

# **Vilna School Annual Education Results Report 2022-2023**



**Work Hard ~ Be Kind**

# Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

## Student Growth & 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 & Leading

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.

## 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.

## Governance

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

## Local & Societal Context

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

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2022-2023 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-2025 Education Plan.



## Alberta Education Assurance Measures Overall Summary Fall 2023

Assurance Domain	Measure	Vilna 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	92.1	78.8	78.8	84.4	85.1	85.1	n/a	Improved Significantly	n/a
	Citizenship	64.2	74.7	76.5	80.3	81.4	82.3	Very Low	Declined	Concern
	3-year High School Completion	54.8	44.0	37.3	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	70.3	84.9	64.1	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	27.5	26.2	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.1	0.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	*	*	n/a	80.3	75.2	n/a	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	21.2	18.2	n/a	*	n/a	n/a
Teaching & Leading	Education Quality	89.2	84.3	87.8	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (w/CRSLE)	73.1	77.1	77.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.6	85.2	85.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.3	72.9	79.5	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Vilna School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	NA	NA	83.8%	78.8%	92.1%	na	na	85.6	85.1	84.4
	Citizenship	79.7%	78.2%	78.0%	74.7%	64.2%	82.9	83.3	83.2	81.4	80.3
	3-year high School Completion	39.1%	12.5%	55.6%	44.0%	54.8%	79.7	80.3	83.4	83.2	80.7
	5-year high School Completion	50.8%	52.3%	56.0%	84.9%	70.3%	85.2	85.3	86.2	87.1	88.6
	PAT: Acceptable	34.0%	NA	NA	26.2%	27.5%	71.1	na	na	64.3	63.3
	PAT: Excellent	0.0%	NA	NA	0.0%	1.1%	20.8	na	na	17.7	16.0
	Diploma: Acceptable	*	NA	NA	*	*	83.6	na	na	75.2	80.3
	Diploma: Excellent	*	NA	NA	*	*	24.0	na	na	18.2	21.2
Teaching & Leading	Education Quality	92.1%	91.2%	84.2%	84.3%	89.2%	90.2	90.3	89.6	89.0	88.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning	NA	NA	83.4%	77.1%	73.1%	na	na	87.8	86.1	84.7



	<b>Environments</b>										
	<b>Access to Supports and Services</b>	NA	NA	81.8%	85.2%	80.6%	na	na	82.6	81.6	80.6
<b>Governance</b>	<b>Parental Involvement</b>	79.9%	88.6%	87.2%	72.9%	75.3%	81.3	81.8	79.5	78.8	79.1

Data results have been suppressed where the number of respondents is fewer than 6. Suppression has been marked by an (\*).





<b>Priority One</b>	<b>Student Success and Completion</b>
<b>Alberta Education Assurance Area</b>	Student Growth and Achievement
<b>Students are successful from the time they enter school until high school completion, and beyond.</b>	
<b>Outcomes</b>	<p>Every student is proficient in reading, writing, speaking and listening.</p> <p>Every student is proficient in mathematical reasoning, and applying mathematical concepts.</p> <p>More students complete high school and are connected to career pathways for future success.</p> <p>Increased First Nations, Metis &amp; Inuit student success.</p>

<b>Provincial Achievement Tests (Standards Demonstrated by All Students)</b>					
Subject	Number of Students	Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)
PAT Overall	37	27.5	63.3	1.1	16.0
English Language Arts 6	18	38.9	76.2	0.0	18.4
English Language Arts 9	9	22.2	71.4	0.0	13.4
K & E English Language Arts 9	9	33.3	50.2	0.0	5.7
Math 6	18	5.6	65.4	0.0	15.9
Math 9	5	*	54.4	*	13.5
K&E Math 9	13	53.8	52.7	0.0	11.3
Science 6	18	11.1	66.7	0.0	21.8



