

Springbank Middle School

2016-17 Annual Report
October 2017



MESSAGE FROM SCHOOL PRINCIPAL

My hope is that when people read through this document they see the opportunity that I do. When I consider the information contained in the survey results and our provincial achievement test results, as well as the far more voluminous and detailed anecdotal information that I have access to every single day, I see work that must get done to strengthen relationships between parents, students and staff. At the same time, I also see a healthy and safe environment where students are challenged to do their best. It is clear that parents are calling for more action to further strengthen these relationships and to take greater steps to ensure that everyone who is part of our school community feel they are supported and welcomed as a valued member of our community.

Another theme that is apparent in this report and has been reiterated to me in many conversations with stakeholders is communication. Effective communication is a priority not only because that is how we continue to develop the relationships of trust and mutual respect I refer to above, but because open and clear communication is critical in ensuring that people know what our priorities are and how we are addressing them. Clearly, we do many things very well in terms of communication with parents and students. However, it is apparent to me that with some issues where there is a lower degree of satisfaction than is desirable, communicating with parents about the rationale for our decision-making is key, even if people disagree with the decision itself.

One other aspect of our school that became clear in the writing of this document that isn't necessarily captured in the quantitative data are the many and varied opportunities we provide for our students. A cross-grade focus group of students recently reminded us that some of the best things about our school include how accessible our teachers are (many report that they are available most lunch times to provide additional help), the number of variety of extra-curricular activities available to them is substantial, it's a very safe environment, and that the teachers have a different way of teaching so that, "it's not always just reading out of the textbook." They stated that some of the things we did well and should continue to focus on include our efforts to support less fortunate families within our community and beyond (i.e. supporting the Cochrane Food Bank, doing a volunteer cleanup of Camp Horizon, supporting 3 Airdrie families in our Adopt-a-Family campaign, preparing tea for seniors at the Heritage Club nearby, reading to students at Elbow Valley Elementary, and much more). It is a testament to the generosity and civic mindedness of our students that they have indicated they would like to do even more in terms of community support.

I also learned that the staff greatly value the opportunities to provide their students with authentic learning opportunities through field trips, competitions and inquiry-based projects. When asked about our achievements, many staff cited field studies, such as music/band trips and camps, arts-based trips to the Leighton Centre and Esker Foundation, the Glenbow Museum, grade 6 outdoor school, PE trips, the Quebec trip, trips to Spark, the Calgary Philharmonic, Let's Talk Science Competition, the Weaselhead Natural Area and much more. Clearly, this is a staff that values real-world learning opportunities, and a student body that appreciates those efforts on their behalf.

OVERVIEW OF ACHIEVEMENTS

Goal One – Learners are successful.

Learners are literate and numerate.

In terms of results on Provincial Achievement Tests, we made some gains with our results in French Immersion. English Language Arts marks remain strong, with one-quarter of our students achieving the Standard of Excellence. Regarding numeracy, the results in the English stream Math exceed the provincial average. Additionally, on the RVS satisfaction surveys, students report they understand both the LA (84% agree, compared to 78% for other RVS schools) and Math assignments (79% say they are confident, compared to 70% for other RVS schools) they are given. Parents agree that their child(ren) demonstrate grade appropriate literacy (87% agree, with 8% undecided) and numeracy (85% agree, with 9% undecided) skills. Staff perception of literacy and numeracy differ significantly from students' and parents'; approximately half of teachers agree that students demonstrate grade level literacy and numeracy skills (though 25% and 29% are undecided for literacy and numeracy, respectively).

Learners build 21st century competencies.

The survey items related to helping students become good citizens are lower than the RVS average for students (60% agree, compared to 62% for other RVS schools), parents (75% agree, compared to 84% for other RVS schools) and staff (83% agree, compared to 92% for other RVS schools). Those results also dropped from last year's results for our school.

Staff have been focusing on 21st century competencies, as is reflected in the increase in the percentage of staff who agree that students are learning those critical competencies (79% agree compared to 70% the previous year). Even with that increase those results are 6% lower than RVS average results. It is important to note that the discrepancy is due largely to a higher percentage of SMS staff reporting they are undecided, versus dissatisfied. Interestingly, the results for SMS students is unchanged from the previous year at 74% agreeing they are learning those competencies; additionally, the results from parents decreased from 80% to 74%. Parental results in this regard are very close to the RVS average on that survey item.

Learners take ownership of their learning.

This is the goal that saw perhaps the greatest change from the previous year's results. Specifically, 28% of staff agree that students are taking responsibility for their learning, down from 60% the previous year. It is important to note that the percentage of staff who are undecided on this item increased to 36%. This is significantly lower than RVS average results as well, which have 65% of staff agreeing. Both the student and parent results are unchanged from the previous year, with 92% of students agreeing they take responsibility for their learning (compared to the RVS average of 88%) and 82% of parents agreeing that their child takes responsibility for their learning (compared to the RVS average of 80%).

The results from the staff on items related to assessment increased in two areas from the previous year and decreased slightly in a third. Staff agreement with the statement that student assessment information is used to help improve instruction increased by 14% from the previous year to 92%; agreement that student assessment information is used to help improve student performance increased by 13% to 83%. The average on the three items related to assessment increased by 7% from the previous year's results. Clearly, this is an area staff feel there is relative strength.

Goal Two – Learners are engaged.

Real-world, hands-on learning experiences engage learners.

