



School Results Report

2024-2025 School Year

Oriole Park Elementary School



The Year in Review

Fast Facts:

École Oriole Park School
5 Oldbury Street RED DEER AB T4N 5A8
403-347-3731

website: <http://oriolepark.rdpsd.ab.ca/>

email: op@rdpsd.ab.ca

Principal: Mr. Ryan Kure
Vice-Principal: Mme Giselle Ruest

Student Profile:

- Kindergarten: 51
- Grade 1: 73
- Grade 2: 64
- Grade 3: 47
- Grade 4: 65
- Grade 5: 64
- Total Student Population: 364
- EAL Students: 66
- First Nations; Métis; Inuit Students: 32
- French Immersion Students: 115

Staff Profile:

- Teachers: 21
- Classified Staff: 18
- Facility Services Staff: 2
- Total Staff: 42
- Family School Liaison Worker: 1

New Directions:

École Oriole Park School is committed to excellence in instruction and helping every child reach their full potential in academics and social-emotional development. During the 2024-2025 school year, OP's primary focus was on Literacy and Numeracy instruction and interventions to support learners at every level.

The Government of Alberta provided funding for literacy and numeracy interventions during the spring. We were able to hire a 0.5 Teacher for two months to help facilitate a Government of Alberta Intervention program, which supports students in both Literacy (English Program and French Immersion Program) and Numeracy (again, across both program platforms). The groups ran in April and May. Students could access 1 or 2 of the intervention periods in either literacy, numeracy, or both, as needed.

As a school, we implemented a school-wide Literacy block where classes covered UFLI lessons in ability-appropriate groups to enhance students' literacy skills.

Admin delivered large group Oriole Connections sessions in the gym 1-2 times monthly to give staff time to collaborate, share best teaching practices, and enhance learning. This allows the Admin to address current safety and citizenship issues with our students, as well as the WITS (Walk-Away, Ignore, Talk it Out, Seek Help) program was rolled out by the Division. Students were taught the 6 Division Values (Respectful, Curious,

Responsible, Collaborative, Resilient, Healthy) over the year. Associated with this was the continuation of our SuperKid program, whereby students who displayed one or more values could be nominated by their teacher or any staff member and have their name drawn for Pizza with the Principal(s) every 2 months. This celebration reinforces the values that we teach the students every day.

As a way to enhance our Arts program, our students participated in a week-long Trickster Theatre Residency, during which every class prepared a skit, complete with assembled props and music, to present at a whole-school evening celebration. Not only did this tie into our art curriculum, but it also helped to establish a strong culture at École Oriole Park among staff, students, parents, and our community.

Opportunities and Challenges:

Our school and Division continue to recognize the importance of and need for support for our students. Literacy remained a Division goal, and OP School continued to refine a Literacy Intervention plan that included Guided Reading, Read Naturally Live, Benchmarking students to support their reading level, Intervention Groups, EA support, and Precision Reading. The UFLI program will continue to run for thirty minutes a day as a whole school initiative. With additional testing requirements, the data collected will be used to adjust and modify these literacy and numeracy groups, as well as drive teaching practice in the classrooms.

We continue to see increased classroom complexities as well as an increase in our English as an Additional Language learners. Although we still would like to have more EA support - which is always a challenge for any elementary school with students with academic needs - we are grateful for the Division's support in staffing our school with Educational Assistants to support learning and growing classroom sizes. Having a 0.4 FTE LAT back in our school was a tremendous help in implementing proper testing and support for our students (to coordinate speech, OT, Success in School meetings, and LST meetings), as well as the continued use of the Student Support Room.

Our Grade 5 students once again participated in our Elementary Basketball Program at Lindsay Thurber (a feeder high school) to connect and prepare for middle school athletics. Additionally, we facilitated swimming lessons with the City of Red Deer for all students in Grades 2-4, which was an excellent opportunity.

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

Assurance Domain	Measure	Oriole Park 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	90.7	87.9	88.1	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	87.1	81.5	81.2	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	89.4	92.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)	94.2	85.6	86.9	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	85.7	82.7	82.9	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	87.7	79.8	79.5	80.0	79.5	79.1	Very High	Maintained	Excellent

Alberta Education Assurance Measures: FNMI Summary

[illegible]

Alberta Education Assurance Measures: EAL Summary

[illegible]

Division Goal

Student Growth and Achievement

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

Outcomes

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy and well.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.

