



**SWANAVON
ELEMENTARY
SCHOOL**



Swanavon School

Principal: Garth Paquette

Annual Education Results Report

2022-2023



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



**Swanavon
School**

www.gppsd.ab.ca/school/swanavon

   **GPPSD2357**

Fall 2023 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	85.0	88.9	88.9	84.4	85.1	85.1
	Citizenship	91.8	89.5	92.1	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	33.3	36.8	n/a	63.3	64.3	n/a
	PAT: Excellence	0.0	0.0	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
Teaching & Leading	Education Quality	95.0	94.5	96.4	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.0	93.2	93.2	84.7	86.1	86.1
	Access to Supports and Services	94.4	89.9	89.9	80.6	81.6	81.6
Governance	Parental Involvement	86.5	98.2	95.8	79.1	78.8	80.3

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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	88.4	88.9	85
	Citizenship	89.6	94.6	89.5	89.5	91.8
	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	59.3	n/a	n/a	46.1	33.3
	PAT: Excellence	1.1	n/a	n/a	1.3	0
	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	92.7	98.3	95.0	94.5	95
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	90.0	93.2	94
	Access to Supports and Services	n/a	n/a	90.6	89.9	94.4
Governance	Parental Involvement	86.7	93.3	98.2	98.2	86.5

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

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.

Teachers, administrators, and system leadership have collaborated to implement the new curriculums (ELAL and Math optionally in 2022-23 school year and Science optionally in 2023-24). Data from the Alberta Assurance Survey shows that Parents, Students and Teachers are consistently satisfied with the overall quality of basic education here at Swanavon School (**Table 1**) and are also satisfied with the access that students have to supports and services (**Table 2**). This is a testament to the work that is done instructionally, but also the sense of community and positive relationships in our school. Students, teachers, and parents generally agree that there are high expectations for students and that they are engaged in their learning (**Table 3**). Although students’ perception of their engagement is somewhat less than that of their parents and teachers, they do show a recognition that their teachers use what they know about them to help them learn, which is an integral aspect of the work we are doing in our Professional Learning days with respect to planning for diverse needs. Teachers have been using interest inventories, learning profiles, and differentiation to support increased student engagement.

Table 1: 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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	98.3	95	94.5	95.0	90.4	89.9	88.7	86.6	90.3	89.6	89.0	88.1
Parent	*	97.2	*	96.9	87.7	89.3	84.0	81.1	86.7	86.7	86.1	84.4
Student	96.6	90.8	95.1	91.1	86.1	84.7	85.7	85.1	87.8	86.3	85.9	85.7
Teacher	100	97	93.9	97.0	97.2	95.6	96.3	93.6	96.4	95.7	95	94.4

*Not enough respondents to report

Table 2: 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	2023	2021	2022	2023	2021	2022	2023
Overall	90.6	89.9	94.4	78.7	76.9	77.8	82.6	81.6	80.6
Parent	88.9	*	98.7	78.7	70.5	72.2	78.9	77.4	75.7
Student	84.8	94.6	88.0	80.1	80.7	80.2	80.2	80.1	79.9
Teacher	98.2	85.2	96.4	77.4	79.5	81.0	88.7	87.3	86.2

*Not enough respondents to report

Table 3: Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	SW	GPPSD	SW	GPPSD	SW	GPPSD
There are high expectations for student achievement						
2021	96	93	94	90	100	93
2022	91	94	90	89	100	90
2023	82	90	92	90	100	89
Students are engaged in learning						
2021	98	90	90	83	100	91
2022	92	91	89	81	96	91
2023	85	90	87	92	99	93
Teachers use what they know about me to help me learn						
2021			92	82		
2022			90	80		
2023			91	81		

Despite positive satisfaction results from our school community on quality of education, Provincial Achievement Test scores show a relatively low number of students achieving acceptable standard over the years (Table 4). When analyzing 5- and 10-year trends by curricular strand, the trendlines closely follow the shape displayed by the province. Our school is below in achievement and shows that there is still work to be done to move our student's achievement forward to align with provincial norms.

Table 4: Provincial Achievement Tests pg. 2									
Provincial Achievement Tests	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	SW	GPPSD	Prov	SW	GPPSD	Prov	SW	GPPSD	Prov
2022-2023	33.3/0	57/10	63/16	NA	36/5	41/6	62.5/0	69/9	58/12
2021-2022	46.1/1.3	62/11	67/18	NA	47/6	46/6	NA	75/12	66/15
2020-2021	NA	NA	NA	NA	NA	NA	NA	NA	NA
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA
2018-2019	59.3/1.1	70/15	74/21	NA	59/7	54/7	NA	60/8	70/16

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

Supporting teacher and leadership professional growth is a focus for the Division and our school. Staff engage in continuous professional growth through the collaborative inquiry process, school improvement planning, the use of professional learning Friday's, and after school collaboration sessions. Together we analyze a range of data sources to inform our planning, instruction, and assessment of students. Instructional staff have also met regularly after school to collaborate on new curriculum implementation. We accessed the Division Numeracy Coordinator and the Division Literacy Coordinator to learn and plan for the new curriculum. Most recently, we have focused on responsive planning to meet the diverse learning needs of our students. Our focus on processes and procedures for our collaborative time has contributed to a more streamlined approach

and has made our work in this area more focused and intentional. Survey data from teachers suggests that they are very satisfied with the work the school has done in this area (**Table 5 & 6**)