This is an outcome where the survey results are largely unchanged from the previous year for students and for parents, and the staff results saw a marked jump. Student results on the item "teachers make my class interesting" is aligned with the RVS average (62% for SMS versus 64% for the RVS average; a smaller percentage of SMS students disagree with that statement compared to the RVS average). Students report that their teachers use a variety of ways to help them learn at the same level of agreement as the RVS average (71%). The results from the parent surveys on those same 2 items remain largely unchanged from the previous year at 80% and 70%, respectively. Staff report a much higher understanding of the elements of inquiry and project based learning, up 11% from the previous year to 92% agreement. Staff use inquiry to

facilitate interdisciplinary practices at a much higher rate this year compared to last, with a 14% jump to 88%.

Innovative and effective practices enrich learning.

We again see that students' results on these survey items remain largely unchanged from the previous year, with less than a 2% difference on the average of the three items. When compared to the RVS averages on those three items SMS students consistently report higher levels of agreement: 85% compared to 82% on feeling welcome at school, 88% compared to 78% on students' confidence that they can succeed in school, and 62% compared to 56% that they are happy to go to school.

Partnerships enhance and fuel learning.

This is an outcome where we see disparity between parent and staff results on similar survey items. Clearly, parents are reporting that they are not satisfied with the opportunities they have to be involved in school decision-making that affects their children; 53% of parents agree they have opportunities, with 22% disagreeing. Conversely, staff results are up an average of 5% on parental involvement in the school and their child's education. Moreover, those staff results are at least 10% higher than the RVS averages on those two items. It is clear from the survey results as well as from information collected through conferences with parents that we can improve the way we welcome parents to the school and how we nurture positive relationships with them. The results on these survey items dropped from the previous year and are lower than the RVS average. Staff continue to strongly agree that the school builds positive relationships with parents; 94% agree, compared to the RVS average of 91%. Building partnerships with the community must continue to be a priority, as we saw a drop for both parent and staff results on this survey item.

Goal Three – Learners are supported.

Learners feel well, safe, valued, and respected.

Students' results on the six survey items related to this outcome exceed the RVS average on 4 of them, with the level of disagreement with those statements consistently lower than the RVS average. Of note is the level of agreement that students feel safe at school (83%, with 10% undecided). Parental results on items related to respectful and positive relationships and a caring atmosphere at school are lower than the previous year; there was an 11% drop in the average for all parent responses on these survey questions. Staff results for this outcome remain strong on the items related to safety of the school and that students are treated fairly by adults at the school. There is some discrepancy between the parent and staff results related to students being treated fairly by adults; 97% of staff agree, with 74% of parents (down from 87% the previous year). Again, the results suggest the need for a greater focus on relationship building amongst students, staff and parents.

Learning is accessible, individualized, and challenging.

Student results for this outcome remain virtually unchanged from the previous year and are consistently higher than the RVS average. The staff and parent results are also quite clear for this outcome: there must be a greater emphasis placed on students who require additional learning supports and/or community agency support in order to be successful. There is agreement between students and staff that technology is being used effectively to help meet the needs of students; 84% of students agree, which matches the staff results on that item.

Student-centred decisions propel achievement.

There is room for improvement on the student measures for this outcome, however the results remain virtually unchanged from the previous year, being equal to or higher than the RVS average for each item. In particular, students report a greater level of agreement that they are learning the skills they will need when they leave school: 73% compared to 65% for RVS, with 10% disagreeing, compared to the RVS average of 17% disagreement. Parent and staff results on the measures for this outcome were lower than the previous year. Some of that discrepancy was due to a higher percentage of undecided responses, versus disagreeing with a particular statement. This was the case on the item regarding whether the needs of learners drive decision-making (both for staff and parents), and the staff results for whether the school has a student-centred focus.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners are successful.

Learners are literate and numerate.

SMS has embraced the RVS literacy framework. We have reorganized our staff to include literacy coaches, whose primary purpose is to support teachers in adopting the most effective, research-based practices to better promote literacy across disciplines. Our results indicate that our students are generally already meeting expectations regarding literacy in Language Arts, but we will continue to take a balanced literacy approach across all disciplines. We will continue to spend time at each of our school-based professional learning days sharing effective, research-based teaching practices that improve literacy; we will endeavour to provide opportunities at staff meetings for teachers to share their successes in this regard as well. We made a significant investment in French Immersion resources to support literacy development and have some staff who will be attending the training for Writers Workshop.

With regard to numeracy, we will look forward to the RVS numeracy initiative to see how it might support our teachers. Leveraging the expertise of the RVS numeracy specialist as well as providing ongoing opportunities for teachers to share their practice with each other, will be a priority. Starting to advance our work on numeracy must be balanced with the commitment we have already made to Rocky View's emphasis on literacy across the content areas.

Learners build 21st century competencies.

The priority related to this outcome is to continue to work on building capacity for inquiry-based learning as well as the assessment practices required to support that way of teaching and learning. Teachers require support in continuing to move their practice toward a more consistent use of inquiry, yet with a focus on fundamental skill building. Staff report they utilize inquiry and project-based learning, so we will expect to see levels of student engagement increase as well. In addition, we will regularly revisit each of the competencies, including the rubrics, and provide time for grade teams to collaboratively plan opportunities to address the competencies. In the interests of open communication with parents, we will periodically include a description of the competencies and, wherever possible, examples from our classrooms about how those competencies are being lived out at SMS.