Alberta Education Performance Measures

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

	Red Deer Public Schools					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Overall	85.0	91.1	85.3	87.9	90.7	85.6	85.1	84.4	83.7	83.9
Parent	90.6	96.6	85.7	89.7	91.7	89.0	88.7	87.3	86.7	87.6
Student	70.8	79.6	73.0	76.9	80.5	71.8	71.3	70.9	69.3	69.3
Teacher	93.7	97.1	97.1	97.0	100.0	96.0	95.5	95.1	95.1	95.0

- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship:

	Red Deer Public Schools					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Overall	83.5	79.0	83.0	81.5	87.1	83.2	81.4	80.3	79.4	79.8
Parent	88.9	87.9	72.3	64.1	77.5	81.4	80.4	79.4	78.7	78.6
Student	70.3	59.8	80.0	86.0	86.4	74.1	72.1	71.3	69.6	70.3
Teacher	91.3	89.3	96.5	94.5	97.5	94.1	91.7	90.3	89.8	90.5

- Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year:

	Total number of students assessed using the initial assessments.	Total number of students identified as requiring additional supports at the start of the year.		Total number of students identified as requiring additional supports at the end of the year.	
		Literacy	Numeracy	Literacy	Numeracy
Grade 1	67	24	31	15	22
Grade 2	56	14	15	8	15
Grade 3	46	11	13	8	8

Division Performance Measures

- Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools:

	2025
Overall	96.72
Parent	100.00
Student	96.30
Teacher	95.45

- Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools:

	2025
Overall	96.17
Parent	96.15
Student	96.30
Teacher	95.45

- The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness:

	2025
Overall	85.79
Parent	88.46
Student	83.70
Teacher	95.45

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The number of students identified as requiring additional literacy supports across all three grades decreased as the year progressed.
- Overall increase from all stakeholders agree that students are engaged and learning in school.
- Overall increase from all stakeholders agree that students are modelling characteristics of active citizenship.

Analysis:

- Taking a deeper dive into Grade 2 Numeracy to see why the numbers requiring additional supports at the beginning of the year was the same as at the end of the year.
- Literacy and Numeracy groups and supports such as Read Naturally Live, UFLI, and Guided Reading Groups will continue to be used.

Action:

- The addition of an Academic Support Teacher (0.6 FTE) will support intervention groupings and more dedicated small-group supports in literacy and numeracy, as well as in French and English.
- With this concrete data, more data-driven decision-making can be made on group selections and required support.
- Focus on Staff Learning Days, with Division Curriculum experts in Literacy and Numeracy brought in to support data-driven planning and practice.

Division Goal

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes

- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.
- All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.
- University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.
- Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning

Alberta Education Performance Measures

- Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Red Deer Public Schools					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Overall	93.7	94.1	93.7	89.4	91.8	89.6	89.0	88.1	87.6	87.7
Parent	93.4	94.1	88.6	76.6	81.3	86.7	86.1	84.4	83.8	84.3
Student	94.2	96.2	96.2	96.2	98.3	86.3	85.9	85.7	84.9	84.8
Teacher	93.7	92.0	96.4	95.5	95.8	95.7	95.0	94.4	93.9	93.9

Division Performance Measures

- The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration.

	2025
Overall	95.63
Parent	96.15
Student	95.56
Teacher	95.45

- Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days.

	2025
Overall	95.63
Parent	88.46
Student	97.78
Teacher	90.91

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Overall increase from all stakeholders agree that they are satisfied with the quality of basic education.
- There is agreement among staff, parents, and students that meaningful collaboration is possible.

Analysis:

- The team at Ecole Oriole Park is satisfied with the increase in results from our stakeholders. One area to focus on will be parents' understanding of what is covered on Staff Learning Days.

Action:

- Staff Learning Day plans will be included in the Parent Announcements to keep everyone informed about the professional learning taking place on these days.
- Utilize Social Media (Facebook & IG) to communicate to parents the correlation between the District Values taught in Oriole Connections and the Certificates students receive throughout the year, which celebrate them.
- Incorporate support from community agencies and our in-house Family School Liaison Counsellor to support students and families in need throughout the school year.

