

**School Education Plan and Results Report**  
**2012-2015**  
**Year 1**



**Elk Island Public Schools**



## **School Profile and Foundation Statements**

School: Woodbridge Farms Elementary

Principal: Jacqui Holmes

### **Our Vision**

Woodbridge Farms will be a respectful, cooperative community of learners.

### **Our Mission**

The mission of Woodbridge Farms School is to inspire our citizens to create a supportive community, committed to respect, learning and active involvement.

### **Our Beliefs**

Woodbridge Farms School is a safe place for students to learn and play.

Respect for self, others, and their community.

Responsibility for learning.

Results, for all! Excellence in student achievement.

Nurture self-esteem and self-worth with life skills such as goal setting, flexibility, social skills, teamwork, conflict resolution skills, decision-making, problem solving, independence, and related skills for lifelong learning.

### **Our Community**

Woodbridge Farms School is located in the neighbourhood of Woodbridge Farms, a community nestled on the western rim of Sherwood Park. It's heavily treed and parkland area helps create an inviting, peaceful and quiet school. The beliefs of Woodbridge Farms: Respect, Responsibility and Results are given great emphasis in the school. When citizens show respect and take responsibility, they achieve maximum results.

This focus on excellence has been encompassed by our journey in Character Education. Students and staff have focused and embedded numerous character traits throughout Woodbridge Farms School. Woodbridge Farms is a Leader in Me school that embraces the "Seven Habits" by Stephen Covey. All students develop responsibility as they engage in leadership roles such as office aides, school sign changers, assistant referees, ECO Team, shakers and movers, gym set-up crews and many more leadership roles. All staff are engaged leaders at Woodbridge Farms.

Parents, grandparents and interested community members are welcome volunteers. Many assist in the school on a regular basis. Others volunteer for special events. The School Council and Parents' Association assist staff in setting and achieving school goals. The Parents' Association fundraises to support school causes, which range from library books, to physical education equipment, to technology.

Moreover, parent volunteers took on the role to plan special events as a service to the children and their families. Hot lunches, a family dance around Halloween, and a highly successful out-of-school care program that utilizes the lunchroom and its adjacent kitchen are some services for our students.

### **Enrolment**

The enrolment figures as of September 2012 indicate there are 423 students enrolled. ECS enrolment is at 71 students. A large proportion of the school population arrives by bus from Lakeland Village, Chelsea Heights and some of the newer neighbourhoods in Sherwood Park. Woodbridge Farms offers morning and afternoon Kindergarten classes as well as a full-day Kindergarten. Our full day kindergarten operates a Tuesday/Thursday, having classes on some Fridays.

### **Programming**

Within the regular classroom program student needs are met in a variety of ways: differentiation in the regular classroom and Individualized Program Plans. Academically gifted students are challenged in a variety of ways within the classroom environment. Woodbridge Farms is the host school for two system programs: the Communication Skills Program that is designed specifically for young students with notable communication difficulties in grades 1-3. The second program, the Elementary Transition Program, also serves the needs of students in grades four through six. Students in this program have learning disabilities and significant delays in one or more subject areas that require targeted assistance.

Woodbridge has Smartboards, digital video projectors, and document cameras in the 19 teaching rooms/spaces in the school. Video streaming, MonD, EIPS virtual library, DVDs, and other media are integrated into the classroom learning environment so students may follow the teacher's instruction and demonstrations. Technology tools such as laptops, iPads, and iPods are available to staff and students. Student engagement is a priority at Woodbridge Farms. Staff growth plans have mirrored the school's decision to integrate technology within daily teaching and learning.

### **Facility**

Woodbridge Farms has an exceptional library. The library technician focuses on enhancing the overall appearance and operations of our library as well as supports the technology staff and students use at the school.

Woodbridge has a multi-tiered, acoustical music room. It is well stocked with ukuleles, boomwhackers, hand-bells, and a variety of Orff instruments. Division II students also learn to read and play music using a recorder.

### **Staff**

There are 23 certificated staff members at Woodbridge Farms School. This figure includes the principal, the assistant principal who is also a 0.400 FTE Registered Psychologist/Counsellor. There are 13 classified staff members, including two secretaries, a library technical assistant and educational assistants. Professional and collegial teachers and classified staff work to seek best teaching strategies and attend a variety of professional development initiatives throughout the year. Growth plans include technology, curriculum development, assessment practices and maintaining a safe and caring learning environment. Woodbridge Farms has a school counsellor who is available to coordinate special needs programming, program testing, community services, and providing individual and group counselling to students.

### **School Council**

We encourage and appreciate strong parental involvement to maintain our family and community feeling within the school. Our parents assist in many areas within the school, and help to work as part of a team focused on the education of their children. An active School Council and Parents' Association meets regularly to support the teaching and learning in the school.

