



**SWANAVON  
ELEMENTARY  
SCHOOL**



# Swanavon School

Principal: Cynthia Matthews

## Annual Education Results Report

2021-2022



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



**Swanavon  
School**

[www.gppsd.ab.ca/school/swanavon](http://www.gppsd.ab.ca/school/swanavon)

   **GPPSD2357**

## Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Swanavon School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	88.9	88.4	n/a	85.1	85.6	n/a
	Citizenship	89.5	89.6	92.1	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	46.1	n/a	59.3	67.3	n/a	73.8
	PAT: Excellence	1.3	n/a	1.1	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
Teaching & Leading	Education Quality	94.5	95.0	95.5	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.2	90.0	n/a	86.1	87.8	n/a
	Access to Supports and Services	89.9	90.6	n/a	81.6	82.6	n/a
Governance	Parental Involvement	98.2	98.2	90	78.8	79.5	81.5

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results		Swanavon School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	88.4	88.9
	Citizenship	92.3	89.6	94.6	89.5	89.5
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	46.9	59.3	n/a	n/a	46.1
	PAT: Excellence	3.1	1.1	n/a	n/a	1.3
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.1	92.7	98.3	95.0	94.5
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	90.0	93.2
	Access to Supports and Services	n/a	n/a	n/a	90.6	89.9
Governance	Parental Involvement	92	86.7	93.3	98.2	98.2

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Assurance at Swanavon

Swanavon staff use student driven evidence to guide planning and instruction according to the learning needs of our students. Collaboration among GPPSD leadership team, Swanavon Administrators and school staff support the assurance cycle by being active engaged participants in frequent reviews of student evidence. Our six-week analysis cycle of school data drives our instructional practices, and positively impacts student learning needs. This evidence-based learning cycle ensures continuous growth in our student achievement. Swanavon's Education Plan is a working document that is reviewed and updated throughout the school year. Our staff, students, and School Council continuous reflection on school evidence during the school year determine if identified strategies are making an impact on optimum learning and student achievement.

## Our Education Plan is focused on:

### Priority: Teaching and Learning

**Outcome 1: Intentional focus on effective planning and instructional practices meeting the learning needs of every student.**

**Outcome 2: Classroom instruction and assessment prioritizes literacy and numeracy.**

### Effective planning and instructional practices that meet the learning needs of every student

Supporting teachers and leadership professional growth continues to be a focus for our Division, and our school. Swanavon Administrators and staff support professional learning through a collaborative inquiry model. Our staff use Professional Learning Fridays to support professional growth that focuses on student learning needs and continuous achievement. Professional growth plan reflects staff curiosities which we explore collaboratively through inquiry questions. Together we analyze a range of data sources to inform our planning, instruction, and assessment of students.

In the Provincial Assurance Survey, Swanavon teachers (75.8%) are 4% lower than GPPSD teachers (79.2%) who agree that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth (**Table 1**). When surveyed by our Division through Division Assurance Survey, Swanavon staff were 100% in agreement that at Swanavon we use Professional Learning Fridays to support professional growth that focuses on student achievement. This was 6% higher than staff across our division. Swanavon staff were 6% higher in their agreement, over division staff, that we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions. Swanavon staff were 9% higher than division staff in their agreement to the comment that Administration provides feedback to staff on instructional practices using multiple strategies. Staff were 9% lower in their agreement that Swanavon uses a range of data sources to inform our planning, instruction, and assessment of students (**Table 2**).

**Table 1: Provincial Assurance Survey: In Service Jurisdiction Needs pg. 94**

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	SW			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Teacher	97.2	97	<b>75.8</b>	84.2	77.9	<b>79.2</b>	85.0	84.9	<b>83.7</b>

We are working with our teachers to determine the assumptions and possible reasons as to why there is a decrease in belief that professional development and in-servicing was not focused, and systematic or contributed significantly to their ongoing professional growth.

Table 2: Division Assurance Survey – Percentage of teachers agree that	SW	GPPSD
At Swanavon we use Professional Learning Fridays to support professional growth that focuses on student achievement		
2021	100	89
2022	100	94
At Swanavon we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions		
2021	100	90
2022	100	94
Administration provides feedback to staff on instructional practices using multiple strategies		
2021	100	86
2022	100	91
Swanavon uses a range of data sources to inform our planning, instruction, and assessment of students		
2021	100	97
2022	89	98

**Table 3:** Provincial Assurance Survey: Teaching and Leading: Teachers, parents, and students are 5.8% above our Division and Province with being satisfied with the overall quality of basic education.