Science 9	9	11.1	66.3	0.0	20.1
K & E Science 9	9	44.4	52.9	0.0	10.9
Social Studies 6	18	11.1	66.2	0.0	18.0
Social Studies 9	10	20.0	58.4	0.0	15.9
K & E Social Studies 9	9	44.4	49.6	11.1	10.6

<b>First Nations, Métis &amp; Inuit Provincial Achievement Test Results</b>					
Subject	Number of Students	Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)
PAT Overall	33	26.2	40.5	1.2	5.5
English Language Arts 6	15	40	60.6	0	7.1
English Language Arts 9	8	12.5	49.2	0	4.4
K & E English Language Arts 9	9	33.3	43.8	0	3.7
Math 6	15	6.7	42.0	0	5.6
Math 9	4	*	28.7	*	3.8
K&E Math 9	13	53.8	48.9	0	11.1
Science 6	15	13.3	46.0	0	9.0
Science 9	8	0	42.1	0	7.1
K & E Science 9	9	44.4	48.4	0	8.2
Social Studies 6	15	13.3	45.3	0	6.5
Social Studies 9	9	11.1	34.1	0	4.9
K & E Social Studies 9	9	44.4	45.4	11.1	7.3



Diploma Exams									
Subject	Number Students	Diploma Exam				School Awarded			
		Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)	Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)
English 30-1	1	*	83.7	*	10.5	*	98.4	*	42.4
English 30-2	3	*	86.2	*	12.7	*	96.7	*	18.7
Social Studies 30-1	*	*	83.5	*	15.9	*	99.3	*	50
Social Studies 30-2	4	*	78.1	*	12.3	*	97	*	22.6
Science 30	*	*	79.4	*	23.1	*	96.2	*	35.5



First Nations, Métis & Inuit Diploma Exam Results									
Subject	N	Diploma Exam				School Awarded			
		Vilna School Acc (%)	AB Acc (%)	Vilna SchoolExc (%)	AB Exc (%)	Vilna School Acc (%)	AB Acc (%)	Vilna SchoolExc (%)	AB Exc (%)
English 30-1	1	*	78.3	*	*	*	78.3	*	6.1
English 30-2	3	*	86.5	*	9.9	*	86.5	*	9.9
Social Studies 30-1	N/A	*	73.0	*	8.6	n/a	*	n/a	*
Social Studies 30-2	4	*	72.3	*	5.4	*	94.9	*	12.4

\*Data values have been suppressed where the number of students is fewer than 6.

Diploma Exam Participation Rates										
	Vilna School 2018-2019	AB 2018-2019	Vilna School 2019-2020	AB 2019-2020	Vilna School 2020-2021	AB 2020-2021	Vilna School 2021-2022	AB 2021-2022	Vilna School 2022-2023	AB 2022-2023
English 30-1	0	55.9	na	na	na	na	7.7	27.7	0.0	56.4
English 30-2	12.5	29	na	na	na	na	7.7	13.3	17.6	28.1
English 1 or more	12.5	81.7	na	na	na	na	15.4	40.5	17.6	81.3
Math 30-1	0	35.4	na	na	na	na	0	10.9	0.0	32.1



Math 30-2	15.4	26.1	na	na	na	na	0	12.1	0.0	24.6
Math 1 or more	15.4	59.3	na	na	na	na	0	22.9	0.0	54.8
Social 30-1	0	44.3	na	na	na	na	0	22.5	0.0	45
Social 30-2	25	38	na	na	na	na	23.1	17.4	17.6	36.1
Social 1 or more	25	81.7	na	na	na	na	23.1	39.8	17.6	80.5
Bio 30	0	42.4	na	na	na	na	0	18	0.0	38.1
Chemistry 30	0	35.2	na	na	na	na	0	15.6	0.0	32.5
Physics 30	0	17.7	na	na	na	na	0	9	0.0	16.7
Science 30	0	18.2	na	na	na	na	7.7	7.9	0.0	14.3
Science 1 or more	0	62.1	na	na	na	na	7.7	41.4	0.0	59.4



## Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

### Observation:

According to the results of the Grade 6&9 Provincial Achievement Test (PAT), Vilna School students performed below the provincial average in all subjects except Knowledge and Employability (K&E) Math, in both the Acceptable Standard and the Standard of Excellence. However, the results for the Grade 9 K&E PATs were aligned closer to the provincial averages. There was a slight increase in the number of students reaching the Acceptable Standard overall when compared to the previous year.