### **Closing**

A strong feeling of community is present at Woodbridge Farms Elementary. Although our primary focus is improving student learning, there are always special events happening at school. The learning climate within the school is excellent and the atmosphere is exciting and lively. The school holds assemblies that honour student and staff achievements, as well as promote citizenship.

### **School Goals:**

- Community and Global Citizenship...staff and students identify their skills and implement their strengths, attitudes, and abilities to become actively involved in our school, community, and the world. Staff and students take the initiative to lead school projects and activities.
- Individual achievement and responsible learning...innovative teaching and learning meet the needs of all learners through a variety of teaching and learning strategies. Integrating technology provides the opportunity for staff and students to learn in a variety of ways. Meeting individual needs with creative teaching and learning ensures all students learn, as their learning needs will be met.

### **Elk Island Goals:**

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- All students have their individual needs met within inclusive learning environments.

### **Elk Island Public Schools Guiding Principles:**

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.
- School Goal

### **Provincial Goals:**

#### **Goal 1: An excellent start to learning**

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

#### **Goal 2: Success for every student**

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

**Goal 3: Quality teaching and school leadership**

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

**Goal 4: Engaged and effective governance**

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

<b>School Based Professional Learning Day</b>	<b>Topic and brief description of plan (1 to 2 sentences)</b>	<b>Linked to School Goal</b>
November 01	Team Building-Amazing Race Leader In Me Seven Habits Training SEP Review/Update	Goal # 1 Goal # 1& 2 Goal # 1 & 2
April 11	Inspiring Education Curriculum Development	Goal #1 & 2
May 16	EIPS Leader in Me Schools Workshop	Goal # 1 & 2

## **School Goal I**

### Community and Global Citizenship

- Community and Global Citizenship...staff and students identify their skills and implement their strengths, attitudes, and abilities to become actively involved in our school, community, and the world. Staff and students take the initiative to lead school projects and activities.

### **Strategies**

- “Leader in Me” implementation
- Leadership roles for staff and students
- Engagement in the community and the world through active citizenship activities
- Collaborative learning and teaching projects
- Professional development opportunities, including collaboration with colleagues
- Staff create a link between their personal growth plans and the SEP goals
- Staff and students engage in service learning projects
- DARE for grade six
- Digital citizenship education
- Cumulative citizenship awards for students
- Student Lighthouse Leadership Team

### **Performance Indicators**

- “Leader in Me” program visible and audible throughout the school
- Active involvement in a minimum of two community outreach program
- During every staff meeting there will be a minimum of one learning/teaching item shared from staff and/or students
- Binder of learning and teaching projects for each division
- PD focused on community and global citizenship
- Evidence of change in growth plan update

## **School Education Results Report (2012/2013)**

### **SEP Goal Number 1** Community and Global Citizenship

Based on Pillar results, observations, records and feedback from staff, students and parents through the 2012-2013 school year WBF has achieved success...

- “Leader in Me” program visible and audible throughout the school
  - Staff and students use the “Seven Habits” language in day to day interaction
  - Every class displays the seven habits, artwork reflecting the seven habits
  - Some staff have displayed their mission statements
  - Some classrooms have displayed mission statements
- Active involvement in a minimum of two community outreach program
  - WBF school organized Unicef and Food Bank campaigns and a student organized and implemented a tab fundraiser for the Stollery Hospital in 2012-June, 2013
  - In September and October of 2013 students organized and implemented fundraising events such as “Soctober” for the WIN House and the Humane Society
- PD focused on community and global citizenship

- Existing staff trained in the “Seven Habits” and new staff scheduled for training
  - EIPS Leader in Me schools PD Day
- Evidence of change in growth plan
  - All staff during year end discussions, noted celebrations in regards to living the seven habits
- Redefined/clear staff leadership teams
- Accountability partners for PGP review and discussion

WBF data highlight the need to continue to focus on...

- Maintaining the “Leader in Me” philosophy
- Train new staff in the “Seven Habits”
- Active involvement in a minimum of four community outreach programs
- Attain business sponsorship for one project
- Include in every staff meeting a minimum of one teaching/learning success
- Incorporate consistent grade group time for planning
- Compilation of learning and teaching projects for each division
- PD focused on digital citizenship
- WBF clear outline of expectations for digital citizenship
- During every staff meeting there will be a minimum of one learning/teaching item shared from staff and/or students
- Review and assess reasons for decline in the perception of WBF as a safe and caring school
  - Strategies will be developed to change this perception
- Preparation for lifelong learning, world of work, and citizenship
  - Identified as an area of concern in the pillar results
- Increase of parental involvement
- Continuous school improvement
- Implement student leadership teams
  - Allow students to independently lead
  - Encourage students to submit proposals for community projects
  - Leadership Notebook implementation

## **School Goal II**

### Individual achievement and responsible learning

- Individual achievement and responsible learning...innovative teaching and learning meet the needs of all learners through a variety of teaching and learning strategies. Integrating technology provides the opportunity for staff and students to learn in a variety of ways. Meeting individual needs with creative teaching and learning ensures all students learn, as their learning needs will be met.

