Viking School
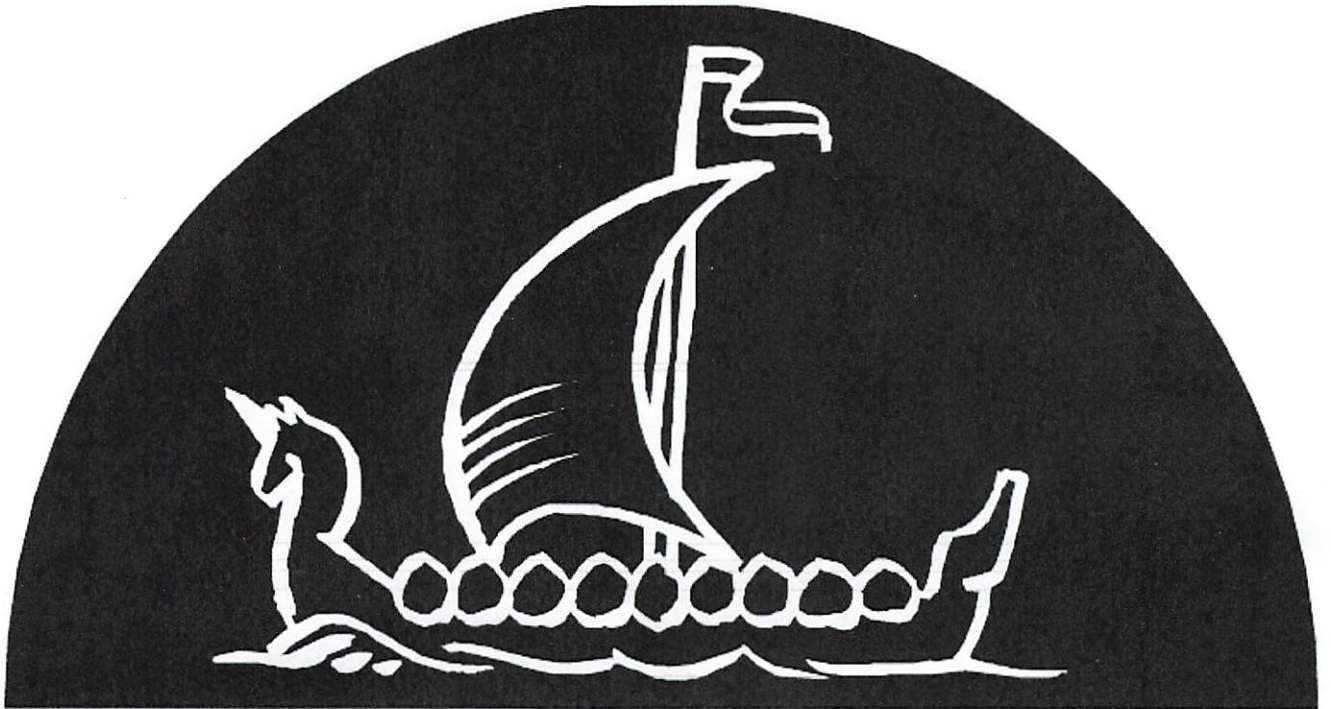# We C.A.R.E everywhere!

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

Annual Education Results Report

2023-24

September, 2024

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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.
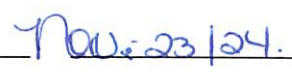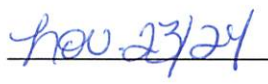
2023-2024 Accountability Statement

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 2023-2024 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 2023-2024 was approved by our School Council.

Parent Council Chair   Date   Principal   Date

Profile

Viking School has a proud tradition of excellence that began back in the early 1900's. Over the past few years, Viking School's population has slowly declined. In the 2024-2025 school year, our enrollment numbers have dropped slightly from last year and we now sit at approximately 230 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

Our elementary school has 5 classes for grades one to six students, with a combined grade 5/6 class. 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. Grade 7-8 are combined for most of their classes. We offer the usual academic subjects together with complementary classes in Industrial Education, French, Home Economics, Art, Mentorship, Makerspace, Hockey, Film Studies, Pop Culture and Strategic Games.