Table 3: Provincial Assurance Survey: Teaching and Leading pg. 43									
Percentage of teachers, parents and students satisfied with the overall quality of basic education.									
	SW			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
<b>Overall</b>	98.3	95	<b>94.5</b>	90.4	89.9	<b>88.7</b>	90.3	89.6	<b>89.0</b>
Parent	*	97.2	*	87.7	89.3	84.0	86.7	86.7	86.1
Student	96.6	90.8	<b>95.1</b>	86.1	84.7	<b>85.7</b>	87.8	86.3	<b>85.9</b>
Teacher	100	97	<b>93.9</b>	97.2	95.6	<b>96.3</b>	96.4	95.7	<b>95</b>

\*Not enough respondents to report

In Provincial Assurance Survey: Student Growth and Achievement – **Table 4** results show that overall, of 88.9% of our parents, students and teachers believe that our students are engaged in their learning. This is higher than our Division (84%) and Province (85.1%). While our teachers remain above our Division and Provincial results in their satisfaction that students are engaged in their learning at school, 80.8 % of our students agree that they are engaged in their learning at school.

Unfortunately, we did not have enough parent respondents who completed the provincial assurance survey to report results for 2022. We do have a plan moving forward to help us engage parents. We will again have computers set up in our school for parents to use to complete the online survey.

<b>Table 4: Provincial Assurance Survey: Student Growth and Achievement pg. 6</b>									
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.									
	SW			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	88.4	<b>88.9</b>		86.2	<b>84.0</b>		85.6	<b>85.1</b>	
Parent	100	*		92.9	86.2		89.0	88.7	
Student	68.2	<b>80.8</b>		69.9	<b>69.6</b>		71.8	<b>71.3</b>	
Teacher	97	<b>97</b>		95.8	<b>96.2</b>		96.0	<b>95.5</b>	

It is important to note that this data is 12.6% higher over last year's results and higher results when compared with students across our Division (69.9%) and Province (71.3%). These results are due to Swanavon staff explicitly talking about what engagement looks like, sounds like and acts like. This is tied to our instructional planning that is intentional, purposeful, and focused on continuous improvement. This continuous improvement aligns with both Division and Provincial reports.

To obtain continuous student achievement results and maximize the learning that occurs in each classroom for ALL types of learners, instructional strategies must be varied. Teachers have a repertoire of strategies that meet the needs of every student learner. Instructional strategies include but are not limited to the following:

- Whole and small group explicit instruction
- Flexible groupings based on ability, level of proficiency, interests, learning styles and needs of all students
- Cross-grade or cross-class groupings.
- Individual study and independent study groups
- Understanding different learning styles and planning accordingly to the differentiated learning needs of students
- Social Emotional Learning

**Table 5:** Division Assurance Survey – Overall satisfaction of parents (92%), students (89.5%) and staff (98%) agree that there are high expectations for student achievement and that students are engaged in learning. Swanavon students' overall satisfaction is 4.5% above students in GPPSD; staff 8% higher than colleagues in our division and parents 1% lower satisfaction than parents across our division.

<b>Table 5: Division Assurance Survey – Percentage of parents, students and staff agree that</b>	Parents		Students		Staff	
	SW	GPPSD	SW	GPPSD	SW	GPPSD
There are high expectations for student achievement						
2021	96	93	94	90	100	93
2022	<b>91</b>	94	<b>90</b>	89	<b>100</b>	90
Students are engaged in learning						
2021	98	90	90	83	100	91
2022	<b>92</b>	91	<b>89</b>	81	<b>96</b>	91
<b>Overall satisfaction</b>						
2021	<b>97</b>	92	<b>92</b>	86	<b>100</b>	91
2022	<b>92</b>	93	<b>89.5</b>	85	<b>98</b>	91

### Classroom instruction and assessment prioritizes literacy and numeracy

**Table 6:** Provincial Assurance Survey: Student Growth and Achievement show that 100% of Swanavon teachers agree that literacy skills students are learning at school are useful. This belief is 4% higher than GPPSD staff. Despite this belief and agreement, **Tables 8-10** provide evidence of our students' literacy and numeracy results over the years. The results have been consistent in student performance in literacy and numeracy assessments. **Table 7:** Fountas and Pinnell show our students' literacy achievement was 36% below, with our Indigenous students' data resulting in 41% below and English Language Learners 32% below. The results show the obvious need for continuous improvement.