Division Goal

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Education partners fulfil their respective roles with a shared understanding of an inclusive education system.
- Students and their families work in collaboration with education partners to support learning.
- The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.
- Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.
- Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

Alberta Education Performance Measures

- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Red Deer Public Schools					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Overall	88.7	86.1	89.0	85.6	94.2	87.8	86.1	84.7	84.0	84.4
Parent	95.1	94.3	83.9	73.1	95.3	88.2	86.9	85.6	85.3	85.2
Student	76.4	70.9	86.3	87.1	92.7	79.8	77.7	76.6	75.2	75.7
Teacher	94.5	93.1	96.8	96.7	94.6	95.3	93.6	92.0	91.6	92.3

- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Red Deer Public Schools					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Overall	84.2	82.0	84.0	82.7	85.7	83.2	81.4	80.3	79.4	79.8
Parent	86.7	80.6	76.5	70.5	82.1	81.4	80.4	79.4	78.7	78.6
Student	77.6	82.3	87.7	89.5	90.3	74.1	72.1	71.3	69.6	70.3
Teacher	88.3	83.2	87.8	88.2	84.6	94.1	91.7	90.3	89.8	90.5

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

	Red Deer Public Schools					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Overall	84.4	79.2	79.4	79.8	87.7	79.5	78.8	79.1	79.5	80.0
Parent	81.4	76.6	66.7	67.7	81.6	72.2	72.3	72.5	74.4	75.6
Teacher	87.5	81.8	92.2	91.8	93.8	86.8	85.2	85.7	84.6	84.3

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

	Red Deer Public Schools					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Overall	80.9	80.2	79.4	83.9	83.5	82.1	81.0	80.4	79.9	80.8
Parent	68.0	71.4	76.0	80.0	80.0	75.3	74.6	73.4	73.3	74.5
Teacher	93.8	88.9	82.9	87.9	87.0	88.9	87.4	87.3	86.6	87.1

- The 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.

	Red Deer Public Schools					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Overall	87.8	84.9	89.0	92.0	92.7	81.9	82.9	82.9	82.8	83.0
Parent	80.6	80.4	86.6	88.9	90.3	81.7	82.4	82.2	82.3	82.4
Student	n/a	n/a	n/a	n/a	n/a	74.9	76.9	77.4	76.7	77.0
Teacher	94.9	89.3	91.5	95.1	95.1	89.2	89.3	89.3	89.2	89.5

Division Performance Measures

- Percentage of staff, parents and students satisfied that students are safe and included at school.

	2025
Overall	91.80
Parent	92.31
Student	90.37
Teacher	100.00

- Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success

	2025
Overall	94.54
Parent	92.31
Student	95.56
Teacher	90.91

- Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools.

	2025
Overall	96.17
Parent	96.15
Student	96.30
Teacher	95.45

- Percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness.

	2025
Overall	85.79
Parent	88.46
Student	83.70
Teacher	95.45

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Overall, most stakeholders agree that learning environments are welcoming, caring, respectful, and safe.
- Stakeholders agree that students have access to the appropriate supports and services at the school.
- A substantial increase in parent involvement in the decisions about their child's education.
- Stakeholders strongly believe that students are safe and included at school.
- Strong belief that students with diverse needs have the resources required for success at school.

Analysis:

- A significant focus was placed on increasing parental involvement in decision-making and encouraging parents to be in our schools. This was done through the School Council, as well as by bringing back assemblies, Trickster Theatre, Spring Concert, Open House, and Munch and Mingle lunches, in an effort to have parents feel more involved in their child's education.
- The Pathways program at Ecole Oriole Park provides a place for students of a wide range of abilities to be supported in an environment that meets their individual learning needs and learning plan goals.

Action:

- Continue to emphasize parental involvement in the decision-making process for their child's education
- Focus on continuing to make the school a place where students feel safe and connected, through initiatives such as the WITS program and Oriole Connections.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- The creation of our own Land Acknowledgment at Ecole Oriole Park, using our students and staff to develop it will be done in the 2025-2026 school year.
- Continue with teacher professional development and offerings for the division's Networking Circle sessions.
- Have teachers collaborate with other educators and FNMI Learning Services to explore multiple ways to connect First Nations teaching and culture across a broad spectrum of curricular concepts, thereby engaging our FNMI students in learning that connects to their culture. One example of this is the Tipi teachings for the Grade 3 students.
- Have an FNMI Point Person who attends Division Sharing Circles and brings back information to share with staff to increase understanding of First Nations culture.
- Projects, reading, literature, and activities with First Nations culture continue to be embedded within classes and student learning.
- Incorporate FNMI games into our PE units and Field Day
- Utilizing the outdoor Indigenous Garden with the Medicine Wheel Circle to tie FNMI teachings to the natural world will be an important part of our students' learning
- Review the FNMI Rubric with the Division Office every year to determine where our school & staff are in terms of being comfortable delivering FNMI teachings / or accessing resources to assist in teaching

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **École Oriole Park Elementary**. 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 **December 8, 2025**, meeting of the School Council
- The School Results Report is posted on the school website at: <<INSERT WEBSITE URL>>



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