

General Stewart Elementary



2022/23 Annual Education Results Report

School Vision Statement

At General Stewart we are kind, believe in ourselves, embrace challenges treat everyone with respect, work hard and dream big.

School Mission Statement

We the General Stewart staff recognize and appreciate the uniqueness of each member of our community.

We will guide and assist our students to be the best they can be, intellectually, socially, emotionally and physically within an atmosphere of warmth and togetherness, care and concern, respect and trust.



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Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	General Stewart 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	72.9	65.0	65.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.9	84.9	86.4	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.2	94.8	94.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.8	91.1	91.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.7	87.8	87.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	n/a	n/a	95.6	79.1	78.8	80.3	n/a	n/a	n/a

Highlights

Highlights

We continue to provide high quality, engaging education for our students and work with our community and school council to provide a wide variety of learning opportunities for our students. Our focus is on providing students with the tools they will need to be successful in whatever they choose to do in the future. We do this by focusing on literacy, numeracy, critical thinking, resiliency and independence. We work hard to engage with our community to make our school a hub of activity and connectedness. Overall, we have a standard of very high quality education for all of our students and this is something we are proud of and work very hard to maintain. General Stewart has a strong tradition of focusing on developing well-rounded students. Academic Achievement, Citizenship, Innovation and Inclusion make up our focus and we work hard to create learning opportunities for our students both in and out of the classroom. Every student from K to grade 5 worked in 3D modelling last year and had an object printed using our 3D printers. We continue to promote Indigenous Education and Ways of Knowing in our school in many ways, including our Indigenous Education Spotlight, Land Acknowledgement, and learning and using words in Blackfoot. We use Thinking Routines and other opportunities to dig into rich tasks and promote deep thinking for students. We use data to inform instruction and engage in highly effective pedagogy to promote student autonomy and learning. We held a student market for our community where our entrepreneurial students made and sold items of their own creation and make connections within our community. The General Stewart Family is truly a special community.

Challenges to Address

Challenges

Being a small school, there are definite advantages in building connections between our families but being a small school has disadvantages such as reduced stability in funding in several areas based on enrollment. The fact that our area of the city has an aging population and this has resulted in a declining enrollment. We are looking at ways to draw more out-of-bounds students and increase our student population. We also have a significant increase in the number of students in need of family supports to provide food and clothing and/or are requiring food at school. We also continue to have significant drainage issues along the side-walks, parking lots, back alley and field near the playground. All of these are potential hazards. We also have limited space for breakout rooms for students that may need them as a part of their ISP and Behavioural Support Plans. Our Gymnasium also has limited capacity and older equipment that is in need of replacement.

Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	General Stewart School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	56	86.3	54	87.9	24	69.8	30	84.9	36	71.9	Intermediate	Declined	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	10	87.8	9	93.3	3	*	4	*	n/a	n/a	n/a	n/a	n/a	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	40	74.4	39	70.5	24	69.8	30	84.9	36	71.9	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	6	96.7	6	100.0	5	*	4	*	4	*	*	*	*	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Evaluation

A few statements about what the school will be doing to develop citizenship.

Our school is very much a community and a family. All of our staff are familiar with all of our students and we take a whole school approach to working with students regarding citizenship. We have consistent expectations that are rooted in Respect for Ourselves, Respect for Others, and Respect for our School. Because of our size, our students know each other very well, even across grade levels and that familiarity encourages them to treat other students well. We have also continued our morning announcements over Teams where our students introduce themselves and share Celebrations and Jokes. By building this community, we encourage responsibility for everyone which contributes to our Citizenship. Over the past number of years, we have used a variety of Universal self-regulation strategies for all students and teach problem-solving, critical thinking and conflict resolution skills using a variety of methods including in-class meetings and discussions utilizing such resources as the Zones of Regulation, and Kelso's Choice. We are continuing to use them as well as the implementation of the Second Step program in each class in collaboration with our Student Support Worker.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

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

	General Stewart School													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	24	54.2	30	65.0	35	72.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	3	*	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	24	54.2	30	65.0	35	72.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	5	*	4	*	4	*	*	*	*	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Evaluation

Our PL focus this year has been on implementing the new curriculum through a UDL lens to help further student engagement. There has been a notable improvement over the past three years and we have used a variety of strategies to promote student engagement. Some of these strategies are thinking routines, more group work out of seats on Vertical non-permanent surfaces, more student choices for how to demonstrate their learning and the use of more rich-tasks in numeracy as some changes, just to name a few.