	Parents		Teachers	
	SW	GPPSD	SW	GPPSD
The literacy skills students are learning at school are useful.				
2021	<b>100</b>	97	<b>100</b>	97
2022	*	90	<b>100</b>	96
The numeracy skills students are learning at school are useful.				
2021	<b>100</b>	93	<b>100</b>	96
2022	*	88	<b>100</b>	97

Fountas & Pinnell Literacy 1-6	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	Above	At	<b>Below</b>	Above	At	<b>Below</b>	Above	At	<b>Below</b>
2021-2022	32	32	<b>36</b>	27	32	<b>41</b>	36	32	<b>32</b>
2020-2021	22	29	<b>49</b>	12	24	<b>64</b>	24	28	<b>48</b>
2019-2020	21	44	<b>35</b>	12	41	<b>47</b>	29	39	<b>32</b>
2018-2019	39	27	<b>34</b>	31	23	<b>46</b>	43	29	<b>29</b>
2017-2018	39	26	<b>35</b>	31	27	<b>42</b>	n/a	n/a	<b>n/a</b>

LeNS Grade 2	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	Not at Risk	At Risk		Not at Risk	At Risk		Not at Risk	At Risk	
2022-2023 Term 1	83	<b>17</b>		82	<b>18</b>		81	<b>19</b>	
	Above	At Risk	<b>Below</b>	Above	At Risk	<b>Below</b>	Above	At Risk	<b>Below</b>
2021-2022 Term 1	59	27	<b>14</b>	60	28	<b>12</b>	63	21	<b>16</b>

CC3 Grade 2	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	Not at Risk	At Risk		Not at Risk	At Risk		Not at Risk	At Risk	
2022-2023 Term 1	70	<b>30</b>		67	<b>33</b>		71	<b>29</b>	
	Above	At Risk	<b>Below</b>	Above	At Risk	<b>Below</b>	Above	At Risk	<b>Below</b>
2021-2022 Term 1	37	40	<b>23</b>	35	38	<b>27</b>	42	37	<b>21</b>

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The following outlines our plan for addressing the literacy results detailed in the Tables above and is responsive to our context of student learning needs.

To maximize instructional effectiveness, teachers and administration considered the following questions:

- How does our school determine priorities and instructional focus?
- How do we design and organize literacy explicit instruction that is grounded in research?
- How is our school day structured to maximize time for literacy instruction?
- What are our instructional goals?
- How are we using assessments to drive instruction?
- How should learning be demonstrated, practiced, and assessed?
- What must be improved to enhance literacy skills and promote sustained learning to increase student achievement results?

Education begins with literacy, giving students the best education possible by preparing them for their future is a goal shared by parents, teachers, and community members. Working and collaborating with provincial partners has helped expand our professional expertise to support student learning. Our teachers from kindergarten to grade six have committed to increasing their instructional skill set to align with current research on how the brain learns. Teachers follow a scope and sequence approach to explicitly instruct students' letter sounds and provide them with practice on how to write and put together words using spelling rules. This phonetics to spelling connection gives our students an anchor they need to build the rest of their literacy skills. Teachers provide a gradual release of responsibility (also known as I Do, We Do, You Do model) when applying explicit, systematic, sequential instruction according to their phonics patterns. Explicit instruction ensures that students are supported, and that learning is scaffolded focusing on the most important content. This teaching strategy includes demonstration, prompt, and practice within each of our classrooms. Over time students learn the patterns of sounds connected to the alphabetic code. Research shows even as proficient readers, we process words through sounds. By learning the alphabetic code, students will have more success in reading diverse rich texts.

Collective research from the last few decades has overwhelmingly shown that those whole language strategies don't build strong readers able to decode complex texts. This extensive research has been coined the "Science of Reading." As the name implies, we are all learning that teaching reading is a science, not an art. Students need explicit, systematic language instruction to "crack the code" and make sense of written language.