The largest gap in achievement between Vilna School students and Alberta Acceptable achievement was in math. Further analysis of the results indicates that Vilna students underperformed more on Part A of the Math PAT, which required students to generate a response without the use of calculators.

Results of the Grade 6 Language Arts Provincial Achievement Test (PAT) demonstrated that students performed better in the writing section, with 64.3% of students scoring within the acceptable range. However, only 35.7% of students scored within the acceptable range in reading measures. Additionally, Vilna students performed better in narrative writing than in functional writing. The area where Grade 6 students showed the greatest deficit in achievement was in formal reading comprehension and deriving meaning from reading.

The results of the Grade 9 Language Arts PAT revealed that students performed better in reading measures than in writing. The scores for functional writing were slightly higher than those for narrative writing. The areas where the students showed the greatest deficit in achievement were text organization, associating meaning, and in formal reading.

Overall, Vilna school student PAT participation is below provincial averages. Further analysis of this trend is needed to identify contributing factors and corrective support.

Less than six Grade 12 students wrote diploma exams, therefore, the results have been suppressed.

### Next Steps

- Conduct a comprehensive analysis of PAT results in collaboration with school teachers to identify trends and plan targeted interventions.
- Use RCAT to inform instruction and identify where students need intervention to support their ability to understand the material. Increased reading comprehension



would contribute significantly to success in all four subject areas.

- Teachers are providing students with "cold writes" and have attended collaborative marking sessions with same-grade colleagues to analyze results and identify trends to address.
- Ensure consistent utilization of Quest A+ and previously released PAT questions by teachers to enhance assessment practices and familiarize students with the questions and processes involved in recording answers.
- Verify that students actively employ their PAT accommodations throughout the school year, fostering familiarity with assistive tools, including MP3 readers and multiplication tables.
- Grade 6,9 & 12 teachers will have collaborative meetings with teachers across the division who oversee students writing PATs or diploma exams to review results collectively.
- Employ screens and diagnostics to guide early years interventions in numeracy and literacy.
- Leverage Indigenous Liaison support to communicate essential information about diploma exams and PATs to parents.
- Motivate students preparing for diploma exams to utilize the "Rock the Diploma" test preparation resources. Providing financial and technological assistance to students as needed.
- Sustain efforts to promote attendance and enhance student engagement.
- Review classroom procedures and transitions to ensure optimal use of class time by students.
- Maintain a holistic approach to student support, encompassing physical, social, cultural, and emotional dimensions. This includes providing nutrition, wellness days, cultural events and ceremonies, informal counselling, access to Elders and Cree Language, character education, and the imparting of Grandfather Teachings.



<b>Fountas and Pinnell Literacy Assessment June 2023</b>				
<b>Grade</b>	<b>Insufficient (%)</b>	<b>Basic (%)</b>	<b>Proficient (%)</b>	<b>Excellent (%)</b>
1	37.5	25	0	37.5
2	50	16.7	16.7	16.7
3	0	0	0	100
4	36.4	18.2	0	45.5
5	50	0	12.5	37.5
6	50	18.8	6.3	25%
Gr.1-6	43.1	15.7	5.9%	35.3%



**Early Years Literacy Assessments**

Grades	# At Risk Initial Assessment	# At Risk Final Assessment
1 LeNS	4	2
2 LeNS	5	3
2 CC3	5	4
3 CC3	2	0
4 CC3	2	3

**Early Years Numeracy Assessments**

Grades	# At Risk Initial Assessment	# At Risk Final Assessment
1	4	3
2	6	5
3	2	0
4	8	6





### Literacy and Numeracy: Observations and Next Steps

#### Observations:

According to January 2023 Fountas and Pinnell Literacy Assessments, 43% of grade 1-6 students are reading below grade level, 21% are reading at grade level and 35% students are reading above grade level.

