

# OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS FROM NOV 2024

## BLACKIE SCHOOL

### Key Insights for Engagement

#### Advance Stakeholder Engagement and Communications

##### Areas of Strength

- The school has a very strong sense of community and tradition. Many parents are former Blackie students and so they have a particularly strong tie to the school.
- All voices are heard and valued through regular whole communication, School Funding Association, School Council, parent-teacher communication and surveys.
- All staff are very driven to improve the results of our students in the areas of literacy and numeracy
- Student leadership is thriving in our school. Our grade 7/8 class plays important leadership roles in the school. Student Matters builds programming based on the needs of the students.

##### 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 and funding association, but would like to expand the group

##### Next Steps

- Stakeholder engagement sessions through increasing the turnout at School council meetings, as well as parent surveys
- Continued work around vision and mission. Continue to strengthen our “Moto” - Believe, Belong, Become

### Key Insights for Engagement

#### Advance Continuous Improvement and Assurance

##### Areas of Strength

- School is considered very highly safe and caring overall
- All areas in the FSD Assurance Survey have seen growth this year.

##### Areas for Growth

- Continue to leverage data to inform next steps, considering parent, teacher and student voice

<ul style="list-style-type: none"> <li>• Citizenship Education Quality</li> <li>• Safe, Caring and Welcoming</li> <li>• Access to Supports</li> <li>• Parental Involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Increase opportunities for parent voice and engagement</li> </ul>
	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Tighten communication with families around supports that are offered to students (Make clear and visible)</li> <li>• Engage School Council to analyze this data and publish findings and next steps</li> </ul>

Key Insights for Support	
Advance Wellness and Wellbeing	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Safe, Caring and Welcoming Environment as perceived by both parents and students</li> <li>• The measure of External Resilience amongst our students is relative strength</li> <li>• All measures of the SOS-Q have improved and are in the high or very high percentile ranges</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Need to focus on self-regulation in students (Play is the Way)</li> </ul>
	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue with Student of the Month work as aligned to Play is the Way</li> <li>• Support Students Matters with their student wellness initiatives</li> </ul>

Key Insights for Support	
Advance our Continuum of Supports	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Developing and implementing Response to Intervention Literacy model to support all students</li> <li>• Teachers have strong universal, targeted, and individualized practices</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Make the Continuum of Supports well known and visible for all stakeholders through the website and communication</li> </ul>

<ul style="list-style-type: none"> <li>We saw an increase in parents understanding how to access supports at the school</li> </ul>	
	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Make Continuum of Supports well known, understood and visible for all.</li> <li>Implement literacy intervention program (BLT) across all grades</li> <li>Teachers will build their own classroom, based Continuum of Supports for their context</li> </ul>

Key Insights for Success	
Advance Innovation and Design	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>Created a Leadership CTF/CTS block to enhance leadership capacity in grade 7 &amp; 8 students.</li> <li>Participated in the Skills Challenge in December 2023</li> <li>Growth or maintenance across nearly all measures in student intellectual engagement survey</li> <li>Growth in engagement during ELAL/SS learning time</li> <li>Students report they feel prepared for work</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>Building capacity in teaching staff to provide options for students during CTF/CTS</li> <li>Gathering student voice in programming choices</li> <li>Quality of Education</li> <li>Life-Long Learning</li> </ul>
	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Create time and space for a passion project that can be more long term as part of CTF/CTS</li> <li>Gathering student voice in programming choices and recruiting volunteers to support different options</li> </ul>
Advance Learning that Transfers	

<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• PLC time improved student literacy outcomes.</li> <li>• All teachers engaged in our divisional Science Curriculum PD Day opportunities</li> <li>• Teachers create lessons that are cross curricular</li> <li>• Students report high in all areas of Intellectual engagement at school               <ul style="list-style-type: none"> <li>○ High Expectations</li> <li>○ Relevance</li> <li>○ Rigor</li> <li>○ Effort</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Increase student engagement during CTF time.</li> <li>• Deepen our understanding of the new science curriculum to effectively implement it in our classrooms.</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• PLC time is now outside of student learning hours and is now whole school. Ensure this work continues to move the needle.</li> <li>• We are working school wide at our literacy and numeracy practices to ensure deep learning that transfers and engages students</li> </ul>
<b>Advance Literacy and Numeracy</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Strong teaching practice around numeracy and literacy</li> <li>• Improvement in our literacy data from the previous year               <ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Vocabulary</li> <li>○ Comprehension</li> </ul> </li> <li>• Improvements in all four numeracy domains               <ul style="list-style-type: none"> <li>○ Number</li> <li>○ Patterns and Relations</li> <li>○ Shape and Space</li> <li>○ Statistics and Probability</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Making sure that we are using the human resources in our school to most effectively support learning</li> <li>• Improve Science of Reading, instructional practices across all grades and as part of our intervention model</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Rethinking and redeveloping our continuum of supports</li> <li>• Developing systems and structures that are aimed at closing gaps in learning</li> <li>• Create and provide time and supports for a school wide literacy intervention block</li> </ul>

Advance First Nations, Métis, and Inuit Student Success	
<b>Areas of Strength</b> <ul style="list-style-type: none"> <li>• Focus on First Nations, Metis and Inuit outcomes in new curriculum</li> <li>• First Nations, Metis and Inuit expert on staff who can help guide our learning</li> <li>• We now regularly use our own Land Acknowledgement rather than the divisional one</li> <li>• Students have a strong sense of: <ul style="list-style-type: none"> <li>○ Cultural Belonging</li> <li>○ Personal Importance of Truth and Reconciliation</li> <li>○ Understand Multiple Perspectives</li> <li>○ Understand Truth and Reconciliation</li> <li>○ Teachers Share Indigenous Perspectives</li> </ul> </li> </ul>	<b>Areas for Growth</b> <ul style="list-style-type: none"> <li>• Working to gain a deeper cultural understanding of First Nations issues in our community</li> <li>• Understand the First Nations, Metis and Inuit context of the Blackie Community</li> <li>• Cultural Infusion Across All Subject Areas</li> <li>• Comfortable Sharing Culture</li> <li>• Encouraged and Accepted Sharing Culture</li> </ul>
	<b>Next Steps</b> <ul style="list-style-type: none"> <li>• Provide student voice and insight by analyzing first nations perspective</li> <li>• Invite Kokum to work with our school to provide greater insight and perspective</li> </ul>

Key Insights for Success	
Advance Teaching, Learning and Leading	
<b>Areas of Strength</b> <ul style="list-style-type: none"> <li>• Collaboratively building and enriching our vision and mission so that it aligns with the current reality of our team</li> <li>• Professional Learning and Collaborative Culture</li> <li>• Professional Learning Communities</li> <li>• Professional Body of Knowledge</li> </ul>	<b>Areas for Growth</b> <ul style="list-style-type: none"> <li>• Clarity of Vision, Mission, and Values</li> <li>• Alignment of priorities (School and System) Continue learning how to meaningfully implement new curriculum</li> </ul>
	<b>Next Steps</b> <ul style="list-style-type: none"> <li>• Tightly structured professional learning days that reflect divisional and school goals</li> </ul>

	<ul style="list-style-type: none"><li>• Streamlined data collection and share outs for all stakeholders</li><li>• Ensure the vision, mission and values of the school are clear and embedded in our work.</li></ul>
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