What should a reading lesson look like knowing what we now know? A typical reading lesson used to consist of a specific skill being modeled, perhaps through a read-aloud. Then students would try it out themselves through independent practice. It still works this way, but some of the skills and strategies promoted by Science of Reading research differ. Students practice mindful reading, and teachers show them what it looks like. We cannot assume that they know what that looks like.

Phonics is part of the science of reading. Phonics instruction refers to the specific skills students learn about letter sounds and symbols. The science of reading is more complex than just phonics. It includes everything about how students learn to read, which does start with systematic and explicit phonics instruction, but it doesn't end there. In addition to teaching phonics, it also includes vocabulary acquisition, morphology skills (manipulating words), and comprehension strategies.

Teachers provide our students with frequent written and oral feedback to continue and reinforce learning. Students' learning results (assessment evidence) are reviewed, and differentiated instruction is provided through a variety of approaches that support response to intervention.

It can be difficult to acknowledge that something we have been doing for years isn't best for students. But everyone who teaches reading is in the same boat! We are all constantly learning and growing. Making the shift toward a more structured approach to teaching reading just means that, like the research itself, our teaching practice is evolving.

A classroom that embodies the science of reading principles starts with phonics instruction early. It empowers students by helping them crack the reading code by learning how to decode words instead of using pictures, sentence structure, or context to guess at them. It teaches comprehension not through isolated skill practice, but through interacting with text and being metacognitive about one's reading process. This means students are encouraged to think about what and how they are thinking while they read. So, given what we know about the science of reading, what makes a good reader? First, it takes knowledge of phonics rules and how to apply them. Next, it takes meaningful vocabulary acquisition. And finally, it takes actively and metacognitively engaging with text in order to make sense of it.

There is much to celebrate. Explicit and systematic phonics instruction shifted our practice in a small way and yielded impressive student growth and achievement! The results of our efforts are evidenced by the LeNS and CC3 data. The grade 2 LeNS Term 1 2021-2022 data show 41% of students were at risk. The following year 2022-2023 in Term 1, our results show 17% of students were at risk. The grade 2 CC3 Term 1 2021-2022 data show 63% of students were at risk. The following year 2022-2023 in Term 1, our results show 30% of students were at risk.

**Table 8** displays our school's MIPI (Math Intervention Programming Instrument) numeracy data for students in grades 2 – 6. Just like the literacy data, our students' learning needs are consistency below with 69% of our students not meeting the 80% pass rate: Indigenous students slightly below that with 72% below and English Language Learner performing better but still 56% below.

Table 8: Swanavon Student Numeracy Data						
MIPI SW Numeracy Gr 2 - 6	All Students		First Nations, Metis, Inuit Students		English Language Learner Students	
	Above <b>80%</b>	Not Yet Met 80%	Above <b>80%</b>	Not Yet Met 80%	Above <b>80%</b>	Not Yet Met 80%
2021-2022	31	<b>69</b>	28	<b>72</b>	44	<b>56</b>
2020-2021	30.8	69.2	27	73	38.2	61.8



**Table 9 and 10** Provincial Assessments confirm our school/division data. Our school is working and collaborating with the Division Numeracy Coordinator who continues to meet with our instructional staff once a month. During this time, our teachers review their understanding of how to use the tool MathUp to increase their instructional practices for the purpose of increasing our student achievement results. The Coordinator works closely with Administration to dig deeper into the evidence and review the intervention strategies put in place. Data is reviewed, strategies collaboratively discussed, and a commitment made to put into practice explicit numeracy instruction for further review upon our next monthly meeting. The numeracy evidence-based cycle uses the assessment tool Leaps and Bounds. Students are assessed on a weekly basis and regrouped according to their numeracy learning needs. Intervention is happening consistently in collaboration with our classroom teachers, intervention teacher, Administration and Central Office Numeracy Coordination and Director of Teaching & Learning.

