



New Norway School
Annual Education Results Report
2022-23
Education Plan
2023-24

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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.

2022-2023 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 *New Norway School* Annual Education Results Report for the 2022-2023 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.

Parent Council Chair

Date

Principal

Date

(New Norway School)

Profile

Located just south of the City of Camrose. New Norway school is a rural school with approximately 200 Kindergarten to Grade 12 students.

Our Vision:

Creating a Culture of Excellence

Our Mission:

New Norway is a Great School for All

Our Beliefs or Values:

We strive for the success of all students in New Norway School by serving their educational needs. It is our responsibility to ensure that all New Norway School students are provided with the best education possible so that they may become self-reliant, responsible, caring and contributing members of society.

Our core intention is to create a culture of excellence. Excellence in academics, excellence in relationships, excellence in character and excellence in athletics.

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 (CC3, LENS)		
Writing Literacy	School	BRSD
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	100	71.6%
Percentage of students who achieve the acceptable standard in English 30–2 Diploma Exam.	100	83%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	0	3.5%
Percentage of students who achieve the standard of excellence in English 30–2 Diploma Exam.	33.3	8.5%
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	75	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	20	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	73.3	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	33.3	15%
Numeracy	School	BRSD
Percentage of students in grades 4 to 10 above the 60% benchmark on the MiPi Assessment	56	

Percentage of students who achieve the acceptable standard in Math 30-1	100	47.8%
Percentage of students who achieve the acceptable standard in Math 30–2	100	48%
Percentage of students who achieve the standard of excellence in Math 30-1	60	7.5%
Percentage of students who achieve the standard of excellence in Math 30–2	14.3	5.3%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	60	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	15	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	66.7	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	6.7	8.2%

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

Achievements:

Literacy Results are quite strong, especially in English 30-2 Diploma and ELA 9 PAT

Areas for improvement and growth:

Numeracy in general

Strategies:

Increase numeracy resources

Numeracy Intervention (small groups)

Ensuring that students are being correctly streamed to their correct level of courses to give them the opportunity to achieve maximum success

Basic facts need to be emphasized (algebra, fractions, money)

Vocabulary strategies for all disciplines

Literacy grades 4-9: reading is thinking; (at home comprehension and reading strategies)

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. (2022)	70.7 (PAT) 92.3 (DIP)	62%	
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks. (2022)	20 (PAT) 23.1 (DIP)	11.3%	
Overall satisfaction with the quality of basic education.	81	87%	
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	100	75.6%
	4 yrs	91.4	87.3%
	5 yrs	100	90%
High school post-secondary transition rate of students within six years of entering Grade 10.	52.4	54.4%	
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	84	82.3%	
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	70.7	75.4%	
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.	71.4	79.3%	

Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.

74.5

73.8%

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

Achievements:

Fairly high scores on PATs and Diplomas

Areas for improvement and growth:

Need more stakeholders feeling that the school is improving

Need to encourage more post secondary pursuits

Promotion of lifelong learning knowledge, skills and attitudes

Strategies:

Increase resources for post-secondary pursuits

Hold more career related events/post-secondary events for all high school

Priority 3: Equity

All student's unique background will be fostered and honored 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 (only 7 parents responded)	School	BRSD
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.	83.8	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	73.1	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	83.8	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	76.2	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship (2022)	100	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.6	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	69.7	69.6%
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	76.3	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.3	76.8%

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

Achievements:

Very high percentage of grade 12 students eligible for a Rutherford Scholarship

A strong majority of parents, students and teachers agree that New Norway School is a safe, welcoming and caring learning environment where all stakeholders learn and take responsibility to treat others with respect, fairness, care, and empathy.

Areas for improvement and growth:

Engage parents so we have more responding (2022- only 7 parents)

Continue to collaborate with all stakeholders and be responsive to the diverse needs of an ever evolving student population and community. Creative and innovative solutions must be generated through our partnerships and our school's family collective efficacy.

School Year Summary

The 2022-2023 school year at New Norway School was an amazing one. We attained excellence in extra-curricular: Team Silver Medal at the XC Running Provincials. The Senior Men's Volleyball team represented us well at provincials. The Senior Women's Handball team won the Provincial Sportsmanship banner once again. We had excellent representation at Track and Field Provincials and Golf Provincials. Our Junior Boys Cross Country team won the Regional Championship. Excellence was attained in programming through increased partnerships with BRACE, Golden Hills and Camrose Composite High School increasing the flexibility and the opportunities for all of our students. We attained excellence in successful school events: The biggest Spartan Tough race ever. We continued to lead the Battle River Race Series that has become known and respected all over our province. We hosted the Live Different student led event, focused on student empowerment, wellness, and kindness. Our partnership/collaboration with our parents, school council and community members strengthened and involved them in our Terry Fox Run, Remembrance Day Ceremony, Halloween Community Parade, Christmas Concert, Excellence in Academics Awards night, Spring Music Concert, Color Night and our Elementary Track and Field Meet. Our Breakfast program supported student learning and student health by providing vital nutrition every morning, all year long. Dynamic and enriching field trips were organized that included a Jr. High Camping/Hiking Trip to the Mountains, a Ski Trip to the Mountains, Ranch Camp, West Edmonton Mall Waterpark, the Telus World of Science and the Alberta Legislature. Excellence was attained in relationships and character through our investment in student leadership that transformed the feel and culture of the school through the bulletin boards, wall murals, social media and other wellness initiatives by students. Our Elementary leadership grew as they focused on the Seven Sacred Teachings and participated in monthly assemblies to deepen their work. Student mentoring between classes increased. Our understanding of indigenous ways was increased through visits by Brad Rabbit. Excellence was attained in our collaboration with our family of schools as we learned from each other, supported each other and organized events together. Spartans demonstrated "giving back" by students creating Christmas cards for seniors, incredible food bank donations and raising \$4000 for the Terry Fox Fund.