Learners take ownership of their learning.

A significant aspect of helping learners take greater responsibility for their learning is to develop even greater communication between staff and parents. There were a couple of survey items, including the degree to which students take ownership for their learning, where the staff results differed significantly from the student and parent results. This suggests we need to develop a shared description of what we mean when we say that students will take responsibility for their learning. As a middle school, it is critical that we are all supporting our students to develop greater personal responsibility for themselves, their learning and their achievement. Addressing this discrepancy through open and ongoing dialogue must be a priority for us.

Goal Two – Learners are engaged.

Real-world, hands-on learning experiences engage learners.

We will continue to invest our resources in providing off-site learning experiences for our students through a variety of field trips in all different areas and at each grade. This place-based emphasis is a critical element of providing engaging learning opportunities for students. In addition to field studies, we will place a greater emphasis on supporting teachers and students in advancing a more hands-on approach to science and mathematics, where the resources are provided for labs and student-driven exploration. Our Fine Arts and CTF courses already provide for highly engaging opportunities for learning, however, we will continue to build on our robust Fine Arts program, utilizing hands-on, active exploration wherever possible and continue to offer CTF courses such as shop, foods, maker challenge, and robotics, which allow for active and hands-on exploration and learning.

Innovative and effective practices enrich learning.

As mentioned in other outcomes, continuing to develop our abilities to engage students through inquiry and project-based learning is a priority for us. Providing an even more engaging and student-centred approach

to teaching and learning will result in greater satisfaction and students who are even happier to come to school every day.

Partnerships enhance and fuel learning.

The priority with respect to this outcome is quite clear: Build more robust relationships with parents and provide more means by which they can be involved in the school and in making decisions regarding their child's learning. Welcoming parents as partners, whether it is the way they are greeted by our staff when they come to the school, or how we communicate with them about their child's learning, must be an ongoing priority for us. Communication is the key to building a stronger partnership between staff and parents, and we will continue to find ways to open lines of communication. Survey results indicate the staff agree that we build positive relationships with parents, but the parents' results are significantly lower; this could mean that there is satisfaction with the relationships between teachers and parents, but that the parents are less satisfied with their relationships with other school staff. We will continue to work with school council in order to examine in more depth the reason for the disparate results.

Goal Three – Learners are supported.

Learners feel well, safe, valued, and respected.

This will always be a priority, regardless of satisfaction survey results. We know that students feel safe when they come to school to learn, but there is always more that can be done. For example, our student focus group suggested that we can do more to support the victims of bullying, not just deal with the bully. Our renewed focus on our CARE motto (Considerate, Accountable, Resilient and Empathetic) is a primary means by which we develop an even greater sense of safety, well-being and respect within our community. As a staff, we will participate in at least one (hopefully two) staff retreats this year, which will, in part, focus on community building. There is definitely room for us to place a greater emphasis on bolstering the level of collaboration and collegiality amongst the staff.

Learning is accessible, individualized, and challenging.

The priority for this outcome will continue to be the evolution of our Learning Support Model. The 2016-17 school year saw some significant changes in terms of how we collect and record information for Individualized Program Plans. In conjunction with those changes we have shifted our model of learning support. That disruption was very likely the cause for the satisfaction survey results we saw from parents and staff last year. There are 3 elements to our learning support model we have implemented this year: building greater capacity in teachers to support learners, skill building for students to develop greater independence and an increased capacity for independent learning, and continuing to provide support for students in staying current with their work. The role of the classroom teacher is shifting somewhat, in that they are taking the lead in terms of the IPP and how it is implemented in the classroom; the learning support teacher is there to work with teacher on planning so individual student needs can be accommodated, and to provide in-servicing and professional learning for staff to build a greater capacity for supporting individual student needs. Even with these supports in place, the complexity of our classrooms is a significant challenge for our teachers in trying to support all learners in all the ways they require in order to be successful.

Student-centred decisions propel achievement.

Students and student learning are always at the heart of our decision-making. The results contained in this report suggest that we could be doing a better job of communicating the rationale for decisions and how they relate to our students' best interests. This is an area where more information is required from both staff and parents in order to determine more precisely those areas where people feel decisions are not well aligned with a student-centred approach. Certainly, the relatively high percentage of undecided responses on survey items related to this outcome suggest a greater need for ongoing dialogue and discussion amongst all stakeholders. We have implemented a school advisory group, where student representatives will work with administration to share the student perspective on particular aspects of school operations, advise us on what they feel we should be doing, and to make decisions related to some elements of student life at the school (e.g. assemblies, community-building activities and celebrations, etc.).