SLA SW Numeracy Grade 3	All Students		SLA SW Literacy Grade 3	All Students	
	Above / At	Below		Above / At	Below
2022-2023	73	<b>27</b>	2022-2023	79	<b>21</b>
2021-2022	59	<b>41</b>	2021-2022	64	<b>36</b>
2020-2021	16	<b>84</b>	2020-2021	37	<b>63</b>
2019-2020	79	<b>21</b>	2019-2020	75	<b>25</b>
2018-2019	53	<b>47</b>	2018-2019	38	<b>62</b>
2017-2018	56	<b>44</b>	2017-2018	65	<b>35</b>

Provincial Achievement Tests	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	SW	GPPSD	Prov	SW	GPPSD	Prov	SW	GPPSD	Prov
2021-2022	<b>46.1/1.3</b>	62/11	<b>67/18</b>		47/6	46/6		75/12	66/15
2020-2021	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
2019-2020	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written	Not written
2018-2019	<b>59.3/1.1</b>	70/15	74/21	<b>NA</b>	59/7	54/7	<b>NA</b>	60/8	70/16
2017-2018	<b>46.9/3.1</b>	68/13	74/20	<b>NA</b>	52/7	52/7	<b>NA</b>	65/11	70/16
2016-2017	<b>NA</b>	69/14	73/20	<b>NA</b>	54/8	52/7	<b>NA</b>	64/14	70/15

\*Acceptable/Excellence Data values have been suppressed where the number of respondents/students is fewer than 6. This is marked with NA

## Priority: Inclusion

**Outcome: Swanavon is a welcoming, caring, respectful and safe learning environment for our school community.**

For student achievement to improve, students must be engaged productive members of our school. Continuing this priority “**Welcoming, Caring, Respectful and Safe Learning Environment**” is important in our school. "Having children and youth “see” and “hear” that the adults have come together on their behalf as a harmonized system gives students hope.” (p. 12, Guidelines for Reentry). Swanavon staff implements a school-wide explicit instruction initiative for social emotional health to promote and enhance the mental health and wellness of our school community. Research positively supports that explicitly teaching Social Emotional Learning aids the ability for one to remain calm, alert, and regulate one’s emotions. This is an important skill set that supports developmental milestones and helps students attend to tasks at hand which is central to academic success.

Swanavon School is a community of lifelong learners striving towards success. The staff is committed to providing an environment where we model, promote, and accept diversity. We are a community that continually builds a culture of collaboration where everyone accepts the responsibility for success. We are committed to providing opportunities that contribute to lifelong learning. We believe in educating and encouraging each other to be caring, contributing, respectful and responsible citizens. Our school’s motto aligns with our Division’s -- Success for ALL Students.

**Table 11:** Provincial Assurance Survey: Welcoming, Caring, Respectful and Safe shows that the percentage of teachers, students and parents agree that their learning environments are welcoming, caring, respectful and safe are 11% above GPPSD and 7% above the Provincial results. Swanavon students’ perspective have significantly increased over the past year.

<b>Table 11: Provincial Assurance Survey: Welcoming, Caring, Respectful and Safe pg. 59</b>									
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.									
	SW			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	90	<b>93.2</b>		86.5	<b>82.3</b>		87.8	<b>86.1</b>	
Parent	93.6	*		87.8	<b>80.7</b>		88.2	<b>86.9</b>	
Student	77.6	<b>86.5</b>		77.0	<b>75.1</b>		79.8	<b>77.7</b>	
Teacher	98.7	<b>100</b>		94.9	<b>91.0</b>		95.3	<b>93.6</b>	

**Table 12:** Division Assurance Survey shows that our students agree that school is a welcoming, caring, respectful and safe environment and now aligns with the above **Table 11:** Provincial Assurance Survey: Welcoming, Caring, Respectful and Safe.

Table 12: Division Assurance Survey - Percentage of parents, students, and staff who agree		Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment				
	2021	99	89	100
	2022	<b>98</b>	<b>86</b>	<b>98</b>
Student emotional, physical well-being and mental health is supported				
	2021	99	88	100
	2022	<b>98</b>	<b>87</b>	<b>95</b>
Students get support for individual learning needs				
	2021	98	98	100
	2022	<b>91</b>	<b>94</b>	<b>94</b>

**Table 13:** Provincial Assurance Survey: Safe and Caring 88.6% is consistent with our division survey results. Each year, the principal interviews students in grades 3-6 to gather input about continuous school improvement. This data is shared with our students and staff to determine strategies moving forward.