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	General Stewart School													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	56	95.3	54	94.9	24	100.0	30	94.8	36	97.2	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	10	88.3	9	92.6	3	*	4	*	n/a	n/a	n/a	n/a	n/a	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	40	97.5	39	92.1	24	100.0	30	94.8	36	97.2	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	6	100.0	6	100.0	5	*	4	*	4	*	*	*	*	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Evaluation

General Stewart continues to strive to provide high quality education and meaningful learning opportunities for all of our students. We continue to model the Growth Mindset that we want for our students and will continue to use data, research and experience to look for and find ways to improve the learning experiences for all of our students. Our Community is very supportive and eager to help out wherever they can. We are reflective and analyze best practices and pedagogies as well as connecting with colleagues in other schools to develop outstanding learning opportunities for all of our students. We make mistakes, learn from them and do better next time. We are working hard to continue these practices as we are implementing the new programs of study and utilizing the new resources we have received.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

School: 6440 General Stewart School

Province: Alberta

	General Stewart School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	24	83.3	30	91.1	36	82.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	3	*	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	24	83.3	30	91.1	36	82.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	5	*	4	*	4	*	*	*	*	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Evaluation

General Stewart emphasizes the close connections between our students, staff members and families to create an environment in which everyone feels safe and open. Like any school, there are situations where conflict arises but we use programs and strategies like Kelso's Choice, Zones of Regulation, Second Step and taking turns to talk and listen to help resolve conflict and build capacity in our students. In addition, because we do not have busses, many of our families walk to school and so we have many parents in and around the school at drop off and pick up times.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

Access to Supports and Services - Data Summary

School: 6440 General Stewart School

Province: Alberta

	General Stewart School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	24	81.9	30	87.8	35	82.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	3	*	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	24	81.9	30	87.8	35	82.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	5	*	4	*	4	*	*	*	*	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Evaluation

Our staff work hard to maintain good communication with our families in all areas of education. When support services are needed, we work with families and utilize our student support worker to help them connect with outside service agencies such as LFS, Medical professionals, FASD Clinic, FASD Instructional Coaches, and SWCSS. In addition, we access the resources and expertise at the Ed Centre (Behavioural Support Team, SLPs, OTs and PTs, etc.) to help our students and families.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement

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

Insufficient responses to question, no data available

Evaluation

General Stewart has a strong tradition of connecting with our families, including attendance at assemblies, Community Building Evenings, and special events. Over the past two years, we have been able to restore practices in a variety of curricular and non-curricular activities. Some of these activities include the return of classroom volunteers, providing parents with choices of in-person, teams or phone for parent/teacher interviews to best meet their needs, student markets, co-curricular sports, Community Engagement Nights, Halloween Parade and Carnival, and assemblies for special events. In addition, we have a very effective and close relationship working with School Council and everyone is onboard with the same goal, to provide the best educational experience that we can for all of our students. We look forward to finding even more ways to connect with our parents in the future!

SUPPLEMENTAL MEASURE: Program of Studies

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

Insufficient responses to question, no data available

Evaluation

General Stewart prides itself on offering a well-rounded, student-centered learning environment that boasts strong core instructional programming along with an excellent fine arts program with opportunities for student performances that combine music, art and drama. We also provide a strong Physical Education program with exposure to a variety of sports and skills as well as Extra-curricular participation with other schools as well as extensive involvement with technologies, particularly in the areas of software and 3-D modelling and printing. Last year, each student in our school from K—grade 5 worked on modelling and printing their own items on our school 3D printers.