Early Years Literacy Assessment for grades 2 - 4 indicates the need for increasing foundational phonics skills, including connections between sound-letter rules and the grapheme-phoneme connections, which allows for reading more complex language. Over 80% of grade 2 students were at risk, and 100% of grade 3 students were at risk.

Early Years Numeracy Assessment for Grades 2-4 also indicates that the majority of students in Grades 2-3 and over 30% of students in Grade 4 are scoring in the at-risk range in numeracy progressions and number facts both quantitatively (estimating, interpreting, recognizing patterns, probability, number sense) and spatially (time, weight, location, directions, visualizing and interpretation).

#### Next Steps:

- To support the literacy development of elementary students, teachers in Division 1 are focused on providing purposeful instruction in phonological awareness and phonics. We have allocated support to facilitate targeted literacy intervention with small groups of students.
- In terms of elementary numeracy development, teachers are striving to incorporate more small-group instruction. Further diagnostic testing in numeracy will help teachers find areas for development and increase the use of targeted intervention.
- To ensure personalized support, each literacy and numeracy teacher will engage in one-on-one sessions with the district's Inclusive Education lead. These sessions will involve a thorough review of screening results, the acquisition of effective intervention strategies, and a comprehensive overview of available resources.
- Students identified to be reading less than 6 months below grade level will receive



levelled literacy intervention (LLI) with an educational assistant daily.

- Grade 1-3 teachers received professional development from the division to support the implementation of the new Alberta curriculum.
- Review classroom procedures and transitions to ensure that both students and teachers are making the most of their time in class to optimize learning.
- Establish a reading camp program, a peer reading program, and a school-wide reading incentive program.
- Our commitment to fostering a love for reading extends beyond the classroom. To enhance students' access to reading material at home, we will continue providing students with free books they can take home through the use of donations.

### High School Completion

	Vilna School 2022	Vilna School Comparison to 2021 (+/-)	Vilna School Comparison to Alberta 2022 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
3 Year Completion	54.8%	+10.8%	-25.9%	51.5%	82.4%
5 Year Completion	70.3%	-14.6%	-18.3%	70.4%	87.3%

### FNMI High School Completion

3 Year Completion	56.0%	-1.1	+1.0	37.7%	59.5%
5 Year Completion	77.3%	-7.6	+6	76%	69.1%

### Drop Out Rate

	Vilna School 2022	Vilna School Comparison to 2021 (+/-)	Vilna School Comparison to Alberta 2022 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Drop Out Rate	1.9%	-3%	-0.6%	4.1%	2.5%
Returning Rate	*	*	+17.2	*	17.5

### FNMI Drop Out Rate



Drop Out Rate	2.2%	-1.5%	+2.9%	10	5
Returning Rate	1	-2	*	*	20.4

<b>Student Learning Engagement</b>					
	Vilna School 2023	Vilna School Comparison to 2022 (+/-)	Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	92.1%	+13.3%	+7.7%	84.9%	85%
Parent	97.4%	+9.9%	+10.1%	90.2%	88.3%
Student	82.6%	+12.7%	+11.7%	74.8%	71.3%
Teacher	96.1%	+0.4%	+1%	89.6%	95.5%

<b>Citizenship</b>					
	Vilna School 2023	Vilna School Comparison to 2022 (+/-)	Vilna School Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	64.2%	-10.5%	-16.1%	72.3%	80.9
Parent	63.9%	-9.2%	-15.5%	71.2%	79.9
Student	49.3%	-14.1%	-22%	60.5%	71.7
Teacher	79.3%	-8.2%	-11%	85.1%	91.0



## Observations and Next Steps

### Observations:

Vilna School saw a 10% increase in 3-year high school completion, though we remain below the Alberta average. Encouragingly, Vilna School students have surpassed the Province in First Nations, Métis, and Inuit (FNMI) five-year high school completion rates. We're proud to report a 3% reduction in Vilna School's dropout rate compared to the previous year, signifying positive strides in retaining students and fostering a supportive learning environment.