Appendix A: Rocky View Schools Accountability Pillar

Rocky View Schools Accountability Pillar

Goal	Outcome	Springbank Middle			Rocky View Schools			Measure Evaluation		
		Current	Previous Year	Previous 3 Year Average	Current	Previous Year	Previous 3 Year Average	Achievement	Improvement	Overall
Goal One: Learners are successful	Learners are literate and numerate	71.79%	78.03%	N/A	74.76%	73.09%	N/A	Low	Significant Decline	Concern
	Learners build 21 st Century competencies (skills & knowledge)	74.15%	78.56%	N/A	78.11%	77.71%	N/A	Low	Not Significant	Issue
Goal Two: Learners are engaged	Learners take ownership of their learning	70.59%	76.93%	N/A	80.59%	78.99%	N/A	Very Low	Significant Decline	Concern
	Real-world, hands-on learning experiences engage learners	75.96%	76.73%	N/A	78.01%	77.28%	N/A	Low	Not Significant	Issue
	Innovation and effective practices enrich learning	78.25%	80.17%	N/A	72.37%	73.44%	N/A	High	Not Significant	Good
	Partnerships enhance and fuel learning	70.53%	77.23%	N/A	78.34%	78.36%	N/A	Very Low	Not Significant	Issue
	Learners feel well, safe, valued and respected	73.64%	81.30%	N/A	78.97%	78.33%	N/A	Very Low	Significant Decline	Concern
Goal Three: Learners are supported	Learning is accessible, individualized, and challenging	51.32%	67.08%	N/A	70.87%	70.85%	N/A	Very Low	Significant Decline	Concern
	Student-centred decisions propel achievement	65.79%	70.94%	N/A	72.69%	72.65%	N/A	Very Low	Significant Decline	Concern

APPENDIX B: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2016/17		2015/16	
		Springbank Middle	Other Rocky View Schools	Springbank Middle	Other Rocky View Schools
1. I feel welcome at school.	Disagree	5%	7%	5%	6%
	Undecided	10%	10%	6%	10%
	Agree	85%	82%	89%	83%
2. Teachers help me when I need it.	Disagree	7%	7%	4%	7%
	Undecided	10%	11%	11%	11%
	Agree	83%	82%	84%	82%
3. Students care about each other at my school.	Disagree	17%	23%	15%	22%
	Undecided	33%	28%	26%	27%
	Agree	51%	50%	59%	51%
4. The staff at my school cares about me.	Disagree	7%	8%	7%	8%
	Undecided	20%	16%	14%	17%
	Agree	73%	76%	78%	75%
5. I feel safe at school.	Disagree	7%	9%	7%	8%
	Undecided	10%	12%	9%	12%
	Agree	83%	79%	84%	80%
6. I am treated fairly by adults in the school.	Disagree	12%	12%	9%	12%
	Undecided	16%	14%	14%	15%
	Agree	72%	74%	77%	73%
7. Students and adults show respect for each other at this school.	Disagree	11%	16%	9%	15%
	Undecided	22%	21%	26%	23%
	Agree	66%	63%	65%	62%
8. I have access to quality technology to support my learning.	Disagree	5%	7%	6%	6%
	Undecided	9%	8%	7%	8%
	Agree	85%	85%	87%	86%
9. The use of technologies at school helps me do my school work better.	Disagree	5%	7%	5%	7%
	Undecided	10%	12%	13%	13%
	Agree	84%	81%	83%	80%
10. Teachers make my class interesting.	Disagree	16%	17%	16%	17%
	Undecided	22%	18%	21%	19%
	Agree	62%	64%	63%	64%
11. I am learning the skills I will need when I leave school.	Disagree	10%	17%	10%	16%
	Undecided	17%	19%	19%	19%
	Agree	73%	65%	70%	64%
12. I can understand the language arts assignments my teachers provide me.	Disagree	6%	9%	6%	9%
	Undecided	10%	14%	11%	14%
	Agree	84%	78%	84%	78%

		2016/17		2015/16	
		Springbank Middle	Other Rocky View Schools	Springbank Middle	Other Rocky View Schools
13. I can complete most of my math assignments with confidence.	Disagree	7%	16%	5%	15%
	Undecided	14%	14%	9%	15%
	Agree	79%	70%	86%	70%
14. Teachers use a variety of ways to help me learn.	Disagree	11%	13%	9%	13%
	Undecided	18%	16%	16%	17%
	Agree	71%	71%	75%	70%
15. I understand how my teacher determines my marks.	Disagree	10%	13%	9%	12%
	Undecided	18%	16%	19%	18%
	Agree	72%	71%	73%	70%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Disagree	9%	15%	12%	13%
	Undecided	16%	19%	16%	19%
	Agree	74%	66%	72%	68%
17. When teachers assess my work they give me the feedback I need to help me improve.	Disagree	11%	14%	11%	14%
	Undecided	18%	16%	17%	16%
	Agree	70%	70%	72%	70%
18. School staff is helping me to be a better citizen.	Disagree	12%	16%	11%	15%
	Undecided	28%	22%	22%	23%
	Agree	60%	62%	67%	62%
19. I am confident I can succeed in school.	Disagree	4%	9%	4%	9%
	Undecided	7%	13%	8%	13%
	Agree	88%	78%	88%	78%
20. I take responsibility for my learning.	Disagree	1%	4%	2%	4%
	Undecided	7%	9%	6%	9%
	Agree	92%	88%	92%	87%
21. The school helps me to do my very best.	Disagree	9%	12%	7%	12%
	Undecided	18%	18%	15%	19%
	Agree	73%	69%	78%	70%
22. My teacher is helping me to learn 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)	Disagree	9%	12%	8%	11%
	Undecided	17%	20%	18%	21%
	Agree	74%	68%	74%	68%
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Disagree	12%	12%	9%	12%
	Undecided	16%	15%	15%	15%
	Agree	71%	74%	76%	73%
24. I enjoy learning at schools.	Disagree	17%	21%	17%	20%
	Undecided	21%	19%	20%	19%
	Agree	62%	60%	63%	61%
25. My teacher(s) inspires me to learn.	Disagree	15%	18%	14%	18%
	Undecided	23%	21%	25%	22%
	Agree	62%	61%	61%	60%

