

# Fort Vermilion School Division No. 52 Annual Education Results Report Summary 2017-2018

*“Building Success - One Student at a Time”*



## FVSD FACTS

Located in the Northwestern corner of Alberta.

3556 student enrolment.

221 Certificated Staff and 317 Support Staff.

14 schools

4 Outreach Schools

1 Home Education Centre

1 Partnership with Dene Tha Community School

Partners with four First Nation Bands – Dene Tha First Nation, Tallcree First Nation, Little Red River Nation and Beaver First Nation.

One third of student enrolment originates from a Mennonite culture.

## OUR STUDENTS

Student literacy achievement has increased substantially since the literacy initiative started. 60% of Canadian students read at or above grade level as measured by the CAT4 assessment. FVSD students have improved from 47.6% to 51.4% reading at or above grade level.

The Three Year High School Completion is 67.1%.

Satisfaction levels of parents, students and teachers in Safe and Caring, Education Quality, Parental Involvement, Work Preparation and Citizenship all remain strong.

We have seen an increase in the Grade 6 PAT results.

The three-year rolling average of the overall PAT results and Diploma Exams results show that student achievement has been maintained or increased at both the acceptable and excellence category.

We will continue to focus on Connectivity, Literacy, and Numeracy in 2018-19.

## OUR PRIORITIES

All students will improve reading, writing and digital literacy skills.

- Balanced Literacy training for K-9 teachers.
- Targeted Literacy Coaches.
- Primary Literacy Supports through Leveled Literacy Intervention.
- New and Beginning Teacher Induction Program.
- Diverse Learning Coordinators.
- Equipping schools so that technology is used to support student centered, personalized authentic learning for all students.

All students will improve numeracy skills through practical applications of curricular outcomes.

- K – 12 Numeracy passport
- Restructuring delivery of CALM / Coupling with Fin. Mgt.
- Construction of numeracy common assessments in Gr. 4-6 and high school to assist in instructional planning and PD.

All students will be increasingly engaged in learning environments to improve achievement and citizenship skills

- Student Engagement Coordinators and Engagement Surveys.
- Engagement of students and parents through focus groups.
- Professional learning for leaders in high school redesign.
- Supporting the creation of Entrepreneurial/ Career Relevant opportunities at multiple schools.
- Supporting student learning in multiple schools through service to others.
- Supporting student engagement with strategies that encourage active participation, a genuine value in learning, and through deeper understanding of learner outcomes.

## WE'RE LISTENING

Students

Through establishment of Student Representative Councils, student focus groups, OurSCHOOL Survey, Student Engagement Surveys and presentations to the Board of Trustees.

Parents

Through School Councils, Council of School Councils with the Board of Trustees, Accountability Pillar Surveys, Parent Focus Groups and development of each school's Three Year Education Plan.

Staff

Through staff meetings, Divisional committees, Accountability Pillar Surveys, Staff Exit Surveys, Program Surveys, development of Administrative Guidelines, staff support processes, collaborative professional development opportunities and input on both school and FVSD education plan.

Community

Through partnerships, communication with local governing bodies, school / system electronic and paper communications and school / system articles in local newspapers.

## **INCLUSIVE EDUCATION**

Inclusive Education as developed on a provincial scale is meant to provide for the educational needs of all students; from students who struggle or are gifted. The Fort Vermilion School Division has practiced this direction for many years and it is evident in development of unique programming, implementing components of High School Redesign, school program counselling, exposure to students of career paths and implementation of additional student and staff supports both in and outside of the classroom.

A number of services are in place in Fort Vermilion School Division schools with the purpose of increasing students' potential for success in school. The Child's Circle Program provides services to at-risk students and their families throughout the Division. The Mental Health Capacity Building Project builds upon the services provided through the Child's Circle Program in High Level by providing proactive awareness and skill building programs as well as individual interventions for students when needed. Regional Collaborative Service Delivery focuses on services that will increase students' potential for success in the classroom. More information can be found in the full Annual Education Results Report.

## **FNMI STUDENT SUCCESS**

FNMI students are experiencing success in literacy, attainment of high school credits, building of life long home and career skills and involvement in leadership opportunities.

A number of FVSD schools are predominantly FNMI and the School Education Plan incorporates goals, strategies, resources and results that impact FNMI students, families and communities.

FNMI results are rolled into FVSD results found throughout the full Annual Education Results Report.

## **FVSD FUTURE CHALLENGES**

Although many measures indicate an improvement in student learning success, FVSD will continue to face challenges. Some of these challenges are:

- i. Mentoring a highly qualified teacher workforce. The new Framework Agreement has restricted FVSD's financial ability to be competitive in the market. New and innovative means will need to be entertained so as to recruit and retain teachers.
- ii. Recruiting and retaining teachers for CTS areas traditionally known as "shop" will be difficult. The result of this challenge could be the reduction of student programming options.
- iii. ESL and FNMI population needs continue to grow. The challenge will be in the establishment and maintenance of quality programming while grappling with a changing teacher workforce.
- iv. FVSD is innovative and creative in its approach to meeting varying educational needs. Inspiring Education aligns to what FVSD has been doing and extends the expectation of inclusive classrooms and learning environments that fit the model of any place, any pace, any time learning. FVSD staff, executive, trustees and parents will all be required to learn and amend practices to meet the needs of our future learner.
- v. Expanding the impact of student voice in the learning environment is not acceptable by everyone and there will be continued challenges. However, our history shows a high dropout rate and the reality is that students at young ages are being provided this choice by their parents. Therefore, it is important to learn from students in terms of what methodologies could be used to more fully engage them in the learning process.
- vi. Programs like Rocky Acres, BLAST and BEAR Necessities are having a positive impact on student completion and FVSD will need to continue support for programs like these, as well as develop additional learning opportunities in the future. Continuing to build programming opportunities for students in our Northern location will require resources such as time and money. However, we are only limited by our own engagement and creativity. Music in Residence, Art in Residence and Ridgeview Rides will be implemented in 2018-19
- vii. In some locations, student attendance remains a challenge. However, through stronger instruction, more engaging learning environments and increased learning opportunities we hope to improve attendance and ultimately impact student learning.
- viii. The market for teachers in Alberta is expanding out, as a result, FVSD continues to experience high teacher turnover. It is likely this trend will continue and therefore FVSD will be challenged with filling all positions with teachers of appropriate qualifications, current difficulty is recruiting and retaining high school math and science teachers; maintaining continuity of high quality instruction and orienting, training and supporting growing needs of teachers.
- ix. FVSD will continue to be challenged in attracting high quality school based leadership. As a result, we have a Leadership Development model to support leadership growth inside the division. However, new ideas and skills are also needed.
- x. Leadership at the Central Office Executive level in two roles is relatively new and as a result significant learning has and will continue to occur. Both school and system process will be influenced by these changes. FVSD must be continually mindful of succession planning.
- xi. FNMI academic results continue to not be as high as overall results in FVSD or the province. FVSD will need to continue to explore new strategies so that more FNMI students will be successful.