Stakeholder satisfaction in Student Learning and Engagement increased by 13.3% with students representing the highest increase in the measure. Vilna Schools' positive responses exceed the Provincial averages, indicating overall that parents, students and teachers agree students are engaged in their learning at school.

There was a 10% decrease in teachers, parents and students who are satisfied that students model the characteristics of active citizenship. The data shows that there has been a decrease in satisfaction with students following school rules and treating each other with respect. This decline could be attributed to various factors, including a high turnover in the student population and an overall increase in community violence. Additionally, Vilna School conducted five Violent Threat Risk Assessments during the 2022-2023 school year. The turnover in staff could also be contributing to this decline. Vilna School had five new teachers, changes in both administration positions, a new school student advocacy counsellor, and a new Indigenous liaison worker.

### Next steps:

- The High School Graduation Coach actively engages with classes and individual students, beginning in grade 7, to guide them in discovering potential career paths. The grad coach facilitates student visits to post-secondary institutions and supports them in the application process for grants and scholarships. In addition, the Grad Coach supports students who may be at risk of high school graduation through such strategies as intervention support, working with staff to modify their plan, flexibility in retaking sections of courses where they struggled and not having to redo entire courses, and looking at the flexibility of four- or five-year high school completion paths.
- We aim to empower students by offering leadership opportunities within the school and the community. This includes participation in student councils, volunteering for sporting events, contributing to community clean-up and beautification initiatives, visits to Vilna Seniors Home and leading cultural ceremonies.
- Appropriate behaviour is consistently encouraged and reinforced, thus increasing social-emotional competencies including self-awareness, self-management, social



awareness, relationship skills, and responsible decision-making. Progressive discipline includes culturally appropriate restorative practices and is individualized to consider each student's circumstances. The primary focus is to help students learn how to communicate effectively, resolve conflict, increase tolerance and understanding, develop empathy and become positive citizens both within and outside of the school community.

- To enhance the educational experience for students who identify as First Nations, Métis, and Inuit, we are expanding Cree Language classes into junior high school and offering locally developed courses in beading and tipi teachings. Students partake in a variety of cultural experiences, including school sweats, Pow Wows, feasts, pipe ceremonies, daily smudges, land-based learning, traditional dancing, and Indigenous art. These elements are seamlessly integrated into our curriculum to foster a holistic and culturally grounded educational environment.
- Additionally, we are committed to the well-being of our staff. Therefore, we provide school-based professional development opportunities covering wellness and mental health for all staff members.

<b>Priority Two</b>	<b>Wellbeing</b>
<b>Alberta Education Assurance Area</b>	Teaching and Leading Learning Supports
<b>Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.</b>	
<b>Outcomes</b>	Greater success and well-being for all.  Provide quality instruction and learning opportunities for all students.  Provide appropriate support to all to ensure student success.



**Education Quality:** Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Number of Responses	Vilna School 2023	Vilna School Comparison to 2022 (+/-)	Vilna School Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	92	89.2%	+5%	+1.1%	85.9%	88.6%
Parent	30	86.7%	+2.1%	+2.3%	84.8%	85.2%
Student	44	88.9%	+4.9%	+3.2%	84.4%	85.8%
Teacher	18	92.2%	+7.8%	-2.2%	88.6%	94.7%

**Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)** Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	Vilna School 2023	Vilna School Comparison to 2022 (+/-)	Vilna School Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	49	73.1%	-4%	-11.6%	77.9%	85.4%
Parent	13	71%	-4.4%	-14.6%	76.9%	86.2%
Student	19	64.5%	+1.3%	-12.1%	67.1%	77.2%
Teacher	17	83.9%	-8.9%	-8.1%	89.7%	92.8%

