



JOSEPH WELSH ELEMENTARY SCHOOL

School Results Report

2023-2024 School Year



The Year in Review

Fast Facts: Joseph Welsh Elementary School

Address: 4401 37 Avenue Red Deer, AB T4N 2T5

Phone: (403) 346-6377

Website: <http://jwelsh.rdpsd.ab.ca/>

Principal: Kevin Robertson

Vice-Principal: Sean Grainger

Student Profile:

- Pre-Kindergarten: 29
- Kindergarten: 42
- Grade 1: 32
- Grade 2: 46
- Grade 3: 36
- Grade 4: 50
- Grade 5: 38
- Total Student Population: 273
- ESL Students: 25
- First Nations; Métis; Inuit Students: 21

Staff Profile:

- Teachers: 15
- Classified Staff: 15
- Facility Services Staff: 2
- Total Staff: 32

New Directions:

Our first full year of implementing the Student Support Room was a great success, as our staff provided necessary social, emotional, regulation, and wrap-around support for our students. Through detailed data tracking, we supported over 6000 students during the course of the 2023-2024 school year. We continued to address the need to support numeracy and literacy, and specifically focused on the implementation of the UFLI reader development program. We will continue to focus on kindness and respect, as we build on our school motto “building connections in all we do”, through student recognition and character education lessons.

Opportunities and Challenges:

We continue to implement and build on the new curriculum and will have some classes piloting the new Social Studies curriculum this coming year. At our school, we will continue to provide embedded collaboration time for our teachers, allowing for more time to focus on high leverage teaching strategies and effective assessment practices. With student learning as a focus, we aim to meet all students’ learning needs and will explore ways to provide targeted intervention, specifically in literacy and numeracy, for every student.

A Year of Success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

Alberta Education Assurance Measures: Overall Summary



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 4443 Joseph Welsh School

Assurance Domain	Measure	Joseph Welsh 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	82.1	80.3	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.7	87.4	87.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.9	90.8	92.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	91.6	89.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.1	81.2	84.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	92.4	84.3	82.4	79.5	79.1	78.9	Very High	Improved	Excellent

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **32**
- Grade 2: **45**
- Grade 3: **35**

Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **9 (Literacy), 9 (Numeracy)**
- Grade 2: **14 (Literacy), 20 (Numeracy)**
- Grade 3: **10 (Literacy), 6 (Numeracy)**

Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: **7 (Literacy), 8 (Numeracy)**
- Grade 2: **15 (Literacy), 13 (Numeracy)**
- Grade 3: **9 (Literacy), 5 (Numeracy)**

Division Performance Measures

• Percentage of Grade 1 students who were reading/literate within one year of grade level.

Number of Students	Students reading within one year of Grade Level	Percentage
28	22	78.57

• Percentage of Grade 2 students who were reading/literate within one year of grade level.

Number of Students	Students reading within one year of Grade Level	Percentage
46	32	69.57

• Percentage of Grade 3 students who were reading/literate within one year of grade level.–

Number of Students	Students reading within one year of Grade Level	Percentage
36	29	80.56

- Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
51	40	78.43

- Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
38	33	86.84

- Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	78	70.2	76.5	71.4
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	87.95	83.8	80.6	85.1
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	100	96.2	88.9

- Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	84.0	85.1	76.5	75.0
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	75.9	85.0	89.6	83.6
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	100	96.2	92.6

Anecdotal Results, Analysis and Action

Anecdotal Results:

- In looking at our student population as a whole, 22% were NOT reading within one year of Grade Level. This is significant to us. Furthermore, the Grade 2 cohort came in at over 30% who were NOT reading within one year of Grade Level.
- From the Alberta Education Performance Measures, which included literacy and numeracy assessments for grades 1-3, there was little change in the number of students identified as “at risk” at the beginning of the school year as compared to those assessed at the end of the school year.
- Overall, including parents and staff, there is a decrease in a feeling that students are able to read and write, and understand and work with numbers.

Analysis:

- Our results indicate to us that we need to specifically target literacy and numeracy and plans to support student learning in these areas.

Action:

- We are using flexible scheduling that allows for targeted intervention time for all students.
 - We are introducing “WIN time” (What I Need) by creating targeted learning groups aimed at supporting student learning at their level, with a goal to build strong foundations, leading to increased future success.
 - We will continue to explore more ways to provide small group and individual Interventions to support student learning.
- We are providing collaborative time for teacher grade partners to bolster highly effective instructional strategies.
 - We will explore High Impact Teaching Strategies and provide ongoing professional development, aligned with District initiatives in this area.
- We will continue to emphasize literacy learning and teaching throughout our school. This will include utilizing our Learning Assistance Teacher, Learning Support Staff, Educational Assistants, and classroom teachers to explore and develop best practices. Interventions such as RAZZ reading, Precision, Read Naturally Live, Guided Reading, and others will be utilized.
- We will explore and implement a variety of learning resources, including: the Science of Reading, Decodable books and Morphology
- Numeracy will continue to be another area of priority for our school. To further support numeracy, we will continue with a number of numeracy interventions.
 - High engagement, hands-on game-based learning
 - Small group interventions, utilizing more staff
 - District math resources - for example, math recovery - cross number puzzles (hands-on manipulatives, higher level thinking, differentiated for learners)
- An online math program, Mathia, can be used across grade levels to support numeracy instruction. This program can be utilized in the classroom and at home.

