

Every Student, Every Day, a Success.



Viking School

Annual Education Results Report

2022-23

Education Plan

2023-24

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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *Viking School* Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

_____	_____	_____	_____
Parent Council Chair	Date	Principal	Date

Viking School

Profile

Viking School has a proud tradition of excellence that began back in the early 1900's. Over the past thirteen years, Viking School's population has slowly declined. In the 2023-2024 school year, our enrollment numbers have dropped slightly from last year and we now sit at approximately 240 students.

Kindergarten

Our program was the first to be organized in the County of Beaver. It was started in 1974 as a private kindergarten organized by parents using a room in the school. It is now run by the Board of Education and we have 1 kindergarten class. Students attend for two, and occasionally three days each week.

Elementary School

We have 6 classes for grades one to six students, with a combined grade 4/5 class for part of their day. Our Inclusive Education programs follow the new Alberta Education Initiative for inclusion. In addition, Viking School offers French (FSL) beginning in grade 4.

Junior High School

The Junior High School consists of three classes - 1 grade seven, 1 grade eight and 1 grade nine class. We offer the usual academic subjects together with complementary classes in Industrial Education, French, Home Economics, and Art, Makerspace, Strategic games and Mentorship.

Senior High School

The High School also offers the usual academic subjects together with courses in Construction, Physical Education, Foods, French and a variety of courses through independent learning modules or online delivery. As we are a small high school, many courses are available through independent learning modules or

online delivery for those students unable to access a required course or those who need to repeat a course.

Our Vision: *Respect, Responsibility, Success for All!*

Our Mission: *In collaboration with our community, we will support all individuals to achieve their full potential.*

Our Beliefs or Values: We believe in a student-focused school setting where the interaction between the staff and students forms the basis for quality student learning and development. We believe that the staff must actively assume responsibility in educating our students. This can best be accomplished within a supportive and rewarding environment that includes parents, students, the community at large, central office personnel, and the Board of Education.

More specifically, every staff member will continue to help our students develop core values such as integrity, honesty, respect, responsibility, fairness, compassion, tolerance, loyalty, and perseverance, through their attitudes and actions. While attempting to develop these core values, the following fundamental *Beliefs* are relevant:

- **Students are the focus of our efforts.**
- **Our school will promote skills, abilities, and attitudes, which lead to life-long learning.**

- **All students and staff are entitled to a safe, orderly environment.**
- **Positive role models are important to instilling desired values in children.**
- **Students will have high expectations set for them and receive on-going, helpful, descriptive feedback.**
- **Students should develop a positive work ethic and are expected to take an active, responsible role in their own education.**
- **Positive parental and community involvement are important to the success of students**
- **All students can learn.**

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	School	BRSD
Percentage of students in grades K to 2 who demonstrate early literacy development skills (CC3, LENS, mClass)		
Writing Literacy	School	BRSD
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	40.0	71.6%
Percentage of students who achieve the acceptable standard in English 30–2 Diploma Exam.	100	83%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	0.0	3.5%
Percentage of students who achieve the standard of excellence in English 30–2 Diploma Exam.	0	8.5%
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	79.0	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	0	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	82.0	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	0	15%
Numeracy	School	BRSD
Percentage of students who achieve the acceptable standard in Math 30-1	100	47.8%
Percentage of students who achieve the acceptable standard in Math 30–2	53.3	48%

Percentage of students who achieve the standard of excellence in Math 30-1	0	7.5%
Percentage of students who achieve the standard of excellence in Math 30–2	0	5.3%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	42.0	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	0	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	73.0	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	0	8.2%

Results Analysis: (achievements, improvements, areas of growth)

Viking school has been able to exceed the provincial average for acceptable standard for ELA and Math 30-2 with 100% of students achieving this standard while the remaining grades 9 and 6 have met the provincial averages for the acceptable standard. Viking school needs to improve in the area of students meeting the standard of excellence in all of the courses identified above.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