SUPPLEMENTAL MEASURE: Lifelong Learning

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

Insufficient responses to question, no data available

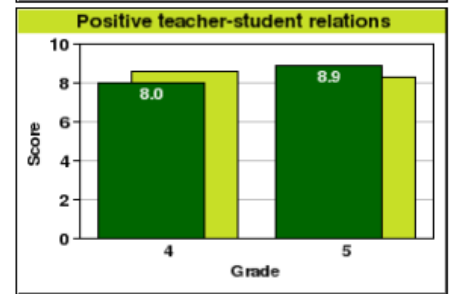
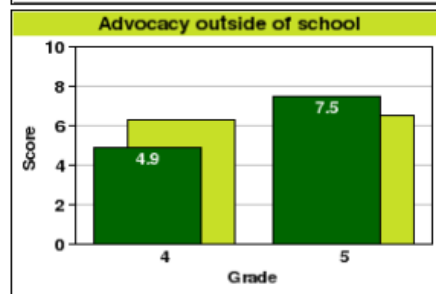
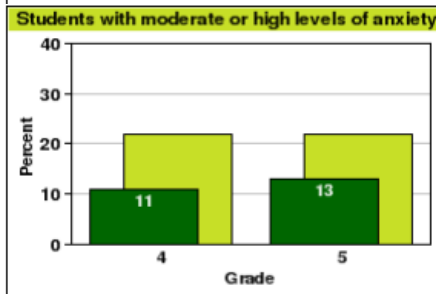
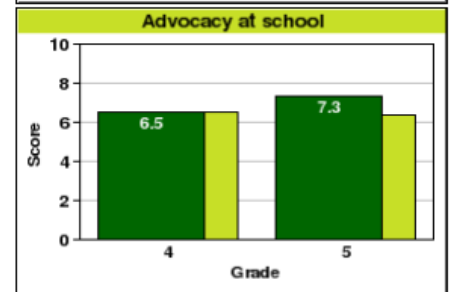
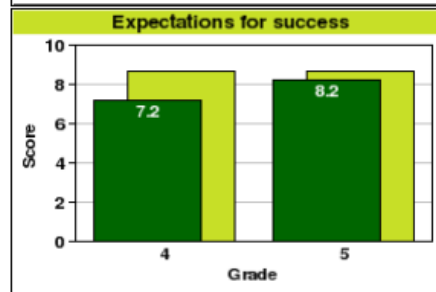
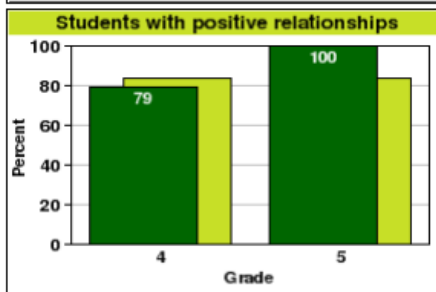
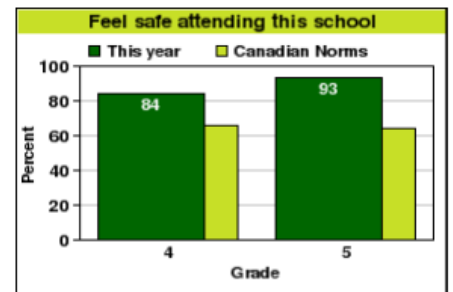
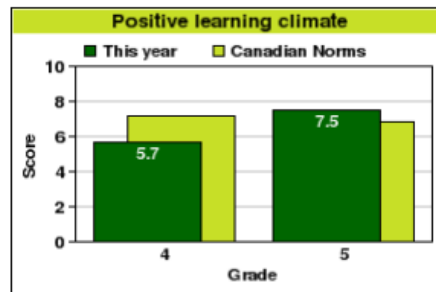
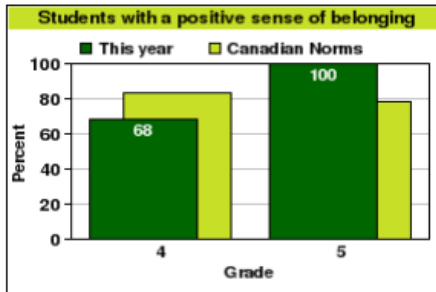
Evaluation

General Stewart focuses on the development of a growth mindset for all staff and students which strongly correlates to the skills and competencies that students need to be successful in their future endeavours. We are continuing to develop a greater use of the UDL framework to further enhance and integrate student choice and autonomy into our daily instruction by constantly working to increase student engagement. The development of these competencies will help our students to adapt to the challenges they will face in the future.