Table 13: Provincial Assurance Survey: Safe and Caring pg. 134									
Percentage of teacher, parent, and students' 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.									
	School			Authority			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	94.6	92.1	<b>94.3</b>	88.9	89.5	<b>86.1</b>	89.4	90.0	<b>88.8</b>
Parent	*	96.6	*	89.6	90.8	<b>84.9</b>	90.2	90.5	<b>89.5</b>
Student	89.3	81.8	<b>88.6</b>	90.9	82.6	<b>80.9</b>	82.6	84.0	<b>82.5</b>
Teacher	100	98.1	<b>100</b>	96.2	95.1	<b>92.5</b>	95.3	95.4	<b>94.3</b>

\*Not enough respondents to report

**In Table 14:** Division Assurance Survey 83% of students agree that there are opportunities to collaborate and be involved in decision making.

Table 14: Division Assurance Survey – Percentage of parents, students and staff		Parents	Students	Staff
There are opportunities to collaborate and be involved in decision making				
	2021	97	87	96
	2022	<b>91</b>	<b>83</b>	<b>94</b>
Students learn about and are involved in their community				
	2021	99	94	100
	2022	<b>98</b>	<b>89</b>	<b>100</b>

**Table 15:** Provincial Assurance Survey: Student Growth and Achievement – Citizenship, reports that 82.8% of students are satisfied that students model the characteristics of active citizenship. Swanavon Administrators’ have collaborated with instructional staff to explicit teach what it means to be an active member of a learning community and purposely create intentional school service jobs around and within our school environment. This looks like having students recycle, be class leaders, clean up their learning environment, shovel around our school to help our caretakers, AMA Patrollers and be actively kind to others. Students have delivered hand-made card with messages of kindness to our neighbours.

<b>Table 15: Provincial Assurance Survey: Student Growth and Achievement – Citizenship pg. 17</b>									
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.									
	SW			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	94.6	89.6	<b>89.5</b>	81.7	80.2	<b>76.3</b>	83.3	83.2	<b>81.4</b>
Parent	*	93.3	*	81.0	77.5	<b>72.7</b>	82.4	81.4	<b>80.4</b>
Student	89.2	75.6	<b>82.8</b>	69.8	71.1	<b>68.3</b>	73.8	74.1	<b>72.1</b>
Teacher	100	100	<b>96.3</b>	94.2	92.1	<b>87.8</b>	93.6	94.1	<b>91.7</b>

*\*Not enough respondents to report*

Swanavon Staff enhanced our school’s established school-wide response to the social-emotional needs of our students. Staff continue to ensure a welcoming, safe, caring, predictable learning environment for all our students. Teachers explicitly teach and promote positive self-esteem, peer relations, empathy, and tolerance through integrated curriculum instruction. Teachers observe and assess our students’ readiness to learn and promote positive emotional expressiveness, enthusiasm, and self-regulation skills. This information coupled with cumulative evidence of students’ display of emotions and behaviors over time, determines teachability time in our classrooms.

Swanavon Staff continues to further support our students through explicit instruction which enables our students to understand, express their emotions and build capacity for self-regulation. Teachers integrate these skills in daily lessons to enhance students’ effective decision-making and self-regulation, which aids students in increasing independent healthy choice problem-solving skill set.

Swanavon Administrators actively participated in the ten professional learning opportunities with Susan Gibson provided by GPPSD. As well, Swanavon Administrators worked with Susan Gibson who provided newsletters inserts about PATHs Program and weekly lesson plan guide to support our teachers. PATHS® stands for Promoting Alternative Thinking Strategies, and is an award-winning program aimed at helping schools teach social-emotional skills throughout the day- skills that will help children at any age, such as friendship skills, how to deal with strong emotions, and making good decisions. Research studies clearly show the benefits that this type of learning has on children’s academic success, the ability to meet goals and have a good relationship with others. Our school is excited to be teaching the PATHS® program in our classrooms. Throughout the year, via our school’s monthly newsletter, information is shared with parents about the aspects of the program that students are learning. Parents and students have the information to have further conversations in the home environment.