	School	BRSD	
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3;LENS;mClass).			
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks.	57.0	62%	
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.	7.5	11.3%	
Overall satisfaction with the quality of basic education.	85.6	87%	
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	80.5	75.6%
	4 yrs	96.2	87.3%
	5 yrs	100	90%
High school post-secondary transition rate of students within six years of entering Grade 10.	72.3	54.4%	
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	77.0	82.3%	
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	75.0	75.4%	
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.0	79.3%	
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	75.1	73.8%	

Results Analysis: (achievements, improvements, areas of growth)

Viking School consistently is above the provincial average for 3, 4, and 5 year averages for school completion rate with a 5 year average of 100% and is 18 percentage points above the provincial average for High school post-secondary transition rate of students within six years of entering Grade 10. An area for growth is to move grades 1-3 acceptable standard and standard of excellence up a few percentage points to meet the provincial averages.

Priority 3: Equity

All student's unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSD
Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.8	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	81.8	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	87.8	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	76.1	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	79.3	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.3	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	73.1	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	78.0	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.6	76.8%

Results Analysis: (achievements, improvements, areas of growth)

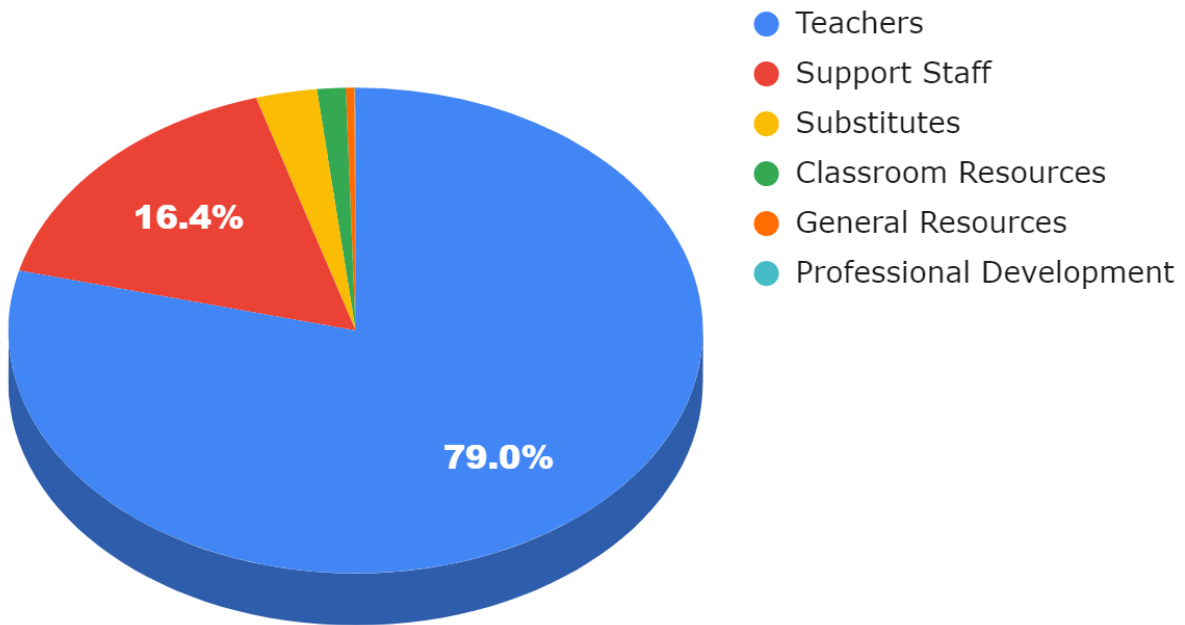
Viking School has a very low drop-out rate of 1.3% and a large number of students that qualify for Rutherford Scholarships. All other measures above are very similar to the provincial averages.

School Year Summary

An important area of focus for Viking School is improvement in the number of students that excel academically. The standard of excellence appears to be a standard that Viking students do not get to experience. Improving the quality of teaching while simultaneously creating the optimum environment for students to want to excel by increasing academic and intellectual engagement will make this possible. An area of focus could be to identify students that are achieving just below the standard of excellence and helping them to burst that bubble by paying a little more attention to areas in their work that would make that happen.