		2016/17		2015/16	
		Springbank Middle	Other Rocky View Schools	Springbank Middle	Other Rocky View Schools
26. I am happy to go to school.	Disagree	16%	23%	17%	22%
	Undecided	23%	21%	19%	20%
	Agree	62%	56%	64%	57%
27. My school teaches me how to live a balanced, healthy lifestyle.	Disagree	14%	19%	13%	17%
	Undecided	21%	19%	21%	20%
	Agree	65%	62%	66%	63%
28. I feel I have a voice in my education.	Disagree	21%	22%	16%	21%
	Undecided	20%	20%	22%	20%
	Agree	60%	58%	62%	59%
29. I feel safe on the school bus.	Disagree	16%	16%	17%	14%
	Undecided	20%	18%	13%	18%
	Agree	64%	66%	69%	67%
30. Students on my bus show respect for each other.	Disagree	45%	35%	42%	36%
	Undecided	23%	25%	25%	25%
	Agree	32%	40%	34%	39%
31. Discipline and rules on the bus are fair.	Disagree	22%	18%	20%	17%
	Undecided	20%	18%	18%	19%
	Agree	58%	64%	61%	64%
32. (Grade 8-12 only) I know how to access information regarding university and other post-secondary education.	Disagree	39%	24%	52%	22%
	Undecided	27%	17%	21%	17%
	Agree	33%	59%	27%	61%
33. (Grade 8-12 only) My school helps me plan for my future after I leave school.	Disagree	48%	27%	42%	23%
	Undecided	26%	19%	24%	20%
	Agree	25%	54%	35%	56%
34. (Grade 8-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Disagree	25%	20%	28%	17%
	Undecided	34%	20%	23%	21%
	Agree	41%	60%	50%	62%

Areas of Strength:

- *Safe and caring school – continue to exceed RVS results in almost all relevant measures (#1, 3, 4, 5, 7)*
- *Students are confident in their abilities with respect to literacy and language arts assignments*

Future Priorities:

- *Safe and caring school – this work is never done and should always be a priority*
- *Numeracy – there was a fairly significant decrease in the percentage of students who report they are confident in completing their math work*

RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2016/17		2015/16	
		Springbank Middle	Other Rocky View Schools	Springbank Middle	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Dissatisfied	26%	5%	11%	5%
	Undecided	10%	5%	10%	5%
	Satisfied	64%	89%	79%	90%
2. with the opportunities you have to be involved in school decision-making that affects your child?	Dissatisfied	22%	10%	13%	10%
	Undecided	26%	19%	23%	18%
	Satisfied	53%	71%	64%	72%
3. that staff at your child's school builds positive relationships with parents?	Dissatisfied	19%	10%	13%	11%
	Undecided	13%	10%	11%	11%
	Satisfied	68%	79%	76%	79%
4. with the way the school keeps you informed about your child's progress and achievement?	Dissatisfied	18%	16%	19%	15%
	Undecided	10%	11%	10%	10%
	Satisfied	73%	74%	71%	75%
5. that your child is demonstrating reading and writing skills appropriate to his/her grade level?	Dissatisfied	6%	10%	8%	10%
	Undecided	8%	8%	9%	9%
	Satisfied	87%	82%	83%	81%
6. that your child is demonstrating numeracy skills appropriate to his/her grade level?	Dissatisfied	6%	10%	7%	9%
	Undecided	9%	7%	8%	9%
	Satisfied	85%	82%	85%	82%
7. that your child is interested in learning?	Dissatisfied	13%	10%	11%	10%
	Undecided	8%	8%	13%	9%
	Satisfied	80%	82%	76%	82%
8. with the safety of the school environment?	Dissatisfied	9%	7%	7%	7%
	Undecided	12%	8%	7%	8%
	Satisfied	79%	85%	85%	85%
9. that there is a caring atmosphere at the school?	Dissatisfied	22%	8%	9%	8%
	Undecided	13%	9%	12%	10%
	Satisfied	66%	83%	79%	82%
10. that respectful relationships are encouraged amongst all staff and students?	Dissatisfied	18%	9%	9%	8%
	Undecided	15%	8%	11%	9%
	Satisfied	68%	83%	81%	83%
11. that your child is treated fairly by adults at the school?	Dissatisfied	13%	8%	7%	7%
	Undecided	13%	9%	7%	10%
	Satisfied	74%	83%	87%	83%