### **Strategies**

- meaningful implementation of a variety of teaching and learning tools
- a variety of tools for learning implemented for students' real time learning
- knowledge of students' strengths and areas of need
- meaningful implementation of students' strengths and areas of need for success in learning
- creative/diverse teaching across curriculum
- IPP development and review
- model lifelong learning
- professional development

### **Performance Indicators**

- staff has a list of teaching and learning tools through their lesson plans
- evidence of a variety of teaching tools
- ELL monitoring by a certificated teacher
- updated, active IPPs
- staff behaviours model innovation and diversity in their day to day teaching (visits)
- PD that highlights innovative teaching and learning
- TTFM results

## **School Education Results Report (2012/2013)**

### **SEP Goal Number II** Individual achievement and responsible learning

Based on Pillar results, P.A.T. outcomes, observations, and feedback from staff, students and parents through the 2012-2013 school year WBF has achieved success...

- Staff members, through their lessons, create a list of teaching and learning tools
  - Tools focused on the "Seven Habits"
  - Some collaboration time for grade groups
  - Staff Shared folders for sharing
- Evidence of a variety of teaching tools observed during regular classroom visits
  - Group work
  - Project work
  - Technology Integration
  - Student-led activities

- Leadership Teams
- Staff behaviours model innovation and diversity in their day to day teaching (visits)
  - Discussion with staff identify ideas that are “thinking outside of the box”
  - Project work
- Updated, active IPPs and PGPs
- Maintenance of the standard of acceptable and excellence in Grade 3 and 6 P.A.T. results
- Grade 6 P.A.T. results have been maintained with a higher increase in the acceptable level in Social Studies
- Teacher planning and implementing ESL learning
  - Use of benchmarks
  - Pullout small group strategy

At WBF, the data highlights the need to continue to focus on...

- Every staff meeting has PD
  - Minimum of 40 minutes
  - Incorporate staff sharing
- Collection of learning and teaching projects for each Division
- Use of Staff Shared folder to post/share teaching and learning tools
- ESL programming led by a certificated teacher
- Grade 3 P.A.T. results declined about 10%, however we are slightly above the class average
- Identify the aspects leading to the decline in the quality of education at WBF
- Increasing student learning opportunities
- PD with a focus on innovative teaching and learning: “Inspiring Education”
- Implementation of “Inspiring Education” philosophy and standards
  - Three or more per division
  - Share activity, lesson, or ideas with colleagues
- Grade group collaboration
  - TED Time
  - Substitute Coverage

### Performance Indicators

<b>Accountability Pillar Overall Summary</b>		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>Woodbridge Farms School</b>	<b>75.9</b>	<b>86.0</b>
	<b>Province</b>	<b>83.4</b>	<b>82.0</b>
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.	<b>Woodbridge Farms School</b>	<b>81.1</b>	<b>91.9</b>
	<b>Province</b>	<b>89.0</b>	<b>88.1</b>

	<b>Woodbridge Farms School</b>	79.9	88.8
--	--------------------------------	------	------

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Woodbridge Farms School	84.1	91.6
	Province	89.8	89.3
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Woodbridge Farms School	60.2	75.6
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Woodbridge Farms School	64.9	78.7
	Province	80.3	79.8
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Woodbridge Farms School	75.2	90.4
	Province	80.6	80.0

<b>Accountability Pillar Overall Summary</b>		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
<b>Provincial Achievement Tests</b>			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Woodbridge Farms School	85.2	88.4
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Woodbridge Farms School	24.8	28.1
	Province	18.9	19.9

Provincial Achievement Tests Detailed Results		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
<b>Elementary</b>					
English Language Arts 3	Woodbridge Farms School	85.5	18.2	91.6	28.0
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Woodbridge Farms School	72.7	18.2	83.7	32.8
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	Woodbridge Farms School	87.2	23.4	87.1	18.7
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Woodbridge Farms School	78.7	14.9	77.6	17.5
	Province	73.0	16.4	74.2	17.2
Science 6	Woodbridge Farms School	83.0	34.0	86.2	37.4
	Province	77.5	25.9	76.9	26.5
Social Studies 6	Woodbridge Farms School	85.1	27.7	77.1	28.3
	Province	72.7	19.0	71.8	18.1

*\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

*Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.*

### **School Council Involvement and Communication of Plan**

During the September, October, and November Council/Group meeting the school goals were discussed and input sought by parents. During the Council/Group meeting parents and school administration had a discussion, which focused on the school goals as well as progress towards the achievement of the WBF SEP goals. Parents were encouraged to visit the website and continue to provide input throughout the school year.

### **Additional Information**

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.