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	1,523,578.34
Support Staff	316,458.84
Substitutes	54,884.74
Classroom Resources	25,664.74
General Resources	7,709.83
Professional Development	1,014.17



Stakeholder Engagement

Viking School enjoys an active Parent Council, a society focused on fundraising, and community members who support the extra-curricular programs of the school. The elementary students visit the seniors residence often and are much loved by the seniors. Individuals and organizations regularly support the school with donations that make it possible for our students to participate in many extra co-curricular activities than they would otherwise be able to take part in. The combined efforts of the school staff, parents, individual community members and businesses/organizations make it possible for our students to have a better education experience. Outside agencies are able to provide much needed support for students with a multitude of needs that the school would not otherwise be able to afford or have the expertise to fulfill.

School Education Plan 2023-2024

Literacy Goal: That all students increase their literacy level (reading and writing) using data driven programming such as Dibels and HLAT. Students learn to love reading by making reading part of the culture at Viking School through a very engaging Learning Commons and classroom reading programs. Increase comprehension specifically summarizing and relating to texts.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- using the dibels bursts to target skills that are lacking, rearranging timetabling and staff assignments to support this work
- promote new material (personal interests, variety, high interest low vocab books)
- student choice of assessment (variety and options)
- writing samples done monthly to monitor progress
- apply the 1% principle of the aggregation of marginal gains

Measures:

- Dibels, HLAT, CC3, LENS, PAT/DIP
- school based assessments

Implementation Plan:

- Using the data from dibels we are able to create burst groups to support skills needed to be successful
- Lead teacher creates groups each round and prepares material as well as reviews with staff responsible for implementation
- progress monitoring testing by lead teacher and repeat process for second burst
- Use Haggerty and UFLI to support literacy(comprehension)
- Use collaboration days (CRM) to support the students learning through a collaborative response to strategies, resources and implementing ideas brought forward from the groups
- identify areas that individual teachers could improve in and where one small thing would help some students to achieve at a higher level

Allocation of Resources:

- lead teacher (sub time)
- EA's assigned to groups
- Haggerty and UFLI

Professional Learning:

- Dibels training and sessions
- BRSD videos to support the work
- Diploma marking
- CRM with Kurtis Hewson
- teachers identify one area that would help them improve

Numeracy Goal: Students will build confidence in number sense and demonstrate strategies to solve problems.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- meet the students where they are at using data driven programming
- shared access to numeracy testing to collaborate between grades
- use manipulatives, math centres, real life scenarios, math talks, math journals, include open ended questions and multiple representations
- hold a family math games night
- reinforce foundational knowledge
- tech - gizmos

Measures:

- EICS screening
- MIPI screening
- use data to see gaps in learning
- PAT/DIP
- number of students completing Math 10C

Implementation Plan:

- Use the data to drive programming
- Use CRM to work together to support staff and students
- create a resource folder with math strategies and resources
- have a family math games night
- check learning

Allocation of Resources:

- math mats
- whiteboards (individual)
- cards, games

Professional Learning:

- numeracy lead to provide information on BRSD and other resources
- staff meetings used to understand the data and how to move forward

Equity Goal: All students feel safe and welcome in the school and receive the supports they need.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- involve community members and parents
- RCMP liaison officer
- guest speakers
- FNMI presentations
- GSA
- extra curricular activities
- mentorship classes
- Connection 15
- Restorative justice approach to discipline

Measures:

- student surveys
- attendance
- FSLW referrals
- behaviour tracking

Implementation Plan:

- timetable for the Connection 15 to ensure all students have access to strategies that support mental health
- timetable to create structures of routine for division 2 & 3 students
- increase MHCB workers to allow more time for junior & senior high school students

Allocation of Resources:

- MHCB workers added
- Connection 15 slideshows/materials
- increase in FNMI budget for special events

Professional Learning:

- Barb Pears session on behaviour plans
- Kristy Smith session on Shelley Moore inclusive education
- Tony Rice session on academic trust and teacher capacity building

