

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

## MILLARVILLE COMMUNITY SCHOOL

### Key Insights for Engagement

#### Advance Stakeholder Engagement and Communications

##### Areas of Strength

- Communication from admin and each classroom teacher with weekly updates, celebrations and action items.
- Using the IB to foster student engagement and transfer.
- Have successfully moved to paperless communication and have put more on the website for parents to use.
- We have success in the community becoming more involved in our school. (Eg. more volunteers and parents in the building)

##### Areas for Growth

- We are having slightly higher attendance at School Council Meetings, but this is still an area of growth.
- Look for new ways to engage our parent community.
- We need to better inform the parents about the PYP.

##### Next Steps

- Creating parent learning around the PYP and the IB.
- Continue to use the new Alberta science curriculum to prepare new units of inquiry.

### Key Insights for Engagement

#### Advance Continuous Improvement and Assurance

##### Areas of Strength

- Our staff's unit of inquiry planning is strong.
- Teachers focus on student agency throughout the school.
- High student engagement across the school.

##### Areas for Growth

- Continue to teach parents about supporting learning in the school.
- Continuous improvement of implementing new curriculum and support student learning.

##### Next Steps

- Invite class volunteers back into the classroom.

	<ul style="list-style-type: none"> <li>• Continue PD on the new Science Curriculum.</li> <li>• Continue PD in PLC time.</li> <li>• Continue IB learning.</li> <li>• Engage parents in a deeper understanding of the IB PYP</li> </ul>
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Key Insights for Support	
Advance Wellness and Wellbeing	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• IB promotes teaching to the whole child.</li> <li>• The IB Learner Profile is focused on monthly to help foster the growth of internationally minded students.</li> <li>• The IB mission focuses on students being life-long learners in a more peaceful world.</li> <li>• The Outdoor Pursuit program helps to foster student well-being.</li> <li>• Our school does a great job of fostering athletics that directly affects wellness and well-being.</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Further strengthen the supports around wellness and well-being.</li> <li>• Continue staff learning around understanding of trauma informed practice.</li> </ul>
	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Meet with Minds Matter and introduce this program to the community.</li> <li>• Schedule classes of Minds Matter to support all students at MCS.</li> <li>• Work with FSLC to schedule small groups and whole-class support.</li> </ul>

## Key Insights for Support

### Advance our Continuum of Supports

#### Areas of Strength

- Safe and caring data is strong at MCS.
- Students are confident and resilient.

#### Areas for Growth

- Gaps from the pandemic in literacy are still evident.
- Gaps in numeracy growth from the pandemic are still evident.
- Support of more complex behavior is needed.

#### Next Steps

- Implementation of targeted literacy intervention support.
- Implementation of Minds Matter at MCS.

## Key Insights for Success

### Advance Innovation and Design

#### Areas of Strength

- Flexibility of the staff to create authentic complementary courses.
- The PYP naturally lends to looking at disciplines in project learning which is directly linked to career futures. Eg. Looking at a topic through the lens of a scientist.

#### Areas for Growth

- More equipment and training for the staff teaching Career Futures.
- Looking at more options for complementary courses.

#### Next Steps

- PD with division around CTF.
- Promotion and assessment of CTF in Div 1 and 2.
- Div 3 leadership opportunities to mentor younger students with STEM and CTF.
- Continue to build supports and understanding of learning competencies their direct relation to the IB Learner Profile.