**Table 16:** Division Assurance Survey 91% of our school’s parents are aligned with our division results, and 4% higher over last year’s results. Our students are 5% higher than our division results and 4% higher over last year’s results. Our school’s staff are 100%, 3% higher than division results. Our school continues to work with our Division’s Indigenous Liaison who comes to our school one full day a week to work with students and connect with our families. As well, works with our staff in securing appropriate cultural information for our students and collaborates with Administrators for whole school assemblies. This year our school has allocated funding from our school budget to have an Indigenous Elder come to our school once a week to talk with our students about Indigenous Culture and provides opportunities for students to talk about their ancestry, heritage and culture.

Table 16: Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	SW	GPPSD	SW	GPPSD	SW	GPPSD
Students are acquiring and applying Indigenous foundational knowledge						
2021	87	89	92	89	100	95
2022	<b>91</b>	92	<b>96</b>	91	<b>100</b>	97

**Table 17:** Provincial Assurance Survey results show an overall higher percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school -- 13% higher than GPPSD and 8.3% higher than the province. Swanavon teachers are in alignment with their Provincial colleagues but notably 13% lower over last year’s results. Our staff are reflecting upon possible assumptions that would lead to this significant decline. Despite this decline within our school, our staff are results remain 6.7% higher than Division colleagues.

Table 17: Provincial Assurance Survey: Learning Supports pg. 70									
The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.									
	SW			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	90.6	<b>89.9</b>		78.7	<b>76.9</b>		82.6	<b>81.6</b>	
Parent	88.9	*		78.7	<b>70.5</b>		78.9	<b>77.4</b>	
Student	84.8	<b>94.6</b>		80.1	<b>80.7</b>		80.2	<b>80.1</b>	
Teacher	98.2	<b>85.2</b>		77.4	<b>79.5</b>		88.7	<b>87.3</b>	

\*Not enough respondents to report

**Table 18:** Provincial Assurance Survey: Program of Studies – At Risk results show that 91.3% of teachers, parents, and students agree that programs for children at risk are easy to access and timely. This is 14.3% higher than GPPSD and 9.4% higher than the province.

Table 18: Provincial Assurance Survey: Program of Studies – At Risk pg. 123									
Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.									
	SW			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	96.3	91.8	<b>91.3</b>	82.8	78.6	<b>77.0</b>	84.9	82.7	<b>81.9</b>
Parent	*	93.8	*	76.8	75.8	<b>68.5</b>	78.1	76.7	<b>75.3</b>
Student	92.5	84.8	<b>94.6</b>	81.8	80.1	<b>80.7</b>	82.2	80.2	<b>80.1</b>
Teacher	100	97	<b>87.9</b>	89.9	79.8	<b>81.9</b>	94.4	91.2	<b>90.3</b>

Having access to the appropriate supports and services at school is important for all learners, especially those that struggle with learning. The Learning Support Teacher (LST) coordinates and facilitates quality programming and services with classroom teachers to support differentiated instruction and diversity. The role involves working directly with school administration, classroom teachers, and educational assistants, if assigned. Support may also include other team members such as the Multi-Disciplinary Team who work together to provide programming support and intervention based on the Division and school-based Pyramid of Interventions.

**Table 19:** Provincial Assurance Survey: Parental Involvement reports that 98.2% of teachers are satisfied with parental involvement in decisions about their child’s education. This is 20.7% higher than GPPSD and 19.4% higher than the province. Administrators and Instructional staff ensure weekly communication happens between the school and home. Teachers send out a weekly email outlining the learning that happens throughout the upcoming week. A monthly newsletter is sent from the school that includes events, updates and information about school culture and important community topics for parents to participate in should they so choose.

Moving forward, Swanavon Administrators and Instructional Staff will once again have computers available for parents to come into the school to complete the online Provincial Assurance Survey. Communication will continue to be emailed home to remind parents about the importance of completing the Provincial Assurance Survey as it provides a report about our school’s culture, strengths, and barriers in helping our students’ continuous improvement.

<b>Table 19: Provincial Assurance Survey: Parental Involvement pg. 81</b>									
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.									
	SW			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	93.3	98.2	<b>98.2</b>	80.8	77.1	<b>75.5</b>	81.8	79.5	<b>78.8</b>
Parent	*	100	*	72.8	71.4	<b>66.1</b>	73.9	72.2	<b>85.2</b>
Teacher	*	96.4	<b>98.2</b>	88.8	82.8	<b>84.8</b>	89.6	86.8	<b>85.2</b>

\*Not enough respondents to report

**Table 20:** Provincial Assurance Survey: Satisfaction with Program Access overall percentage of teacher, and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community is 12.9% higher than GPPSD and 12.6% higher than the province.

