Every Student, Every Day, a Success.

Forestburg School

Annual Education Results Report

2023-24

Education Plan

2024-25

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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
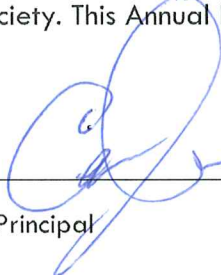
Accountability Statement

The Forestburg 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 2022-2023 was approved by our Parent Council.
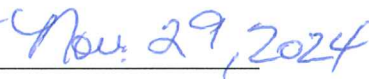
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Parent Council Chair   Date   Principal   Date

Profile
Forestburg School is a rural K-12 school located in east central Alberta with a student population of just under 200 students. Forestburg School offers opportunities for French from grades 4-12, Music from K-6, elementary swim lessons, and Band from 7-12. We maintain junior and senior high Industrial Arts and Foods options, as well as opportunities like STEAM, Maker Space, and World Sports. Forestburg School is also proud to have after-school programming including Art Club, Elementary Citizenship, Travel Club, and Sports teams, including tennis, curling, and golf. Forestburg School is also very proud of our awards and scholarship program made possible by our wonderful community donors.
Our Vision is to build a community that consistently supports all learners, where everyone is heard, valued, and empowered to become successful, contributing members of society. Our motto is, "At Forestburg School, we SOAR." This motto is directly linked to our behaviour matrix.
Our Mission is to empower all students for future success by providing an innovative and sustainable learning environment, with supportive and equitable opportunities.
Our belief is that everyone should find our school welcoming and caring. In our efforts to uphold these beliefs, we value community, collaboration, and openness.

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 (LeNS / CC3)	LeNS - 78% CC3 - 78%	LeNS 79.5% CC3 78.9%
Writing Literacy	School	BRSD
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	100%	83.8%
Percentage of students who achieve the acceptable standard in English 30–2 Diploma Exam.	100%	82.9%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	37.5%	2.1%
Percentage of students who achieve the standard of excellence in English 30–2 Diploma Exam.	14.3%	9.5%
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	70%	68.4%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	10%	7.6%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	N/A	n/a
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	n/a	n/a
Numeracy	School	BRSD

Percentage of students who achieve the acceptable standard in Math 30-1	100%	51.7%
Percentage of students who achieve the acceptable standard in Math 30–2	100%	46.7%
Percentage of students who achieve the standard of excellence in Math 30-1	0%	10.8%
Percentage of students who achieve the standard of excellence in Math 30–2	33.3%	5.9%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	40%	48.0%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	5%	9.4%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	n/a	n/a
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	n/a	n/a

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

Achievements/Improvements: Approximately 3/4 of our students in Grades 1-3 are operating above the level of reading that would be considered "At-Risk". Forestburg School also maintains a high level of students meeting the acceptable standards in our Diploma and PAT courses.

Areas of Growth:

Our aim is to move all of our students in gr. 1-3 that are 'at-risk' to the 'not at risk' in their reading levels.

A major focus going forward will be how we can help students reach the standard of excellence on provincial assessments.

All teachers will collaborate and discuss strategies and processes for improvement.

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 who achieve the acceptable standard on the cumulative composite scores of all course marks.		83.3%	67.9%
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.		18.8%	7.9%
Overall satisfaction with the quality of basic education.		90.1	86.8%
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	91.7%	83.5%
	4 yrs	92.9%	75.6%
	5 yrs	96.5%	87.7%
High school post-secondary transition rate of students within six years of entering Grade 10.		79.1	55.6%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.		87.5%	81.9%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.		92.0	76.4%
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.		93.3%	80.1%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.		84.2%	73.8%

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

Achievements/Improvements: The overall satisfaction with education at Forestburg School is high and is higher than the average across the division. Our High School completion rates are also higher than the Division average and we see positive feedback from parents on engagement, teaching of attitude and behaviours, and the public feeling that we have improved as an organization over the last three years.

Areas of Growth: Forestburg School would like to focus on strategies that support students that really struggle that may fit a K&E program. Career Planning, Course Selection, and Online Learning (BRACE) opportunities are avenues we would like to explore.

Continue to work on supporting students that are in the margins and move them closer to the core by supporting teacher capacity building.