**Access to Supports and Services:** Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.



	Number of Responses	Vilna School 2023	Vilna School Comparison to 2022 (+/-)	Vilna School Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	49	80.6%	-4.6%	*	82.5%	81.6%
Parent	13	82.3%	+1.6%	+6.6%	81.2%	76.5
Student	19	69.2%	-12.3%	-10.7%	74.3%	80.0
Teacher	17	90.4%	-3.2%	+4.2%	92.1%	86.8

## Vilna School Professional Development 2022-2023

### Priority One: Student Growth and Achievement

Several school-based professional development sessions were conducted to address student growth and achievement. These learning sessions included an Empowering Writers Workshop, a virtual training session on guided reading, a presentation on Fetal Alcohol Spectrum Disorder, and HLAT training. Select staff members engaged in professional development focused on autism, while grade 1 to 3 teachers attended sessions centred around the implementation of a new curriculum.

Vilna School teachers actively participated in monthly Collaborative Response Model meetings. At the outset, they established meeting norms to create a conducive environment for open discussions. During these sessions, teachers discussed their students identifying patterns and crafting targeted interventions at the classroom level. Within the elementary team, the focus was directed toward enhancing student writing abilities. Meanwhile, the Jr/Sr cohort honed in on student engagement as a primary focus area. Concerns such as student attendance, motivation levels, and completion of assignments were identified. In response, teachers collaboratively devised strategies to provide support to students in these areas. Teachers will continue to use this model in the current school year.

### Priority Two: Wellbeing

All staff participated in LivingWorks suicide intervention training during a school-based professional development day. Additionally, six staff members attended Violent Threat Risk Assessment (VTRA) training, while seven received training in Supporting Individuals through Valued Attachments (SIVA).

The Vilna school student support team consists of the administration, a student advocacy



counsellor, an Indigenous School Liaison, a Family School Liaison (FSL) two days per week, and a school counsellor one day per week. The team holds weekly Level Three Collaborative Response Model meetings to discuss student wellness and mental health concerns. They provide intervention plans and referrals to wrap-around support. The FSL worker's caseload included 25 students requiring ongoing support, and our school counsellor's caseload included 16 students. Intervention and counselling were provided for self-regulation, peer support, grief and loss, anger, self-harm, family breakdowns, anxiety, and challenges related to poverty and trauma.

Throughout the school year, the administration conducted wellness checks and engaged in ongoing conversations with staff. Positive notes were left, and treats were provided to staff as tokens of appreciation. Staff contributions to the school community were acknowledged and celebrated during staff meetings.

To foster a sense of community, a staff social committee was established, organizing events such as Halloween costume building and pizza, dinners out, a staff Christmas baking exchange, a staff Christmas Party, a year-end BBQ, and golfing. A healthy lunch club was initiated, with different staff members preparing nutritious lunches each week. The social committee has since expanded to include wellness challenges in the current school year.

#### **Strategic Priority: First Nations, Métis and Inuit Student Success**

All school team members received a copy of the *Truth & Reconciliation Calls to Action* and engaged in a collaborative jigsaw activity to explore the principles of Education for Reconciliation. To enrich our understanding further, we were honoured to have an Elder guide us through a profound Sharing Circle during a school-based professional development day.

In addition, two of our staff members attended a conference focused on Indigenous Education, while another team member completed a course titled "Indigenous Canada: Histories and Contemporary Issues" offered by the University of Alberta. Our commitment to fostering cultural awareness and understanding remains steadfast.



<b>Priority Three</b>	<b>Engagement</b>
<b>Alberta Education Assurance Area</b>	Governance Local and Societal Context
<b>Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication</b>	
<b>Outcomes</b>	Educational partners contribute towards student success.  Resources are effectively managed to ensure learning supports, quality teaching and leading, and optimum learning for all.  The district is grounded in effective, transparent, equitable and evidence-based practices.