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.

Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Viking School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.4	77.0	72.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.0	82.6	79.0	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	89.6	80.5	92.0	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	95.1	100.0	95.4	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	54.5	54.5	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	18.2	18.2	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	57.3	57.3	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	6.3	6.3	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	54.3	54.3	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	5.7	5.7	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.6	85.6	79.6	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	84.8	83.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.9	81.8	78.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.1	79.2	70.7	79.5	79.1	78.9	Very High	Improved	Excellent

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

SCHOOL GOAL(s)

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

Literacy Goal: That all students increase their literacy level (reading and writing) using data driven programming such as Dibels. 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.

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

Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener
(End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
School	88%	75%	30%
BRSD	99.5%	92%	78%

Literacy: Castles and Coltheart 3 (CC3) & Letter Name-Sound (LeNS) Test
(End of Year Results)

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
School	40%	33%	13%
BRSD	20.5%	24.5%	21.7%

Provincial Achievement Test (PAT) & Diploma Exam Results

PAT Grade 6 Results

	School			BRSD			Province		
	2022	2023	2024	2021	2022	2023	2022	2023	2024
Acceptable Standard %	89	55	69	n/a	63.9	60.7	67.8	66.2	68.5
Standard of Excellence %	39	18	25	n/a	13.5	9.6	20.1	18.0	19.8

Comments:

PAT Grade 9 Results

	School			BRSD			Province		
	2022	2023	2024	2021	2022	2023	2022	2023	2024
Acceptable Standard %	79	57	59.8	n/a	57.7	57.5	62.9	62.6	62.5
Standard of Excellence %	12	6	7.6	n/a	9.5	10.4	16.8	15.5	15.4

Comments:

Diploma Exam Results

	School			BRSD			Province		
	2022	2023	2024	2021	2022	2023	2022	2023	2024
Acceptable Standard %	53.2	54.3	57.7	n/a	67.6	67.6	75.2	80.3	81.5
Standard of Excellence %	7.6	5.7	2.8	n/a	8.8	7.7	18.2	21.2	22.6

Comments:

PAT Results Course Summary - By Number Writing

PAT Course by Course Results by Number Enrolled.		Results (in percentages)									
		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	100.0	16.7	81.8	0.0	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	75.2	12.8	72.8	9.2	n/a	n/a
	Province	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a
Mathematics 6	School	n/a	n/a	n/a	n/a	77.8	0.0	72.7	0.0	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	61.7	6.9	62.7	8.7	n/a	n/a
	Province	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9	n/a	n/a
Science 6	School	n/a	n/a	n/a	n/a	94.4	33.3	54.5	27.3	68.8	12.5
	Authority	n/a	n/a	n/a	n/a	69.8	21.6	60.0	17.8	66.3	17.9
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8
Social Studies 6	School	n/a	n/a	n/a	n/a	88.9	38.9	54.5	18.2	68.8	25.0
	Authority	n/a	n/a	n/a	n/a	63.9	13.5	60.7	9.6	64.0	13.8
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8
English Language Arts 9	School	n/a	n/a	n/a	n/a	76.9	7.7	79.2	0.0	73.9	4.3
	Authority	n/a	n/a	n/a	n/a	63.9	6.5	65.8	8.1	68.4	7.6
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8
Mathematics 9	School	n/a	n/a	n/a	n/a	76.9	7.7	41.7	0.0	39.1	0.0
	Authority	n/a	n/a	n/a	n/a	41.7	8.2	47.1	7.9	48.0	9.4
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0
Science 9	School	n/a	n/a	n/a	n/a	76.9	15.4	54.2	12.5	52.2	8.7
	Authority	n/a	n/a	n/a	n/a	65.2	15.1	65.0	14.3	70.5	18.8
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8
Social Studies 9	School	n/a	n/a	n/a	n/a	84.6	15.4	54.2	12.5	73.9	17.4
	Authority	n/a	n/a	n/a	n/a	60.7	8.4	52.0	11.8	60.3	13.7
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Diploma Exam Results Course By Course Summary With Measure Evaluation

Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)									
		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	n/a	n/a	n/a	n/a	42.9	0.0	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	71.6	3.5	76.7	2.2	83.8	2.1
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	*	*	*	*	50.0	16.7
	Authority	n/a	n/a	n/a	n/a	83.0	8.5	91.0	6.0	82.9	9.5
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7	95.3	8.6
Mathematics 30-1	School	n/a	n/a	n/a	n/a	33.3	0.0	*	*	42.9	0.0
	Authority	n/a	n/a	n/a	n/a	47.8	7.5	52.6	7.8	51.7	10.8
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9
Mathematics 30-2	School	n/a	n/a	n/a	n/a	22.2	11.1	53.3	0.0	35.7	0.0
	Authority	n/a	n/a	n/a	n/a	48.0	5.3	47.4	6.5	46.7	5.9
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4
Social Studies 30-1	School	n/a	n/a	n/a	n/a	84.6	15.4	16.7	0.0	69.2	0.0
	Authority	n/a	n/a	n/a	n/a	78.9	7.9	67.7	3.2	73.1	6.7
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7
Social Studies 30-2	School	n/a	n/a	n/a	n/a	80.0	10.0	42.9	0.0	83.3	0.0
	Authority	n/a	n/a	n/a	n/a	68.6	2.9	77.0	5.9	68.8	5.4
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7
Biology 30	School	n/a	n/a	n/a	n/a	n/a	n/a	52.9	0.0	44.4	0.0
	Authority	n/a	n/a	n/a	n/a	63.6	13.2	67.7	16.7	66.0	12.2
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7
Chemistry 30	School	n/a	n/a	n/a	n/a	47.8	8.7	n/a	n/a	81.8	9.1
	Authority	n/a	n/a	n/a	n/a	61.6	14.0	64.6	16.7	65.9	13.8
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	76.6	23.4	54.1	3.3	66.7	14.4
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	100.0	36.4	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	62.5	6.3	59.1	10.2	48.0	4.1
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6

Notes:
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Implications for Education Plan
In the 2024-2025 school the schedule has been created to focus on numeracy and literacy. We have literacy bursts to focus on specific skills. We have two designated math teachers (Gr 4-8 & Gr 9-12) to support skill development without gaps. Through diploma analysis and collaboration we can see ways we can move our students from acceptable to excellence.

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

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	67	77	80	82.7	82.3	81.9	85.1	84.4	83.7
Parent	45	67	79	84.0	83.4	84.6	88.7	87.3	86.7
Student	56	65	60	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	100	100	100	96.1	93.3	95.3	95.5	95.1	95.1
Comments:									

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	53	75	75	77.2	75.4	76.4	81.0	80.4	79.9
Parent	25	67	57	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	82	84	94	90.1	85.8	86.2	87.4	87.3	86.6
Comments:									

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them success at work when they finish school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	60	75	85	82.8	79.3	80.1	84.9	83.1	82.8
Parent	29	66	71	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	90	83	100	92.8	89.0	90.3	92.5	91.3	90.7
Comments:									

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of enteri Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
3 Year Completion	96	80	89	85.0	75.6	83.5	83.2	80.7	80.4
4 Year Completion	100	96	83	88.8	87.3	79.6	87.1	86.5	85.1
5 Year Completion	86	100	95	89.6	90.0	87.7	87.1	88.6	88.1
Comments:									

High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
4 Year Rate	51	91	42	36.3	39.4	33.5	41.2	40.2	41.1
6 Year Rate	82	72	56	57.2	54.4	55.6	60.3	59.7	60.1
Comments:									

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School	BRSD	Province

	2021 %	2022 %	2023 %	2021 %	2022 %	2023 %	2021 %	2022 %	2023 %
Rutherford Scholarship Eligibility Rate	22	95.5	29	75.4	76.6	75.9	70.2	71.9	70.7

Comments:

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School			BRSD			Province		
	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %
Overall	73.6	67	85.6	86.8	87.0	86.8	89.0	88.1	87.6
Parent	42.9	6	77.8	80.4	82.5	81.9	86.1	84.4	83.8
Student	80.7	49	81.7	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	97.1	12	97.2	96.3	94.3	96.1	95.0	94.4	93.9

Comments:

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School			BRSD			Province		
	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %
Overall	61	75	75	70.7	73.8	74.5	74.2	75.2	75.8
Parent	33	83	71	59.6	66.7	74.4	70.0	72.5	75.2
Student	59	60	52	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	90	82	100	79.2	80.9	80.9	76.3	78.0	78.2

Comments: The parents feel the school has made a huge improvement over the last three years. They are invited to many events and participate in many family night opportunities.