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	86.3	88.3	88.8	94.3	92.6

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.4	79.3	74.2	66.4	81.5

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	98	97.9	94.1	89.3
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	92.77	95.0	91.7	91.1
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	95.83	100	96.2	88.9

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	96	97.9	76.5	92.9
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	87.95	91.3	83.3	83.6
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	100	100	92.3	92.6

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	88	97.9	82.4	92.9
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	90.36	90.0	84.4	85.1
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	100	100	92.3	92.3

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school and who feel their children are connected and feel a sense of belonging at school rose significantly from last year (16.4% and 10.5% respectively).
- The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years was at a five year high (81.5%).

Analysis:

- Our school staff works very hard to support students and families and meet them where they are at. Generally, we are happy to report improvement in most areas in the Equity domain.

Action:

- We will continue to focus on “soft starts” for our students, such that school allows for the development of positive relationships and a positive school community. This will also involve daily soft starts for students who need support. Our breakfast program at the start of each day is open to all students, and allows for a good start to the day. We have seen a dramatic uptick in the number of our students who access our breakfast program, and the number of students who access snacks at other times during the day.
- Our Student Support Room provides support for all students and is available throughout the school day. We will collect and analyze data tracked through our Student Support Room and explore ways to continue to support our students and their learning.
- We will work hard to connect with our families and build meaningful relationships with these important partners.
 - We will share weekly newsletters with our families to support communication with parents/guardians.
 - We look forward to opportunities to invite our parents into our school community for a variety of events throughout the school year.

- Our staff invests time to ensure our students are taught to be responsible citizens and follow our school motto of building connections in all we do and in being kind. We will monitor our students' social and emotional well being and provide them with strategies to support their own mental health.
- We look forward to implementing the District bullying awareness initiative WITS program (Walk away, Ignore, Talk it out, Seek help). This program offers tools that kids can use to successfully navigate issues around peer victimization and discrimination. The common language allows teachers and other school personnel to create the context for follow-up with students involved in peer victimization. Our kickoff assembly will be during the Bullying Awareness week of November 18-22.
- Our students and families are supported in many ways by our Family School Liaison Counsellor.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.3	82.1	81.4	87.4	86.7

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	86.7	83.3	84.9	75.5	78.3

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	81.4	89.8	82.9	68.1	94.4

Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	6
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	88	87.3	88.2	82.1
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	86.75	87.5	92.7	88.1
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	91.67	100	92.3	74.1

● **Survey result scores for perceived high school graduation by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	98	95.7	94.1	96.4
Overall percentage of students who feel they will complete high school.	N/A	95.18	97.5	96.9	91.0
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	N/A	95.83	93.3	92.3	92.6

● **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)			
	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	84	85.1	88.2	89.3
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	62.65	72.5	56.3	59.7
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	100	100	92.3	88.9

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The overall percentage of parents, students, and teachers who feel the students will be prepared for the next grade level decreased in each case.
- The percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies is at a five-year high (94.4%).
- The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship remained high (87%) as compared to the previous five school years..

Analysis:

- In referring back to the significant number of students (22%) who were identified as "at risk" in literacy and in numeracy, we are not surprised of the results focused on students being ready for the next grade level. This will be a specific goal for our upcoming school year.

Action:

- We will continue to implement our OWLS (Others, World, Learning, Self) Character Education Program with the integration of the District Values (Respectful, Curious, Responsible, Collaborative, Resilient, Healthy) through specific lessons and an overall school philosophy of "building connections in all we do".
- We will utilize our student leadership program, which instills and develops key skills, and also supports our focus on community building within our school population.
- We will provide support for families struggling with attendance issues (involvement with the Family School Liaison Counsellor, parent meetings, financial support for busing etc.) as necessary.

- We will collaborate with and utilize supports from various community agencies and our Family School Liaison Counsellor to support students and their families who are in need.
- We will develop and implement strategic intervention plans and incorporate high leverage teaching strategies to support all students' learning, especially in the areas of literacy and numeracy.
- We will introduce and grow the WITS bullying awareness program.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- We supported teachers in delivering appropriate, connected curriculum reflecting FNMI content (Connected to the new curriculum). We used school-wide themes to represent FNMI culture - our Indigenous celebration of spring field and art day activity is an example. We hosted professional development highlighting Indigenous ways of knowing and being. The heightened focus on FNMI curriculum, Indigenous ways of knowing and doing, and celebrating the traditions and perspectives of First nations worldview has increased our level of connection to our FNMI students and their families, as well as FNMI resources and connections in the community.

This coming school year:

- We intend to host our FNMI families at the school for a potluck feast and celebration of their children's learning success in the spring of 2025.
- We plan to host another field and art culture day again this spring (June) to celebrate National Indigenous Peoples Day, building on the event hosted last year.
- On National Day of Truth & Reconciliation (September) we celebrated by participating in Indigenous Games events and other FNMI learning activities.
- We plan to incorporate staff professional development, specifically on the topic of Tipi Building during one of our Staff Learning Days.
- We have several staff members attending regular FNMI network opportunities throughout the year.
- We have added several new books to our library collection.
- We were able to hire extra Educational Assistants with our Jordan's Principle funding. This funding will continue into this next school year.
- Many of our classroom teachers plan to invite District Coordinators to provide lessons for the whole class.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **JOSEPH WELSH ELEMENTARY SCHOOL**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 27, 2024** meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpd.ab.ca/josephwelsh>



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