

RED DEER LAKE SCHOOL

JANUARY 2026

WELCOME TO OUR FLOURISHING LEARNING COMMUNITY!

At FSD, we think about the whole system to make sure our mission, vision, and purpose are visible in every decision we make. This systems-thinking approach is key to achieving the goals set out within our divisional and school education plans. By frequently reflecting on our progress, we are demonstrating accountability and providing our partners in education the assurance that education is at the centre of a flourishing community.

SUCCESS

- *Foothills School Division's Professional Learning Survey* indicates that 96% of Teachers agree that Red Deer Lake's Collaborative Culture is High/Very High.
- *Foothills School Division's Intellectual Engagement Survey*, shows that 95% of Students indicate that there are High Expectations at Red Deer Lake.
- 39.1% of Students in Grade Six met the 'Excellence' standard for Mathematics.



SUPPORT

- *Foothills School Division's SOS-Q Survey* indicates that 92% of Students agree that Red Deer Lake is a 'Safe, Caring, and Welcoming' place.
- *In Foothills School Division's SOS-Q Survey*, 91% of Students indicate that 'Peer Relations' is Very High.
- According to *Alberta Education's Assurance Survey*, 90.3% of Parents believe that Red Deer Lake is a 'Safe, Caring, and Welcoming' place.

ENGAGEMENT

- 94% of Parents believe Red Deer Lake is a 'Safe, Caring, and Welcoming' place in the *FSD Assurance Survey*.
- From *Alberta Education's Assurance Survey*, 96.9% of Parents feel 'Parental Involvement' is Very High.
- 89.9% of Parents believe that the 'Education Quality' at Red Deer Lake is strong.





Be Curious, Not Judgemental

Guided by a stance of being curious, not judgmental, we focused on strengthening the conditions that support both student and staff success. When only 63% of teachers indicated they had time within the school day to work toward shared goals, we embedded Professional Learning Teams (PLTs) into staff schedules to improve collaboration and alignment. Family feedback also showed that just 77.8% felt students who needed support could access it. In response, creative timetabling allowed us to add nearly 19 hours of targeted support for K–3 students and 16 hours for Grades 4–6, strengthening early intervention and shared responsibility for learning.

Student voice has further guided our work. While 66% of students initially felt their learning was relevant, purposeful conversations and expanded, engaging CTF options led to notable gains in our November SOS-Q data. Now, 80% of students believe in the utility of school (up from 69%), and 88% see a strong connection between school and work (up from 52%). Alongside academics, initiatives such as Dragon of the Month continue to celebrate athletics and the arts while intentionally elevating kindness, community, and integrity as core values moving forward.



ABOUT US

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