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studie including fine arts, career, technology, and health and physical education.

	School			BRSD			Province		
	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %
Overall	72	78	69	79.4	80.5	79.5	82.9	82.9	82.8
Parent	63	78	73	80.1	79.5	79.8	82.4	82.2	82.3

| Student | 61 | 70 | 42 | 69.5 | 73.2 | 70.4 | 76.9 | 77.4 | 76.7 |
| Teacher | 91 | 86 | 90 | 88.6 | 88.9 | 88.2 | 89.3 | 89.3 | 89.2 |

Comments: The junior high have 12 options to choose from this school year. The high school are limited and use Brace to include option course in their schedules due to the number of students interested in these courses.

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	62	80	88	73.3	75.2	76.3	78.8	79.1	79.5
Parent	38	73	85	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	86	85	91	84.9	83.9	83.1	85.2	85.7	84.6

Comments:

Implications for Education Plan

Parental involvement has increased over 20% overall. We have an active parent council that works together with the school to support student learning and wellness. Student learning engagement is also increasing as engagement is part of our We C.A.R.E. behaviour matrix and we focus on this during assemblies and daily activities/lessons.

Priority 3: Equity

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

SCHOOL GOAL

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

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.

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respect and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	85	88	86	85.4	83.3	83.4	86.1	84.7	84.0
Parent	85	90	90	84.1	82.9	85.9	86.9	85.6	85.3
Student	63	78	72	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	98	95	98	96.7	91.5	93.2	93.6	92.0	91.6
Comments:									

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	75	82	80	79.4	76.8	77.3	81.4	80.3	79.4
Parent	68	83	83	75.5	73.2	76.7	80.4	79.4	78.7
Student	64	72	60	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	95	92	98	93.2	87.3	90.2	91.7	90.3	89.8
Comments:									

Safe and Caring

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	85	88	86	88.4	86.7	86.8	88.8	87.5	87.1
Parent	85	90	90	87.7	86.6	88.8	89.5	88.1	88.0
Student	71	78	71	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	98	95	98	97.0	93.2	94.1	94.3	93.0	92.9
Comments:									

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	72	73	75	71.2	69.6	69.5	72.6	72.9	71.9
Parent	61	62	61	63.7	63.6	67.4	67.4	68.4	67.8
Student	79	77	77	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	74	80	86	75.4	66.2	68.8	77.0	76.0	74.8
Comments:									

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and servi at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	76	81	77	76.5	75.2	76.5	81.6	80.6	79.9
Parent	59	80	75	68.1	69.3	73.7	77.4	75.7	75.4
Student	76	76	68	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	90	90	91	84.1	76.6	78.9	87.3	86.2	85.6
Comments:									

At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	75	76	77	78.1	76.5	78.0	81.9	81.2	80.6
Parent	57	67	75	67.9	67.1	71.5	75.3	73.7	73.5
Student	76	76	68	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	92	86	89	89.3	82.9	85.4	90.3	89.9	89.5
Comments:									

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Drop Out Rate	.5	1.3	.8	2.5	1.7	3.5	2.3	2.5	2.5
Returning Rate	*	*	*	15.3	15.3	21.9	17.3	17.2	16.6
Comments:									