		2016/17		2015/16	
		Springbank Middle	Other Rocky View Schools	Springbank Middle	Other Rocky View Schools
12. that your child is learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied	8%	7%	5%	7%
	Undecided	18%	15%	15%	15%
	Satisfied	74%	78%	80%	78%
13. that your child enjoys learning at school?	Dissatisfied	13%	10%	12%	10%
	Undecided	10%	8%	10%	9%
	Satisfied	77%	81%	79%	81%
14. that the school staff is helping your child to become a good citizen?	Dissatisfied	11%	6%	4%	5%
	Undecided	15%	10%	11%	11%
	Satisfied	75%	84%	85%	84%
15. that staff at your child's school builds partnerships with the community?	Dissatisfied	8%	6%	7%	5%
	Undecided	37%	21%	26%	18%
	Satisfied	56%	72%	67%	76%
16. that the needs of learners drive decision-making at your child's school?	Dissatisfied	14%	11%	14%	11%
	Undecided	31%	23%	25%	21%
	Satisfied	55%	66%	61%	68%
17. that schools shows your child how to live a balanced, healthy lifestyle?	Dissatisfied	12%	8%	10%	8%
	Undecided	26%	18%	18%	16%
	Satisfied	62%	75%	73%	76%
18. that the feedback your child gets from his/her teachers helps him/her improve?	Dissatisfied	15%	12%	13%	12%
	Undecided	17%	13%	15%	13%
	Satisfied	68%	75%	72%	75%
19. that your child has access to instruction that meets his/her needs?	Dissatisfied	18%	12%	12%	13%
	Undecided	13%	11%	12%	11%
	Satisfied	69%	77%	76%	77%
20. that your child takes responsibility for his/her learning?	Dissatisfied	6%	8%	7%	8%
	Undecided	12%	12%	11%	12%
	Satisfied	82%	80%	82%	80%
21. that teachers use a variety of ways to help your child learn?	Dissatisfied	10%	10%	11%	10%
	Undecided	21%	13%	17%	14%
	Satisfied	70%	77%	72%	77%
22. that your child's teacher (s) inspires him/her to learn?	Dissatisfied	19%	11%	11%	11%
	Undecided	12%	13%	15%	13%
	Satisfied	69%	76%	74%	76%
23. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Dissatisfied	26%	13%	16%	12%
	Undecided	30%	24%	19%	21%
	Satisfied	44%	64%	66%	67%

Areas of Strength:

- *Literacy and numeracy (interesting, as the students' responses indicate they are less confident in completing their math assignments than they were the previous year.*
- *Results increased from last year on the item related to parents feeling that their child is interested in learning.*

Future Priorities:

- *Making parents, guests and other visitors to the school feel welcome when they visit*
- *involving parents meaningfully in decision-making affecting their child's experience at SMS*
- *changing the culture of the school to be even more caring, supportive and student-centred (#3, 8, 9, 10, 11, 16)*

RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2016/17		2015/16	
		Springbank Middle	Other Rocky View Schools	Springbank Middle	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Dissatisfied	8%	7%	2%	6%
	Undecided	16%	7%	5%	7%
	Satisfied	76%	87%	93%	87%
2. with the opportunities you have to be involved in school / workplace decision-making?	Dissatisfied	16%	13%	7%	12%
	Undecided	32%	12%	7%	14%
	Satisfied	51%	75%	86%	74%
3. with the safety of the school / workplace environment?	Dissatisfied		4%		3%
	Undecided	5%	4%		4%
	Satisfied	95%	92%	100%	94%
4. that there is a caring atmosphere at the school / workplace?	Dissatisfied	8%	8%	2%	4%
	Undecided	8%	6%	7%	7%
	Satisfied	84%	86%	91%	88%
5. that respectful relationships are encouraged amongst all staff and/or students?	Dissatisfied	11%	8%	7%	6%
	Undecided	17%	6%	11%	6%
	Satisfied	72%	86%	82%	87%
6. with the quality of professional learning opportunities in RVS?	Dissatisfied	22%	7%	16%	9%
	Undecided	19%	10%	16%	12%
	Satisfied	59%	83%	68%	80%
7. that the technologies available in your school / workplace meets 21st Century standards?	Dissatisfied	14%	9%	9%	12%
	Undecided	3%	6%	7%	9%
	Satisfied	84%	85%	84%	80%
8. that your school/site is a good place to work?	Dissatisfied	11%	6%		4%
	Undecided	14%	6%	5%	6%
	Satisfied	76%	87%	95%	90%
9. with the involvement of parents within the school community?	Dissatisfied	9%	10%	12%	10%
	Undecided	6%	14%	10%	15%
	Satisfied	86%	77%	79%	75%
10. that the needs of learners drive decision-making at this school?	Dissatisfied	22%	10%	7%	8%
	Undecided	22%	10%	26%	13%
	Satisfied	56%	80%	67%	79%
11. that students are treated fairly by adults at the school?	Dissatisfied	3%	3%	2%	1%
	Undecided		3%		4%
	Satisfied	97%	94%	98%	94%