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	\$1,404,591.01
Support Staff	\$210,262.34
Substitutes	\$35,440.86
Classroom Resources	\$15,796.88
General Resources	\$28,995.92
Professional Development	\$187.34

! Column 2 must be numeric.



Stakeholder Engagement

Staff:

- At Staff meetings throughout the year
- Christmas Party
- Soup club, special event recognition, wellness cart (treats), birthday recognition
- Professional Development days
- Staff input on our AERR
- Assurance CRM to reflect on data
 - Strengths/Celebrations?
 - What area of concern arose from the data?
 - Notice? Wonder?
 - Next Steps?

Parents:

- Parent Council meetings - facilitation of our hot lunch program
- School activities (Terry Fox, Spartan Race, Christmas Concert, Spring Concert, Interviews)
- Monthly Newsletters
- Emails through messengers around upcoming school activities
- Social media engagement and posts
- Sharing Literacy Numeracy Strategies with parents
- On-going feedback and conversations
- Agent of the board as supervisors on Field Trips
- Parent teacher nights/student led conferences
- Sporting events
- Poetry Tea (grade 4)
- Kindergarten Farewell.

Students:

- Meeting with Student Leadership (Sr/Elementary)
- Student led projects and events
- SAVY/Student Leadership
- Various extra curricular and curricular out of classroom experiences.

Community;

- Spartan Tough
- Whole School events; Community celebrations (Halloween Costume Walk)
- Social media
- On-going feedback and conversations
- Utilization of community resources more: curling rink, golf course and skating rink

School Education Plan 2023-2024

<p>Literacy Goal: BRSD Priority One: All students will improve in literacy and numeracy.</p> <p>NNS: All students in New Norway school will demonstrate improved reading comprehension, writing proficiency and critical analysis skills.</p>	
<p>High Quality Teaching involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intentional Planning <input checked="" type="checkbox"/> Responsive Instruction <input checked="" type="checkbox"/> Purposeful Assessment <input checked="" type="checkbox"/> Positive Classroom Culture <input checked="" type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input checked="" type="checkbox"/> Relevant, rigorous & appropriate content <input checked="" type="checkbox"/> Learner agency <input checked="" type="checkbox"/> Meets diverse needs <input checked="" type="checkbox"/> Scaffolded instruction
<p>Strategies:</p> <ul style="list-style-type: none"> ● To continue developing skilled readers in K-2 by using common instructional strategies such as: small literacy groups and resources that support language comprehension and word recognition (Heggerty,UFLi). ● Support all students in an inclusive environment with appropriate accommodations, adaptations and modifications ● Integrate whole team CTMs and vertical collaboration opportunities in embedded CRM model that integrates RTI (Response to Intervention) & PL (Professional Learning) ● Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community ● Literacy Focused activities in our classrooms ● Diverse Reading Material available in our Learning commons for students to access 	
<p>Measures: Improvement in BOY/MOY/EOY assessments HLAT writing Classroom Walk throughs APORI data CRM data</p>	
<p>Implementation Plan: Single graded Literacy classes (K-6) Literacy Night (Nov.2023) Where families can engage with the school and their children through literacy activities. Teachers have literacy intervention time built into their timetables for bursts to close gaps in student learning.</p>	
<p>Allocation of Resources: .25 Teacher to teach grade 2 Literacy</p>	<p>Professional Learning: Divisional PD- new curriculum , MCLASS training,Heggerty</p>

Numeracy Goal:

BRSD Priority One: All students will improve in literacy and numeracy.

NNS: All students at New Norway School will build resiliency and rigor to apply critical thinking to mathematical problems which will transfer into real-world applications.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Design math lessons that involve real-world problem-solving scenarios, helping students apply mathematical concepts in practical situations.
- Integrate math games and interactive activities to make learning numeracy more engaging and enjoyable for students.
- Provide differentiated instruction to address varying levels of mathematical understanding ensuring each student receives targeted support
- Support learning basic facts at home

Measures:

Classroom Walk throughs
 MIPI /Elk Island Screener
 PAT/Diploma results
 APORI data
 CRM data

Implementation Plan:

Numeracy night- Where families can engage with the school and their children through numeracy activities.

Allocation of Resources:

FTE for single graded Numeracy classes K-6

Professional Learning:

CRM meetings/data analysis
 Numeracy Lead

Equity Goal:

BRSD Priority Three: All students' unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

NNS-Our classrooms will actively foster equity by implementing inclusive teaching practices that accommodate diverse learning styles, backgrounds and abilities.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Establish inclusive teaching practices, such as flexible grouping, varied assessment methods, and differentiated instruction to accommodate diverse learning needs.
- Infuse curriculum with content that reflects the cultural backgrounds and experiences of students, fostering a more inclusive and relatable learning environment
- Periodically assess the impact of classroom practices on equity and make necessary adjustments based on student feedback and performance data.
- Increased use of Universal Design for Learning as a regular classroom practice
- Audio exams available to 7-12 students
- Deepening our use of the collaborative response approach to meeting key issues of practice to meet student and academic needs.
- Refine attendance procedures and supports for students in New Norway School
- “A Great School for all” creating safe and equitable environments in which people can feel safe to learn and work.

Measures:

Classroom Walk-throughs
FSLW/MHCB data and discussion
Attendance Data
APORI data
CRM data

Implementation Plan:

Support school staff in fostering a sense of belonging by creating a culturally responsive school community.
Engage school staff (with support of Division consultants) to support wellbeing as a shared responsibility.

Allocation of Resources:

Division FSLW/MCHB FTE
Intervention built into our
timetable.

Professional Learning:

CTM/CRM discussions/focus
FOS PD opportunities