Implications for Education Plan

Our focus this year will be on the satisfaction of Access to Supports. With continued increased Student Wellness Facilitator time and Mental Health Capacity Building programs being offered we should see results in the next survey. For our at-risk and all students, we are working with the local FCSS and community mental health supports to increase supports for after school activities and ease of access to supports.
Welcoming, caring, respectful and safe is a highlight of our results and continued work with our We C.A.R.E program builds a strong sense of community within our school.
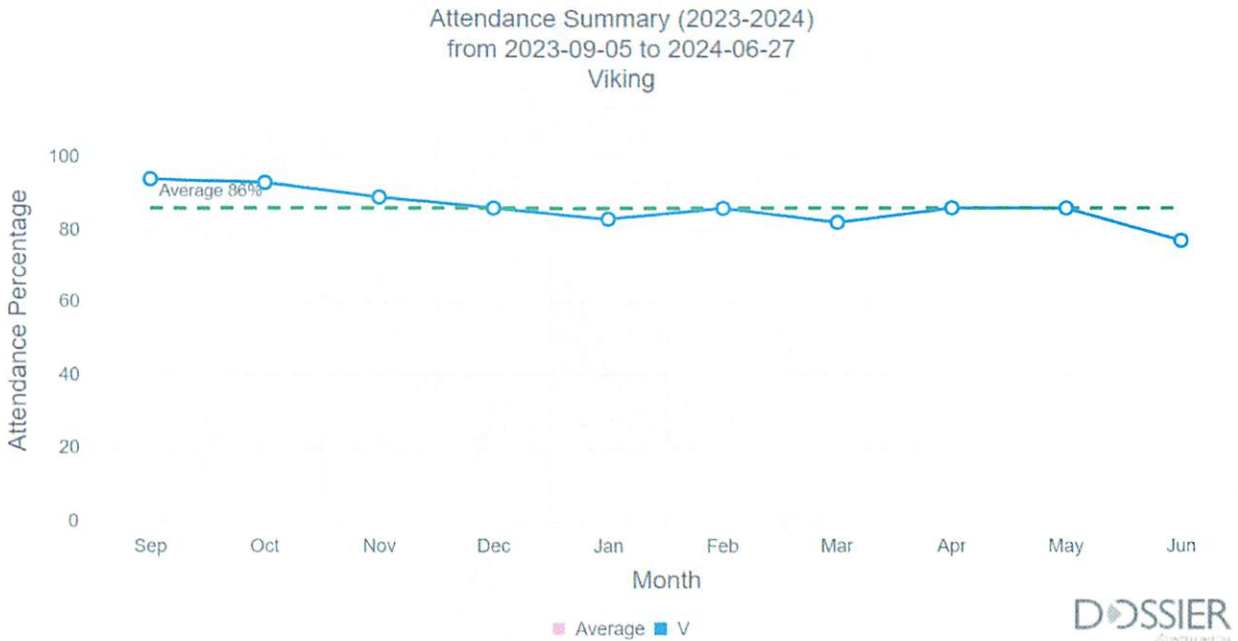
Attendance

**Average Attendance/grade for the year.**

Attendance Summary by Grade (2023-2024)
from 2023-09-05 to 2024-06-27
Viking
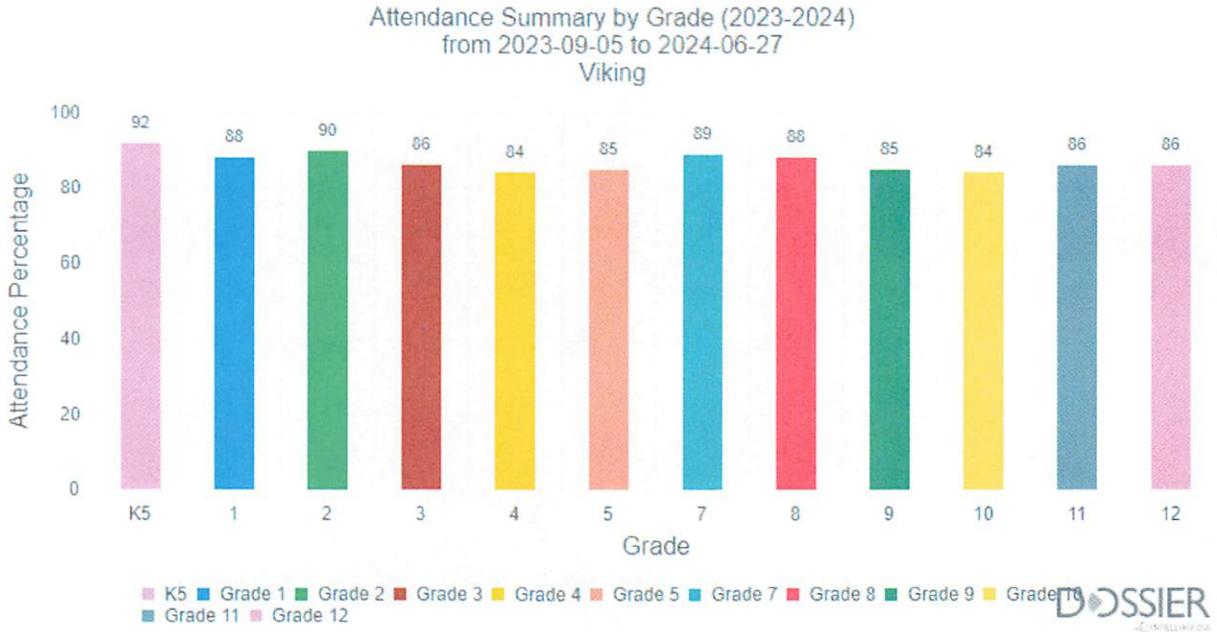
Average Attendance for each month.