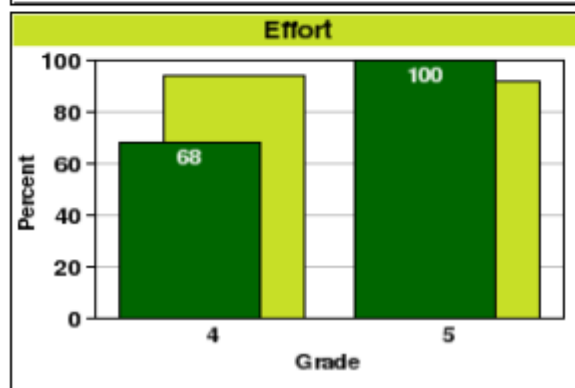
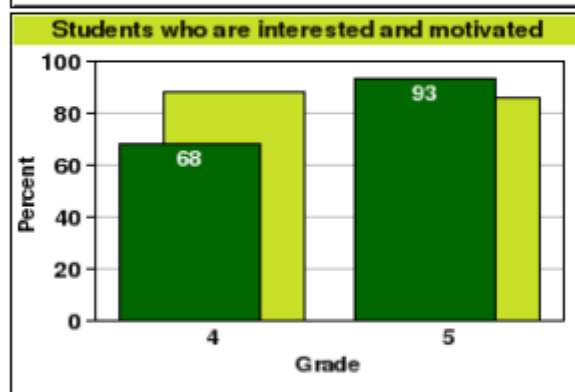
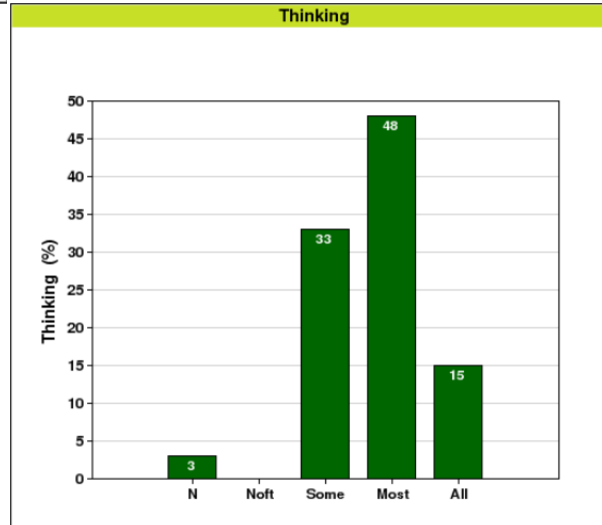
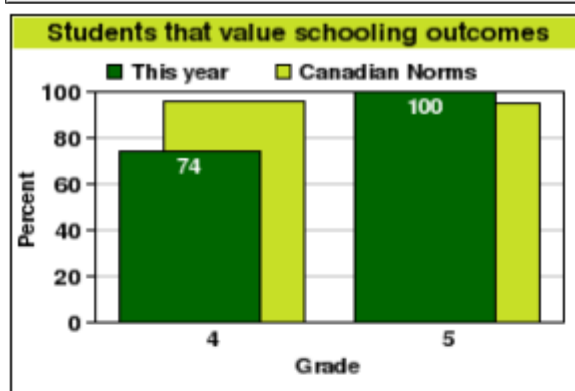
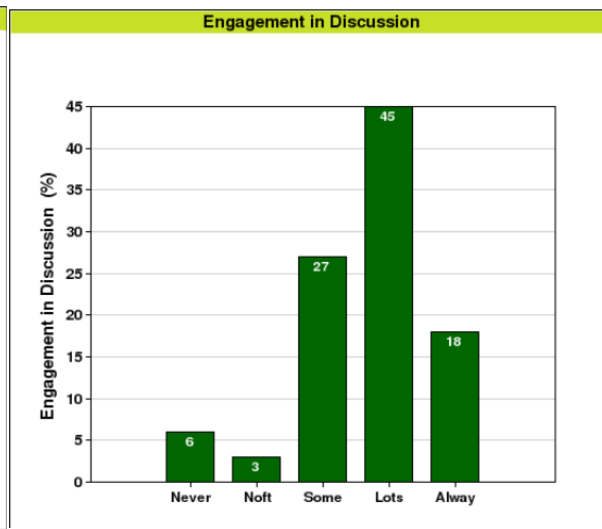
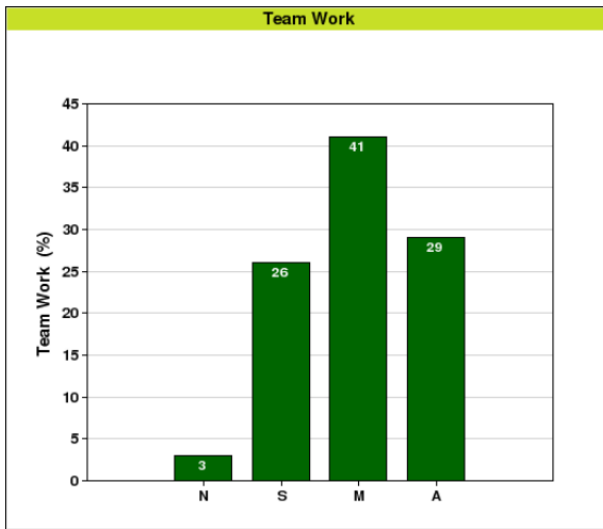
School Priority: Student Achievement and Engagement, School Wellness

Performance Measures

Student, Parent and Staff Surveys, Observations



Regarding School Wellness, our results in these areas indicate that our students are feeling safer, more connected, less anxious than their peers across Canada and they have a sense of belonging and positive relationships. With increased student supports this year, we hope and believe that these results will build from where they are and continue to make General Stewart a place where we develop well-rounded students with a tool box of strategies to help them in their future endeavours.



In looking at student engagement, one of the factors that we identified in previous years was student understanding of the term engagement. We noticed then that the number of students that described being or feeling involved in what we would consider to be engaging behaviours was higher than the number that said they were engaged. We have worked to increase understanding of the term engagement and overall we have been successful in linking the term to activities. There is, however, a significant difference between the results from our grade 4 and 5 classes. There are a number of factors that differentiate these two classes but we are continuing to work with all of our students to understand language, increase engagement and exhibit good citizenship.