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 that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.2%	86.8%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.	86.2	76.5%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	90.0	83.4%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	88.2%	78.0%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	86.7%	75.9%
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.5%	3.5%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	75.6%	69.5%
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	88.2%	79.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.9%	77.3%

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

School Year Summary

Achievements/Improvements: Forestburg School is above the Division average when considering school safety and respect. We are also well above the Division average in Students Supports, Welcoming and Caring learning environments, the breadth of our programming and our program offerings for at-risk learners. We are proud to have 83.3% of our Grade 12 students eligible for the Rutherford Scholarship. As well, Forestburg School maintains an extremely low dropout rate.
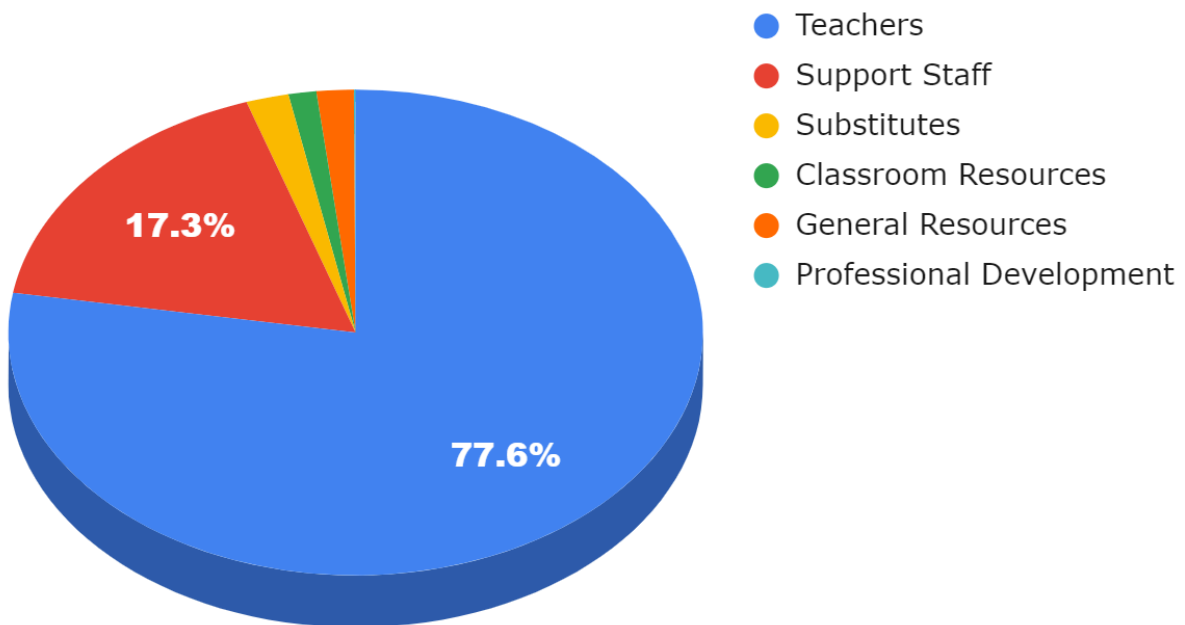
Areas of Growth:
Forestburg School would like to boost its effectiveness as a building that fosters respect for others. Inviting in cultural support to help broaden our students' worldview is paramount as we move into the next few years.

Create a system for informing, promoting, and implementing access to Work Experience, Registered Apprenticeship Program, Dual Credit College Courses and Green Certificate Agricultural opportunities available for our high school students.

School Budget Summary 2023-2024

Categories	Amount ($)
Teachers	1364100.82
Support Staff	327149.00
Substitutes	44448.93
Classroom Resources	26559.49
General Resources	6833.03
Professional Development	1008.24

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

17.3%

77.6%

Stakeholder Engagement

- Monthly School Newsletter
  - Every month, parents are updated on the activities that have happened at the school and reminded what to look out for over the next month.
- School Messenger
  - School Messenger is an effective tool to get mass communication out to the majority of parents in a timely manner.
- School Website
  - The Forestburg School website has been updated and will continue to be monitored and revised as needed.
- School Council
  - Monthly meetings involving parents and other school stakeholders are held. Information is shared in various reports and discussions about school issues are shared.
- Community Invitations for key events (ie. Terry Fox Run, Elementary Track Meet, Remembrance Day, Hot Lunch, Breakfast Club, etc.)
  - As often as possible the community of Forestburg is invited into our school to share in the learning and experiences with our students.