Attendance Summary (2023-2024)
from 2023-09-05 to 2024-06-27
Viking

School Budget Summary 2023-2024

Categories	Amount ($)
Teachers	1,547,760.56
Support Staff	395,816.82
Substitutes	37,059.80
Classroom Resources	25,210.42
General Resources	40,558.85
Professional Development	296.97

- ● Teachers
- ● Support Staff
- ● Substitutes
- ● Classroom Resources
- ● General Resources
- ● Professional Development

19.3%

75.6%
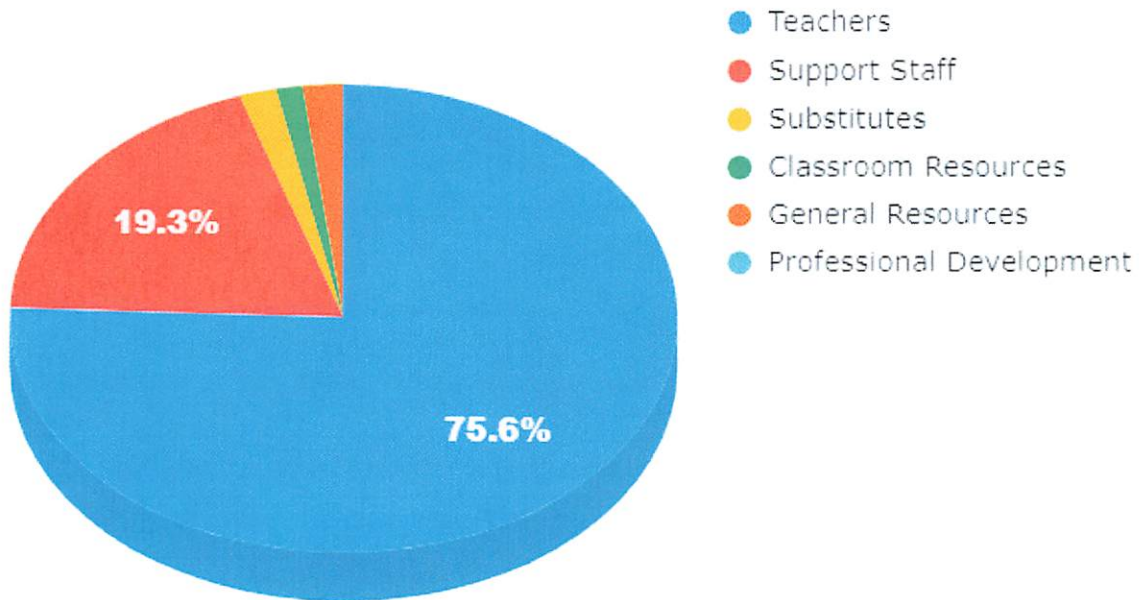
School Year Summary

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.

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.