		2016/17		2015/16	
		Springbank Middle	Other Rocky View Schools	Springbank Middle	Other Rocky View Schools
12. that the school staff is helping students to become good citizens?	Dissatisfied	3%	3%	5%	2%
	Undecided	14%	5%		5%
	Satisfied	83%	92%	95%	92%
13. that students enjoy learning at school?	Dissatisfied		3%		3%
	Undecided	14%	7%	2%	8%
	Satisfied	86%	90%	98%	90%
14. with the resources and supports provided by the jurisdiction to assist schools in meeting student needs?	Dissatisfied	42%	20%	24%	20%
	Undecided	25%	15%	19%	16%
	Satisfied	33%	65%	57%	65%
15. that students have access to instruction that meets their needs?	Dissatisfied	19%	10%	7%	9%
	Undecided	6%	8%	2%	10%
	Satisfied	75%	82%	90%	80%
16. that staff at your school builds positive relationships with parents?	Dissatisfied	3%	2%		1%
	Undecided	3%	7%	2%	8%
	Satisfied	94%	91%	98%	90%
17. that staff at your school builds partnerships with the community?	Dissatisfied	11%	3%	7%	3%
	Undecided	22%	12%	12%	11%
	Satisfied	67%	85%	81%	86%
18. that schools teach students how to live a balanced, healthy lifestyle?	Dissatisfied	14%	5%	10%	5%
	Undecided	19%	11%	5%	12%
	Satisfied	67%	84%	86%	84%
19. that the school has a student-centered focus?	Dissatisfied	8%	4%	7%	2%
	Undecided	17%	6%	17%	7%
	Satisfied	75%	90%	76%	91%
20. that students take responsibility for their learning?	Dissatisfied	36%	19%	19%	20%
	Undecided	36%	16%	21%	18%
	Satisfied	28%	65%	60%	62%
21. with the involvement of parents in their child's education?	Dissatisfied	8%	14%	11%	16%
	Undecided	4%	12%	4%	15%
	Satisfied	88%	73%	85%	69%
22. with the support students receive through RVS' learning specialists and support services, if required?	Dissatisfied	38%	22%	26%	21%
	Undecided	21%	14%	15%	15%
	Satisfied	42%	64%	59%	64%
23. that you understand the elements of inquiry and project-based learning?	Dissatisfied	8%	2%	11%	2%
	Undecided		5%	7%	7%
	Satisfied	92%	93%	81%	91%

		2016/17		2015/16	
		Springbank Middle	Other Rocky View Schools	Springbank Middle	Other Rocky View Schools
24. that student assessment information is used to help improve instruction?	Dissatisfied	8%	2%	7%	3%
	Undecided		6%	15%	9%
	Satisfied	92%	92%	78%	87%
25. that students are demonstrating literacy skills appropriate to their grade level?	Dissatisfied	29%	19%	22%	21%
	Undecided	25%	11%	11%	14%
	Satisfied	46%	70%	67%	65%
26. that students are demonstrating numeracy skills appropriate to their grade level?	Dissatisfied	21%	18%	15%	20%
	Undecided	29%	15%	22%	19%
	Satisfied	50%	67%	63%	61%
27. that student assessment information is used to help improve student performance?	Dissatisfied	13%	3%	15%	4%
	Undecided	4%	8%	15%	11%
	Satisfied	83%	89%	70%	85%
28. that students are learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied	8%	6%	15%	7%
	Undecided	13%	9%	15%	12%
	Satisfied	79%	85%	70%	81%
29. that students with special needs are meeting their IPP goals?	Dissatisfied	21%	11%	30%	12%
	Undecided	46%	17%	15%	19%
	Satisfied	33%	72%	56%	69%
30. that student assessment information is used to help inform instruction?	Dissatisfied	17%	3%	12%	4%
	Undecided	17%	7%	15%	8%
	Satisfied	67%	91%	73%	88%
31. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Dissatisfied	8%	4%	7%	5%
	Undecided	4%	10%	19%	14%
	Satisfied	88%	86%	74%	81%
32. with the support students receive through community agencies, if required?	Dissatisfied		12%		11%
	Undecided	74%	22%	44%	26%
	Satisfied	26%	66%	56%	64%

Areas of Strength:

- *understanding of inquiry-based learning*
- *assessment is being used to improve instruction and improve student performance*
- *teachers report high satisfaction with the involvement of parents in their child's education (parent results are significantly different)*

Future Priorities:

- *build a greater sense of being part of a learning community and strengthening relationships of mutual respect amongst staff and students.*
- *Working with students to take greater responsibility for their learning.*
- *Continue to develop learning supports to address students' needs*
- *Literacy and numeracy (parent results are significantly different)*

APPENDIX C: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure	Springbank Middle School			Alberta			Measure Evaluation		Overall
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	
Safe and Caring Schools	Safe and Caring	89.8	91.7	90.1	89.5	89.5	89.3	Very High	Maintained	Excellent
	Program of Studies	84.0	88.5	88.5	81.9	81.9	81.5	Very High	Declined	Good
	Education Quality	87.0	91.1	90.4	90.1	90.1	89.6	Intermediate	Declined	Issue
Student Learning Opportunities	Drop Out Rate	*	*	n/a	3.0	3.2	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.6	84.6	85.9	73.4	73.6	73.2	Intermediate	Declined	Issue
	PAT: Excellence	19.9	22.0	20.6	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	65.5	76.4	77.3	82.7	82.6	81.9	Very Low	Declined	Concern
	Citizenship	76.6	85.7	83.6	83.7	83.9	83.6	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	73.1	79.4	82.4	81.2	80.9	80.7	Low	Declined	Issue
	School Improvement	70.1	78.9	79.7	81.4	81.2	80.2	Low	Declined Significantly	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9, 9 KAE); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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 Examination 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; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASII), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

APPENDIX D: OVERALL SATISFACTION SURVEY – Alberta Education

As part of Alberta Education’s Accountability Pillar, each year it institutes a satisfaction survey with parents, students and certificated staff. The chart below reports the overall results (aggregated across respondent groups) for each accountability survey measure over the past five years.

