

**OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS
BLACKIE SCHOOL**

Key Insights for Engagement

**Advance Stakeholder Engagement and Communications
Advance Continuous Improvement and Assurance**

Areas of Strength

- Strong sense of community and tradition
- All voices are heard and valued.
- Active and involved School Council and Fundraising Association
- Improving in Education Quality year over year
- Strong literacy and numeracy perceptions by parents

Areas for Growth

Continuing to “iron out” some of the complexities of our school that also serves as a community hub.

Driven and committed school council but would like to expand the group.

Parent engagement in AEAS is limited and thus provides few key insights (Though participation in local measures indicates families are supportive of education quality in Blackie School.

Increase opportunities for parent voice and participation

Next Steps

Stakeholder engagement sessions – Parent and student focus groups as well as parent surveys

Continued work around vision and mission. Create a Blackie Bulldogs “Moto” - Believe, Belong, Become

Tighten communication with families around supports that are offered to students (Make clear and visible)

Engage parent focus group to analyze this data and publish findings and next steps

Key Insights for Support

Advance Wellness and Wellbeing Advance our Continuum of Supports

Areas of Strength

- Safe, Caring and Welcoming Environment as perceived by both parents and students.
- External Resilience is relative strength.
- Universal teaching practices, particularly in the area of literacy, are strong and consistent from grade to grade.
- Education Assistant supports are distributed across the school based on need, including some pull out targeted literacy work.
- All classrooms have a form of a soft start, allowing students to ease into their day

Areas for Growth

Need to focus on self confidence in students.
Need to focus on Internal Resilience

Next Steps

Student Focus group (Student Matters) as well as parent focus group to analyze data.

Gain staff voice in determining their insights around student self-confidence.

Create, share and implement a Student and Parent Handbook that outlines the Positive Behavior Continuum

Key Insights for Success

Advance Innovation and Design

Areas of Strength

- Collaboration between Cayley and Blackie to develop complimentary courses.
- Growth across all measures in student intellectual engagement survey
- Students feel they have more voice this year.

Areas for Growth

Building capacity in teaching staff to provide options for students during CTF/CTS

Gathering student voice in programming choices

Next Steps

Create a Leadership CTF/CTS block to enhance leadership capacity in grade 7 & 8 students.

	Create time and space for a passion project that can be more long term as part of CTF/CTS
Advance Learning that Transfers	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • PLC time for teachers is now embedded, which allows for more of this work. • Collaboration between Cayley and Blackie to develop complimentary courses. • Growth across all measures in student intellectual engagement survey 	<p style="text-align: center;">Areas for Growth</p> <p>Engagement – students report lower than ideal levels of engagement in subject specific areas of SS/SC and ELA/Math</p> <p>Deep understanding of the new science curriculum to effectively implement it in our classrooms.</p>
	<p style="text-align: center;">Next Steps</p> <p>We are working school wide at our literacy and numeracy practices to ensure deep learning that transfers and engages students</p>
Advance Literacy and Numeracy	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Teachers are working collaboratively kindergarten to grade 8 to improve our reading outcomes school wide. • Strong teaching practice around numeracy and literacy • Each classroom is provided with manipulatives to support math learning. Teachers and students are working to use them effectively. 	<p style="text-align: center;">Areas for Growth</p> <p>Data from 2021-2022 demonstrated a significant need to focus on reading outcomes.</p> <p>Making sure that we are using the human resources in our school to support learning most effectively.</p> <p>Improve Science of Reading instructional practices across all grades and as part of our intervention model</p>
	<p style="text-align: center;">Next Steps</p> <p>Design universal classroom practices based on the Science of Reading</p>

	<p>Rethinking and redeveloping our continuum of supports</p> <p>Developing systems and structures that are aimed at closing gaps in learning</p>
<p>Advance First Nations, Métis, and Inuit Student Success</p>	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Focus on First Nations, Metis and Inuit outcomes in new curriculum. • First Nations, Metis and Inuit expert on staff who can help guide our learning. 	<p style="text-align: center;">Areas for Growth</p> <p>Working to gain a deeper cultural understanding of First Nations issues in our community.</p> <p>Understand the First Nations, Metis and Inuit context of the Blackie Community.</p> <hr/> <p style="text-align: center;">Next Steps</p> <p>Defined time for indigenous lead teacher to share learnings during staff meeting.</p> <p>Provide student voice and insight by analyzing first nations perspective.</p> <p>Create a school wide Blackie Land Acknowledgement</p>
<p>Advance Teaching, Learning and Leading</p>	
<p style="text-align: center;">Areas of Strength</p> <p>Collaboratively creating our vision and mission so that it aligns with the current reality of our team</p>	<p style="text-align: center;">Areas for Growth</p> <p>Alignment of priorities (School and System)</p> <p>Continue learning how to meaningfully implement new curriculum</p> <hr/> <p style="text-align: center;">Next Steps</p> <p>Tightly structured professional learning days that reflect divisional and school goals</p>

	Create staff planning team to design learning for PD days
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