EDUCATION PLAN 2024-2025

Learning Success For All

OUTCOMES Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy. Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society. Recognize and support the diverse and unique learning needs of all students.
SCHOOL GOAL: **Students achieve learning outcomes and demonstrate growth in literacy and numeracy through evidence based instruction strategies, screening and support.** **Students learn to love reading by making reading a part of the culture through classroom reading programs, engaging learning commons, project based and choice activities such as personal choices when it comes to reading.**

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. **Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.
Strategies: - common literacy block with a focus on reading using data from the dibels - promote new material (high interest, low vocabulary, personal interests) - student choice in assessments - monthly writing samples to monitor progress - reinforce foundational knowledge of literacy and numeracy - meet the students where they are at using data driven programming and individual assessments - family math games night - use technology such as gizmos - using math talks, math journals, guided math, small groups, skill specific teaching - use "catch up your code" , 'sorting syllables', UFLI, Haggerty - collaborative response model
Measures: - Dibels, CC3, LENS, PAT/DIP, EICS screening - school based assessments, completion of Math 10C, students entering -1 stream for literacy
Implementation Plan: - use data to drive programming - use CRM to work together to support staff and students (using tiered supports) - family math games night - using data to create groups for pull outs on literacy skills needed

- lead teachers to support learning and prepare materials for programming needs (dibels) -	
Allocation of Resources: -lead teacher (sub time) -math mats & whiteboards -specific classroom for math with vocabulary and manipulatives available -whiteboard tables for in the math classroom -cards, dice & games -mathology -gizmos -EA's assigned to small groups for skill practice (dibels groups/math groups) -Haggerty & UFLI -Secret stories, catch your code, sort syllables	**Professional Learning:** -August Professional development on mathology -numeracy and literacy leads -diploma marking -Collaborative response model with K. Hewson videos and resources on the website -staff meetings to review data and build plans moving forward -Catch up your code, UFLI and literacy PD in August

Enhance High Quality Learning and Working Environments

OUTCOMES

Prioritize resources to support student and system success.

Foster welcoming, caring and equitable learning and working environments.

Support and enhance the positive culture of teaching, leading and learning.

SCHOOL GOAL:

All students and staff collaborate to create a high quality learning and working environment.
To create a positive classroom and school culture.

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.

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

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Strategies:

-increased time for the Student Wellness Facilitator

-variety of extra curricular activities from athletics to art/clubs

-mentorship classes

-restorative justice approach for relationship repair/discipline

-collaborative response model

-equitable access to technology

-organizing and setting up classrooms, new desks, whiteboard tables, bulletin board resources

-school spirit teams to develop a sense of community within the school and pride in the school

Measures:
-increased attendance
-student surveys
-increase in academic scores (Pats/Dips)
-participate in school wide events (senior students mentoring younger students)

Implementation Plan:
-timetables to promote literacy and numeracy
-math room with vocabulary bulletin boards, manipulatives and whiteboard tables increases pride in school and classroom
-promote and communicate to students and families
-Collaborative Response Model with tiered intervention

Allocation of Resources:	Professional Learning:
-MHCB worker -increased SWF time -budget for inclusive activities (spirit days, Powwow, heritage events)	-Kevin Cameron presentation -BRSD professional learning series/days

Well Being

OUTCOMES

Prioritize and enhance well-being and positive mental health for all.

Promote inclusive environments that celebrate diversity and support all.

Students who self-identify as Indigenous are supported to achieve success.

SCHOOL GOAL:

For all students to feel included and supported in the school.

To provide emotional supports for students.

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.

Strategies:
-Connection 15
-RCMP presentations
-Mental Health Capacity Building presentations and classroom sessions
-Guest speakers, First Nations, Metis & Inuit presentations and events

Measures: -SWF referral -behaviour tracking	
Implementation Plan: -continue the connections 15 on the timetable so all classes complete every morning -Collaborative response model -assemblies -We C.A.R.E. behaviour matrix	
Allocation of Resources: -use FNMI budget to bring in cultural events (including supporting Powwow) -digital resources -invite community to special events	Professional Learning: -blanket exercise for the staff -ATA presentation "Engaging in Numeracy and Connections through First Nations, Metis, and Inuit Traditional Games" -MHCB/SWF presentations