School Education Plan 2024-2025

Literacy Goal:
Students at Forestburg School will read, write, and communicate to the best of their ability and demonstrate that they are readily able to meet real-world expectations for literacy development.

High Quality Teaching involves:	**Optimum Learning involves:**
Intentional Planning Responsive Instruction Purposeful Assessment Positive Classroom Culture Engaged Professionalism	Emotionally, Intellectually, & Physically Safe Environments Relevant, rigorous & appropriate content Learner agency Meets diverse needs Scaffolded instruction

Strategies:
Forestburg School will utilize the LeNS, CC3, and mCLASS diagnostic assessments for each student in Div 1 and 2 and then use the data for targeted interventions for student improvement.
Provide an opportunity for staff that have ELL students to meet with Kyla Kucy to support them in their Benchmarking 2.0 requirements to allow for a complete assessment of their students ELL growth and subsequent interventions.
Provide reading opportunities based upon student interests by scheduling reading time in the LC.

Measures:
UFLI
mClass
LeNS
CC3
ELL Benchmark 2.0

Implementation Plan:
Div 1 and 2 students will participate in the LeNS, CC3 and mClass assessments and "at risk" students will receive targeted interventions derived from the results of each of these assessments for BOY, MOY, and EOY timelines.
Literacy instruction takes place daily through the standard ELA curriculum for all students.
ELL support from Kyla Kucy to ensure Benchmarks 2.0 is completed November 2024 and spring 2025.
Scheduled LC time for grades K-6.

Allocation of Resources:	**Professional Learning:**
Learning Commons Support for students from Grades 4-12	UFLI Implementation Empowering Writers (Gr. 4-6) mClass coaching (in-school) ELL Benchmark 2.0 Training (Kyla Kucy)

Numeracy Goal: **Students at Forestburg School will develop a numeracy sense that allows them to participate as critical thinkers in the school and beyond.**	

High Quality Teaching involves:	**Optimum Learning involves:**
Intentional Planning Responsive Instruction Purposeful Assessment Positive Classroom Culture Engaged Professionalism	Emotionally, Intellectually, & Physically Safe Environments Relevant, rigorous & appropriate content Learner agency Meets diverse needs Scaffolded instruction

Strategies:

Creation of Numeracy support for Grades 7-12 utilizing support staff members in key classrooms

Measures:
EICS Numeracy Assessment
Matific
MathUp
Classroom Assessment

Implementation Plan:
Grade 1-6 students will receive numeracy support every second Monday (and Friday rotation) for 86 minutes. (Reflex Math)

Allocation of Resources:	**Professional Learning:**
Funds for cross-curricular numeracy supports in the LC Learning Commons Support for students from Grades 3-12 Numeracy Support Period for Grades 7-12 (drop-in)	**BRSD Numeracy Committee (Adam Johnson Representative)**

Equity Goal: Forestburg school staff and students will create an inclusive environment where learners from all cultures and lifestyles are respected.

High Quality Teaching involves:	Optimum Learning involves:
Intentional Planning Responsive Instruction Purposeful Assessment Positive Classroom Culture Engaged Professionalism	Emotionally, Intellectually, & Physically Safe Environments Relevant, rigorous & appropriate content Learner agency Meets diverse needs Scaffolded instruction

Strategies:
Planned activities for Truth and Reconciliation education
Support of diverse communities through MHCB
Attend Guest Speaker Opportunities in BRSD (Flagstaff)

Measures:
Accountability Pillar Survey
SAVY Student Input/Progress
Behaviour Tracking in PowerSchool
Number of classroom presentations focused on creating an inclusive environment. i.e. indigenous presentations

Implementation Plan:
Purchase of Halal, gluten-free, dairy-free breakfast items for all students to be able to participate in the annual pancake breakfast and other events
Purchase of the same types of items for breakfast club
Carley Ritz: MHCB

Allocation of Resources: Funds to buy materials and/or supplies to involve all students	Professional Learning: Eric Jensen (Equity Coordinator) BRSD and Forestburg School PD day opportunities focussed on our 3 priorities