

**OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS
MILLARVILLE COMMUNITY SCHOOL**

Key Insights for Engagement

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

Areas of Strength

Our community identifies that they feel strongly engaged with our school, as evidenced by the APORI achievement of Very High in Parental Involvement as well as through community feedback.

Our parents and students identify that our school excels at providing students the learning required to be successful citizens with the skills and attitudes for the rest of their lives, as evidenced by the Very High achievement in Preparation for Lifelong Learning, World of Work and Citizenship.

Our students and parents identify our school as a safe and caring space where students receive a high-quality education as evidenced by our Very High achievement in Safe and Caring and Education Quality on the APORI survey.

The International Baccalaureate last evaluation visit accredited our school with many commendations and one matter to be addressed when looking at how we measure up to the IB Standards and Practices.

Areas for Growth

The matter to be addressed from the IB evaluation needs to be worked on.

Next Steps

We will collaborate with other IB schools in the area to train new teachers in the IB in our schools and bring in an IB workshop leader to do training in category one.

Key Insights for Support

**Advance Wellness and Wellbeing
Advance our Continuum of Supports**

Areas of Strength

Areas for Growth

<p>At MCS, we use the IB Learner Profile words to learn about international mindedness and lifelong learning. Every month we focus on one of the attributes and this attribute is talked about all month on our morning announcements, in our parent newsletter, and IB bulletin board. The definition is shared in the weekly agenda for staff meetings and is shared with parents. The LCF has several books that are themed around this attribute in the library for support of teachers, parents and students. These books are changed every month.</p>	<p>After the pandemic, we need to continue to strengthen our learning around trauma informed practice.</p>
<p>Our continuum of supports is focused on the whole child as a learner. We have universal strategies that encourage the students to be agents of their own learning and advocates of themselves for personal growth and wellbeing. We approach all students in way that finds strengths and builds on these strengths. We also encourage students approach their own learning and others in this way.</p>	<p style="text-align: center;">Next Steps</p> <p>We have invited the FSD psychologist to share with us and help us continue our learning in this area.</p>

Key Insights for Success

Advance Innovation and Design

Areas of Strength

Members of our staff have gone to learning around AI and how this new advancement in technology will quickly become a part of all our learning journey. We have had interesting discussions around AI and how it can enhance our lesson planning. The IB has made a statement about AI and student learning, stating where they are placing it for exams and learning. We have examined and discussed how this will work in our school setting.

We have work on our CTF student learning this year and had success in several student inquiries in our complementary courses. We hope to continue learning and advancing our practice in this area. Our LCF, continues to introduce students to coding and robotics in the learning commons.

Areas for Growth

Continue learning in the areas of CTF and AI.

Next Steps

Members of our staff are continuing their learning around this area and are sharing and refining our student learning. We will continue to pursue learning opportunities in this area.

Advance Learning that Transfers

Areas of Strength

Areas for Growth

<p>At MCS, we use a programme of inquiry (POI) to make sure that our learning in the PYP is both horizontally and vertically aligned. The POI allows us to build upon the concepts that are learned and helps to support deep learning that transfers. Our concept-based units of inquiry are also designed to be transdisciplinary and foster transfer on many levels. All the teachers in the PYP create six units of inquiry (UOI) that fall under the six IB transdisciplinary themes of: Who We Are, How the World Works, Sharing the Planet, How We Organize Ourselves, How We Express Ourselves and Where We Are In Place And Time.</p> <p>Our PYP ends after G5 and there is a culminating project that these students do that showcases the learning of the PYP. In the PYP exhibition (PYPX) project, students research a concept and do a collaborative project that they present that shows all their learning over their years in the PYP. They form their own lines of inquiry and follow an inquiry cycle around a concept, learning as much as they can using the IB's approaches to learning (ATLs). After completing the inquiry cycle and taking action on their learning, the students present their learning journey to parents and community members. We have had students who have continued their action long after their PYPX project ends.</p>	<p>In the next academic year, we will need to work on adding into our units the new Alberta Science curriculum.</p> <p style="text-align: center;">Next Steps</p> <p>Two members of our staff have signed up to be on the FSD new Science learning team in July. One of these members will be moving in to the IB coordinator role and the learning that is done in July will help lead MCS teachers as they add the new concepts from the curriculum into their transdisciplinary units.</p>
<p>Advance Literacy and Numeracy</p>	
<p style="text-align: center;">Areas of Strength</p> <p>Literacy needs immediately identified and acted upon with an intervention plan based on classroom assessments, benchmarks and diagnostics.</p> <p>Interventions that were designed and effectively used because of the provincial assessments and in response to gaps in learning because of Covid.</p> <p>The transdisciplinary approach to learning in the school is supportive of numeracy and literacy learning in an authentic way that allows for students to make connections.</p>	<p style="text-align: center;">Areas for Growth</p> <p>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).</p> <p style="text-align: center;">Next Steps</p> <p>Participation in divisional grade specific PD in both literacy and numeracy.</p> <p>Work on implementation and spiral learning around the IB Approaches to Learning (ATLs).</p>

Advance First Nations, Métis, and Inuit Student Success

Areas of Strength

At MCS, we approach all learning with international mindedness. All our units have global concepts that can easily be transferred to any country in the world. We try to teach all units with open mindedness with the hope of developing “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.”

The international minded focus of the units of inquiry in the PYP.

The International Baccalaureate Learner Profile fostering of the whole student.

Outdoor pursuits with a strong emphasis on connection to and respect of the land.

Areas for Growth

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).

More opportunities to authentically build relationships with elders and knowledge keepers.

Next Steps

PD around Indigenous ways of knowing to demonstrate how it aligns with IB international mindedness and inquiry/experiential based learning.

Advance Teaching, Learning and Leading

Areas of Strength

We have formed a PLC with the nearby IB PYP schools. In this group we have been working on opportunities for teacher learning in authorized PYP workshops. This has had a whole school effect as the leadership has been able to share learning with all teachers. This has helped us to have success in our IB evaluation visit and supported all staff members.

The use of my Blueprint in the school has had the staff in an inquiry cycle of learning as they find the best way to highlight student learning in a digital portfolio. The sharing of teachers and students in this area has shown not only cooperation but collaboration.

Areas for Growth

Appoint a new staff member to be the IB coordinator so that there is more shared leadership at MCS.

Next Steps

New coordinator has been appointed and is going for training before the end of the 2022-2023 school year. This teacher will be

In our collaborative staff learning, we practice inquiry learning as a team. This helps us to live the pedagogy that we embrace and use with our students. We often start our learning time together with a provocation or with time for reflection to model our learning and teaching. We live the IB mission and vision in our school, always trying to approach all learning with international mindedness.

mentored and take over the coordinator position by 2024.