Advance Learning that Transfers		
<b>Areas of Strength</b> <ul style="list-style-type: none"><li>Majority of students are reading at or above grade level according to both benchmark and diagnostic testing and those who aren't quickly receive interventions to meet their individual needs.</li><li>The continuity of inquiry based learning in Gr 6-8 after student finish PYP in Gr 5.</li></ul>	<b>Areas for Growth</b> <ul style="list-style-type: none"><li>Seeking out and documenting examples of students transferring learning between the walls of the classroom (in the school community, the greater community and at home).</li><li>Alignment of the Alberta Education curriculum, divisional concept-based learning and IB PYP.</li><li>The inclusivity and success of new students in the school in areas of academics, inquiry-based learning, and social emotional wellbeing.</li></ul>	
	<b>Next Steps</b> <ul style="list-style-type: none"><li>Use the IB approaches to learning to better guide teaching and learning.</li><li>More opportunities for students to take action, documenting and celebrating it.</li><li>Use the IB Assessment framework to create more opportunities for student entry points and shifting the focus from product to process.</li></ul>	
Advance Literacy and Numeracy		
<b>Areas of Strength</b> <ul style="list-style-type: none"><li>Literacy needs immediately identified and acted upon with an intervention plan based on classroom assessments, benchmarks and diagnostics.</li><li>Interventions that were designed and effectively used as a result of the provincial assessments and in response to gaps in learning because of Covid.</li></ul>	<b>Areas for Growth</b> <ul style="list-style-type: none"><li>Build capacity around teaching to the learning gaps while staying within concept-based approach to learning.</li><li>Assessment practices in literacy and numeracy and how that is communicated to students and parents through both a foundational skills and concept-based lens (how are we successfully achieving both in an authentic, engaging, and supportive way).</li></ul>	
	<b>Next Steps</b> <ul style="list-style-type: none"><li>PLC opportunities to share ideas, challenges, and resources.</li><li>Continue to focus on transdisciplinary approach to literacy and numeracy learning.</li><li>Continue to develop excellence commitments to literacy and numeracy.</li></ul>	

## Advance First Nations, Métis, and Inuit Student Success

<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• The international minded focus of the units of inquiry in the PYP.</li> <li>• The International Baccalaureate Learner Profile fostering of the whole student.</li> <li>• Outdoor pursuits with a strong emphasis on connection to and respect of the land.</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• More authentic learning about and using the Indigenous ways of knowing and doing throughout the year rather than it being tied to curriculum or a significant calendar day (authentic incorporation as best practice to enhance wellbeing, a sense of belonging and different entry points for learning).</li> <li>• More opportunities to authentically build relationships with elders and knowledge keepers.</li> </ul> <p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Reach out to members of Indigenous communities to provide authentic learning experiences acknowledging Indigenous ways of knowing and doing.</li> <li>• Build more awareness and understanding around our land acknowledgement and the teepee on our campus.</li> <li>• PD around Indigenous ways of knowing to demonstrate how it aligns with IB international mindedness and inquiry/experiential based learning.</li> </ul>
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## Key Insights for Success

### Advance Teaching, Learning and Leading

<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• The continuity of the PYP at Millarville despite the uncertainty of a global pandemic and a new provincial curriculum.</li> <li>• The consistent use of collaborative reflective practice, and commitment of the teachers to want to learn, grow, and move forward, sharing experiences and knowledge.</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Increase stakeholder support for the IB PYP.</li> <li>• Looking at ways to embed the new Alberta curriculum into our units of inquiry or creating new units of inquiry if needed.</li> </ul> <p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• PLC time is working on putting the new Alberta curriculum into our units of inquiry.</li> </ul>
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<ul style="list-style-type: none"> <li>• The use of IB PYP language at the school fosters and leads to consistency regarding the high expectations of our students.</li> <li>• Return of consistent staff members each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing PD that promotes the IB learning and philosophy and marrying that with the new Alberta curriculum.</li> <li>• Using the IB self-study as a way of awakening the IB learning in the staff and other stakeholders.</li> <li>• Engage the community to create more awareness and support for IB PYP by demonstrating the alignment to the curriculum and best practices in concept-based learning and social-emotional wellbeing.</li> <li>• Revisit the alignment of the MCS program of Inquiry.</li> <li>• Meet the matter to be addressed in the IB evaluation by having untrained IB staff attend IB training.</li> <li>• The use of IB PYP language at the school fosters and leads to consistency regarding the high expectations of our students.</li> </ul>
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