<b>Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.</b>						
	Number of Responses	Vilna School 2023	Vilna School Comparison to 2022 (+/-)	Vilna School Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	29	75.3%	+2.4%	-3.8%	78.5%	79.1%
Parent	13	73.4%	-3.7%	+0.9%	82.2%	72.3%
Teacher	16	77.2%	+8.4%	-8.5%	74.7%	85.9%

<b>Engagement Opportunities and Learnings</b>
Vilna School celebrated 100 years in the summer of 2022 during the annual Boomtown Days Fair, with a family movie night, school tour, and time capsule burial. Having the opportunity for a community movie was appreciated by those in attendance. The school was open for tours and welcomed numerous families, alumni, and friends from all over who enjoyed walking down memory lane through the hallways and yearbooks on display. There were many stories of former teachers and memories. A time capsule was filled with student artwork, the first school assessment roll and other memories, and was then buried in Centennial Park to



be reopened in 2073.

The school year began with a "Meet the Staff Wiener Roast." Following that, we conducted two rounds of parent-teacher interviews spread across four nights, where we not only discussed academics but also provided a meal to increase parent attendance. We hosted an Elder and Grandparent Tea and will expand the event's frequency to three times this year.

Vilna school was one of three schools in Alberta chosen to participate in a project with Careers: The Next Generation. Careers staff met virtually with students where they were able to voice their values, uncertainties, and influencers in their career planning. Careers staff were impressed and thankful for the valuable information shared and will use it to continue to guide their work with our students.

School Administration met with key stakeholders, including the Superintendent of Aspenview Public School, the Mayor of Vilna, a School Board Trustee, and a Vilna Council member, to provide an update on school affairs. The discussion encompassed the dynamics between the school and the community, exploring avenues to enhance collaborative efforts and create more opportunities for students to gain valuable work experience within the local community.

Our attempts to establish a School Council have been unsuccessful as forming a quorum has posed a persistent challenge. Although Parent Advisory Committee meetings have continued, attendance remains low. Parents have expressed that they are already well-informed about school affairs through social media channels. We have identified that the structure and formality of the meetings may be a deterrent for some of our parents. To address this, we have been exploring strategies adopted by comparable schools and plan to host meetings centred around specific topics to help boost participation.

The students of Vilna School participated in a community clean-up event on Earth Day. Each class was assigned a specific area in the Village of Vilna to clean. We also took part in the Terry Fox Run to raise money for cancer research and awareness. Additionally, the Vilna School Mustang Athletics team participated in a fundraiser with the Alberta Highway Clean-up.

Vilna School extended invitations to School Board Trustees, Aspen View Public School Senior Leadership, the Mayor of Vilna, Saddle Lake and Whitefish Lake Band Council members, and community stakeholders for various events throughout the year. These included a Pancake Breakfast, a Remembrance Day Ceremony, High School Graduation, a Christmas Concert, National Day of Truth and Reconciliation pipe ceremony, and a Christmas Feast.



Additionally, students actively participated in school-organized activities on Pink Shirt Day, National Day of Action for Missing and Murdered Indigenous Women, Girls, and Two-Spirit People. These events featured Indigenous presenters and dancers. On Indigenous Peoples Day, students engaged in hands-on experiences including crafting smoked meat, bannock on a stick, and sage boxes.

Students gained experiential learning opportunities through field trips to NAIT's "Jill of All Trades" program, sage harvesting, Soccer Fun Day, Sweat Lodge Ceremonies, trips to the Edmonton Legislature Buildings, Ice Fishing, Skiing, Archery, Blue Quills Open House, Badminton, Canada's Largest STEM Event through Youth Science Canada, robotics competitions, and Track and Field events.

Vilna School staff adopted 23 Vilna Senior Citizens and provided each with an individualized gift bag based on a questionnaire completed by the Senior.





