- CTM Action Plans and anecdotal reports from staff members
- Anecdotal input from Stakeholders

**Implementation Plan:**

- Make sure our instructional minutes are used to offer high quality learning experiences
- Administration observe teachers implementing instructional strategies and assessment practices that promote optimal learning
- Continue to implement a, Heart-Centered Classroom in Kindergarten so the children feel “welcomed and cared for”
- 
- Guide teachers through instructional feedback so they can maintain and advance equitable practices
- Students are welcomed by teachers, support staff and principal at the start of the each school day
- Teachers will use the RHS Pyramid of Intervention strategies to make sure the unique background of each student will be honoured and fostered through high quality teaching and optimal learning
- School-wide activities for all students and community members who wish to join in with the students (i.e. agricultural activities, indigenous activities, monthly community lunches, winter festivities, Halloween, etc.)
- Students supported by our Student Wellness Facilitator (SWF) and our Mental Health Capacity Building Team (MHCB)
- Parent/Teacher Conferences
- Breakfast Club usage
- Nutrition grant spending
- R.E.A.L (respect, effort, attitude and leadership) guides our student awards program

**Allocation of Resources:**

- Cost of PD (\$2000)
- Purchase supplies for our Agricultural Program,
- Schedule teachers so they can work with small groups of students
- Purchase of REAL Awards (\$1000)
- Breakfast program (\$3200)

**Professional Learning:**

- Learning the RHS Pyramid of Intervention strategies
- SIVA Training (Supporting Individuals through Valued Attachments)
- *Leading Reconciliation: A Series for School and System Leaders*
- <https://www.prairieoriginals.com/>
- The Heart Centered Classroom-The Active Educator
- CARC - Learning to THRIVE with our Students
- Everactive - Shaping the Future

## Well Being

### OUTCOMES

Prioritize and enhance well-being and positive mental health for all.  
Promote inclusive environments that celebrate diversity and support all.  
Students who self-identify as Indigenous are supported to achieve success.

### SCHOOL GOAL:

**Create an inclusive environment with positive mental health for all.**

### Assurance Domains:

**Learning Supports-** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### Strategies:

- Utilization of Supporting Individuals through Valued Attachments (SIVA) training instead of Non-Violent Crisis Intervention (NVC) as SIVA is more of a “hands off” approach
- Make more school programs available to students and structure them so they foster resilience and well-being in students
- Staff will attend evidence-based Professional Development that will help them support students.
- At the end of each year, have staff from the receiving high schools come and talk with the Grade 9 students about their schools
- Continue to have supports in place (i.e. Breakfast Program, waiving of fees) that support students
- Promote and support the inclusiveness of different opinions, values and cultural beliefs
- Research and seek out more partnerships that will promote student wellness
- All students are welcomed by teachers, support staff and school administration at the start of the each school day
- Teachers collaborating to continue incorporating Indigenous culture for the benefit of all students.
- MHCN personnel in our classrooms every Wednesday teaching the students about wellness with Connections 15 (talks about brain science, nutrition, feelings)
- SWF supports individual students to develop positive goals and help families contact agencies
- Partnerships with community agencies
- Teacher collaboration to continue incorporating Indigenous culture, teachings and knowings and incorporate into our Agricultural Program



## Measures:

**Alberta Education Assurance Measures Survey. The percentage of satisfied respondents in the following areas:**

- Welcoming, Caring, Respectful, and Safe Learning Environments
- Citizenship
- Safe and Caring
- Program Access
- Access to Supports and Services
- At Risk Students
- Parental Involvement

### Other Measures:

- AERR Assurance Plan data
- Parent/Teacher conferences
- Student Attendance
- Feedback and discussion with staff during Administrative Walkthroughs
- CTM Action Plans and anecdotal reports from staff members
- Nutrition grant spending
- Anecdotal input from Stakeholders outside of school
- SWF and MHCB data
- SWF, MHCB, and Stakeholder feedback on mental health supports

## Implementation Plan:

- Continue to host activities for all students and community members who wish to join in with the students (i.e. agricultural activities, various cultural activities, monthly community lunches, winter festivities, Halloween, etc.)
- The move from grade 9 to grade 10 is a big jump academically, emotionally and socially. It is a monumental transition for students. It is important that our students get to know the culture and practices in the new school before they make the move. Our goal is to have personnel from the high schools come and talk with the grade 9 students about their schools.
- Round Hill School is committed to supporting the mental wellness of all students through making sure our MHCB personnel go into our classrooms weekly providing support on mental health issues
- Continuing to support physical activity and outdoor learning through our many programs
- Our MHCB team provides universal instruction around wellness and resilience, as well as targeted interventions for small groups
- Our SWF support individual students and families
- Teacher collaboration to continue incorporating Indigenous culture, teachings and knowings
- Continue to have economic supports in place for students (i.e. Breakfast Program, Lunch Program, waiving of fees)
- Promoting community involvement with our students (eg. Lunches, Agricultural Program)
- Student work will continue to be displayed throughout the school to engage the community and build student confidence

### Allocation of Resources:

- Cost of PD (\$2000)
- Fee for Elder Rabbit
- Breakfast and lunch food (\$3200)
- Cost of various activities in our agricultural program (eg. Hall lunch) (\$4000)
- Financial assistance to subsidize the cost of various professional development (\$2000-\$3000)
- Cost of waiving fees (\$1000-\$2000)

### Professional Learning:

- Prioritize PD that provides educators with the skills to meet the diverse needs of all students.
- Encourage and financially support staff who seek out and attend PD in the areas of mental health and wellness, Indigenous learning, student/staff well-being
- SIVA Training
- *Leading Reconciliation: A Series for School and System Leaders*
- <https://www.prairieoriginals.com/>
- CARC - Learning to THRIVE with our Students
- Everactive - Shaping the Future