<b>Table 20: Provincial Assurance Survey: Satisfaction with Program Access pg. 145</b>									
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services for students in their community.									
	SW			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	96.6	91.2	<b>85.2</b>	76.2	68.1	<b>72.3</b>	75.2	71.8	<b>72.6</b>
Parent	*	*	*	69.4	64.4	<b>63.2</b>	68.4	65.7	<b>67.4</b>
Student	97.4	86.2	<b>93</b>	82.4	71.3	<b>77.5</b>	79.0	71.9	<b>73.5</b>
Teacher	95.8	96.2	<b>77.4</b>	76.7	68.6	<b>76.1</b>	78.1	77.8	<b>77.0</b>

\*Not enough respondents to report

**Tables 21, 22 and 23** show school results are consistently higher when compared with Division data. The results show a higher percentage of teachers, parents, and students at Swanavon across the measures when compared with GPPSD data.

Table 21: Division Assurance Survey – Percentage of teachers agree that		Teachers	
		SW	GPPSD
The school uses consistent practices and structures to support diverse needs of students			
	2021	100	93
	2022	100	95
Students can access programs and support to experience success with their learning			
	2021	100	89
	2022	95	89
They have access to support to effectively teach students with unique learning needs			
	2021	100	85
	2022	85	87
Staff use a consistent approach to support the social/emotional learning needs of students			
	2021	100	93
	2022	100	91
Students can get help with problems that are not related to academics at school			
	2021	100	83
	2022	90	83

Table 22: Division Assurance Survey – Percentage of students agree that		Students	
		SW	GPPSD
Able to set goals and work towards them			
	2021	92	86
	2022	90	84
Curious about the things I am learning			
	2021	90	78
	2022	90	75
Teachers explain why we are learning something			
	2021	95	84
	2022	92	82
Work challenges me, but I can complete it			
	2021	90	83
	2022	90	84

My teachers give me feedback on how I can improve			
	2021	<b>95</b>	92
	2022	<b>90</b>	91
School staff know me			
	2021	<b>84</b>	72
	2022	<b>92</b>	71
I can manage my schoolwork			
	2021	<b>92</b>	87
	2022	<b>92</b>	85
Teachers care about me			
	2021	<b>98</b>	89
	2022	<b>94</b>	86
At least one adult at my school I connect with			
	2021	<b>81</b>	77
	2022	<b>83</b>	79

Table 23: Division Assurance Survey – Percentage of parents	Parents	
	SW	GPPSD
They have an opportunity to participate in the development of IPP/IBSP		
	2021	<b>95</b>
	2022	<b>91</b>
They are satisfied with the quality of support.		
	2021	<b>100</b>
	2022	<b>91</b>
They are satisfied with the access to support.		
	2021	<b>95</b>
	2022	<b>91</b>
They are satisfied with the staff's ability to meet the learning needs in the IPP/IBSP		
	2021	<b>98</b>
	2022	<b>91</b>
They are satisfied with the staff's ability to meet the medical, behavioral and/or social/emotional needs		
	2021	<b>100</b>
	2022	<b>91</b>



**Table 24:** Student Attendance show a 6% decrease in attendance for the 2021-2022 school year. Swanavon staff work collaboratively with our families in supporting them in getting our students to school each day. We have a list of chronic non-attenders who are triaged for extra support. Regular communication and knowing the family’s context help with the progress that we are making in ensuring these students attend regularly.

Table 24: Student Attendance	SW			GPPSD		
	All	FNMI	ELL	All	FNMI	ELL
2021-2022	<b>79</b>	<b>75</b>	<b>84</b>	<b>89</b>	85	92
2020-2021	<b>85</b>	81	93	<b>89</b>	83	90
2019-2020	<b>91</b>	88	93	<b>93</b>	90	93
2018-2019	<b>87</b>	82	91	<b>89</b>	83	90

\*\* Directed Absences due to COVID-19 are not included in the 2021 absence count