OVERALL SATISFACTION LEVELS											
	2012/13		2013/14		2014/15		2015/16		2016/17		Target 2017/18
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
Safe and Caring Schools	91.7	89.0	90.0	88.6	88.6	89.0	91.7	89.5	89.8	89.5	92
Program of Studies	86.5	81.5	90.6	80.7	86.4	81.5	88.5	81.9	84.0	81.9	87
Education Quality	91.6	89.8	90.2	89.4	89.9	89.8	91.1	90.1	87.0	90.1	91
Access to Services	61.1	70.8*	63.7	71.6*	59.5	71.7*	60	72.7*	49.7	73.2*	75
Work Preparation	81.1	80.3	79.0	79.7	76.4	80.3	76.4	82.6	65.5	82.7	84
Citizenship	88.9	83.4	82.6	82.5	82.6	83.4	85.7	83.9	76.6	83.7	85
Parental Involvement	84.3	80.3	85.3	79.7	82.5	80.3	79.4	80.9	73.1	81.2	82
School Improvement	88.2	80.6	80.0	80.0	80.2	80.6	78.9	81.2	70.1	81.4	82
Professional Learning	83.3	82.2*	83.3	81.0*	85.3	82.4*	76.4	83.9*	59.6	84.3*	85

*Found under ACOL Measure in APORI Report

Areas of Strength:

- *Safe and caring schools*
- *Addressing curriculum through meaningful, authentic and hands-on learning experiences*

Future Priorities:

- *Continue to expand our use of Writers Workshop across all Language Arts and Social Studies teachers*
- *Engage Stacy Connelly, RVS numeracy expert, to work with our math and science teachers on developing greater mathematical reasoning and problem-solving capacity in our students*
- *Expand access to learning supports and to divisional services in support of students with learning and mental health issues*
- *Support School Council in the development of an annual Parent Summit*
- *Modify office processes and spaces to better manage workload and provide a more customer-oriented experience for visitors to the office.*

APPENDIX E: PROVINCIAL ACHIEVEMENT TEST RESULTS (COHORT)

The chart below shows the Division's results for student achievement at both the "acceptable" standard and the "standard of excellence". The "target" reflects the school's best assessment of future student performance given the five-year trend and any applicable improvement initiative.

PROVINCIAL RESULTS LANGUAGE ARTS:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6:											
Acceptable Standard:	97.3	82.5	94.7	81.9	97.4	82.8	92.6	82.9	88.5	82.5	93
Standard of Excellence:	18.8	16.3	27.2	17.6	15.9	19.5	21.3	20.4	24.6	18.9	25

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6 FI:											
Acceptable Standard:	85.2	88.6	85.1	88.0	81.3	87.5	73.9	87.7	75.7	85.1	81
Standard of Excellence:	18.5	16.3	4.3	15.6	0.0	13.6	6.5	14.2	5.4	13.5	9

PROVINCIAL RESULTS MATHEMATICS:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6:											
Acceptable Standard:	89.3	73.0	89.4	73.5	85.4	73.3	86.0	72.2	73.8	69.4	82
Standard of Excellence:	22.3	16.4	17.9	15.4	20.5	14.1	14.0	14.0	15.4	12.6	17

PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6 FI:											
Acceptable Standard:	100	85.2	88.9	83.9	82.6	82.4	71.7	82.0	64.9	80.8	77
Standard of Excellence:	25.9	18.5	8.9	16.7	8.7	17.9	8.7	16.8	10.8	16.2	16

PROVINCIAL RESULTS SCIENCE:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GRADE 6:											
Acceptable Standard:	87.5	77.5	91.4	75.9	80.8	76.3	86.0	78.0	80.0	76.9	82
Standard of Excellence:	34.8	25.9	29.8	24.9	21.2	25.3	33.1	27.1	27.7	29.0	30

PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GR. 6 FI:											
Acceptable Standard:	96.3	82.6	86.7	82.7	69.6	80.3	65.2	83.8	78.4	81.5	80
Standard of Excellence:	33.3	21.0	11.1	19.4	6.5	18.4	8.7	19.1	13.5	21.9	20

PROVINCIAL RESULTS SOCIAL STUDIES:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6:											
Acceptable Standard:	85.7	72.7	80.1	70.4	75.5	69.8	77.2	71.4	73.1	72.9	75
Standard of Excellence:	21.4	19.0	15.2	16.6	23.2	18.1	25.0	22.0	16.2	21.7	22

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6 FI:											
Acceptable Standard:	88.9	78.7	71.1	73.8	60.5	72.1	52.5	75.1	73.0	76.2	77
Standard of Excellence:	3.7	15.1	2.2	10.9	2.3	9.9	6.5	13.7	5.4	12.8	12

Note – targets determined using previous 3-year average, then adjusted based on 2016/17 results and the provincial average.

Areas of Strength:

- *English Language Arts marks exceed provincial averages for both acceptable standard and standard of excellence*
- *English mathematics marks exceed provincial averages for both acceptable standard and standard of excellence*
- *Strong parental support*

Future Priorities:

- *Continue to support French Immersion teachers in terms of program of studies*
- *Continue to provide support for teachers in terms of differentiating their practice to support the significant diversity of learners in their classrooms*
- *Continue to develop our framework for learning supports*

ANNUAL RESULTS REPORT (2016/17) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes?	Date(s)
School Staff	yes	Oct. 19, 20, 23
School Council	yes	Sept. 12, Oct. 4, 5, 19, 20

I, (*Principal*), certify that the proposed School Annual Results Report was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

October 23, 2017

Principal Signature

Date

October 23, 2017

School Council Chair Signature

Date

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

January 2, 2018

Superintendent of Schools

Date