Table 5: 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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Teacher	97.2	97	75.8	93.3	84.2	77.9	79.2	85.1	85.0	84.9	83.7	82.2

Table 6: 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	96
	2023	100	94
At Swanavon we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions			
	2021	100	90
	2022	100	94
	2023	100	96
Administration provides feedback to staff on instructional practices using multiple strategies			
	2021	100	86
	2022	100	91
	2023	100	92
Swanavon uses a range of data sources to inform our planning, instruction, and assessment of students			
	2021	100	97
	2022	89	98
	2023	100	99

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

As **Table 6** shows, parents and teachers agree that literacy and numeracy skills students are learning at school are useful. Literacy and numeracy have been a priority at Swanavon School, as it forms the foundation for student success in school. With the implementation of the new English and Math curriculum, there has been a heightened focus on both literacy and numeracy, as practice moves more toward the science of reading. **Table 7** shows our students’ literacy achievement, as measured by Fountas and Pinnell assessment. Results have been relatively consistent in recent years with respect to overall numbers of students below, at or above grade

level. We have also started to track the reading level data, not only by whether or not they are below/at/above grade level, but also in terms of the amount of progress that a student makes throughout the year. This is useful in determining the success of our programming and focusses more on the growth the students are making. **Figure 1** shows the percentage of students in each class who have moved at least one grade level in their reading, regardless of whether or not they are still below grade level. Students who are identified as “at risk” after completing diagnostic testing (LeNS, CC3, numeracy) participate in literacy intervention to further develop their letter recognition and phonemic awareness and numeracy intervention to work on their basic numeracy skills. Students participate in a roughly 10-week cycle of intervention, where they participate in small groups to work on acquiring those specific skills. Communication between teacher and the intervention team helps to maximize the effectiveness of the intervention and enable skills gained to transfer into the classroom. **Figure 2** shows that through intervention and work in the classroom, our staff was able to make significant gains in student achievement in these areas, particularly in the younger grades. Our school also spent significant time working and collaborating with the Division Numeracy Coordinator who met with our instructional staff regularly on planning for the new math curriculum.

	Parents		Teachers	
	SW	GPPSD	SW	GPPSD
The literacy skills students are learning at school are useful.				
2021	100	97	100	97
2022	*	90	100	96
2023	94	88	100	95
The numeracy skills students are learning at school are useful.				
2021	100	93	100	96
2022	*	88	100	97
2023	81	88	100	95

Fountas & Pinnell Literacy 1-6	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2022-2023	31	32	37	29	33	37	39	26	34
2021-2022	32	32	36	27	32	41	36	32	32
2020-2021	22	29	49	12	24	64	24	28	48
2019-2020	21	44	35	12	41	47	29	39	32
2018-2019	39	27	34	31	23	46	43	29	29
2017-2018	39	26	35	31	27	42	n/a	n/a	n/a

Figure 1: Percentage of Students Growing 1 Grade Level or More (F&P Independent) - 2022-2023

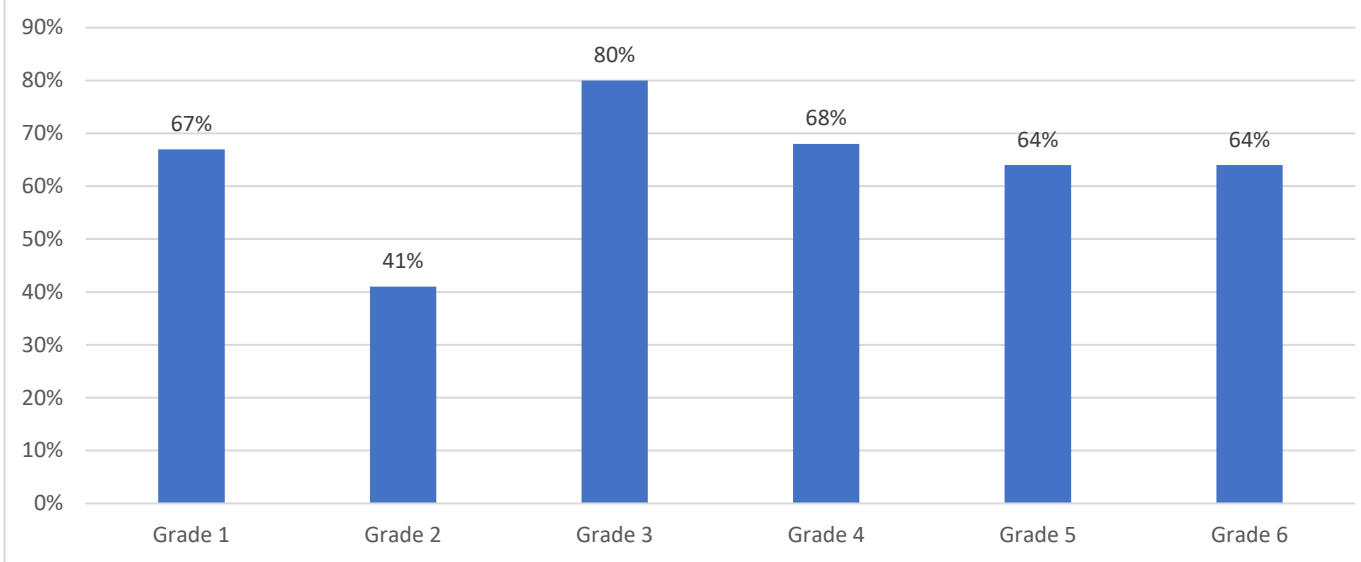
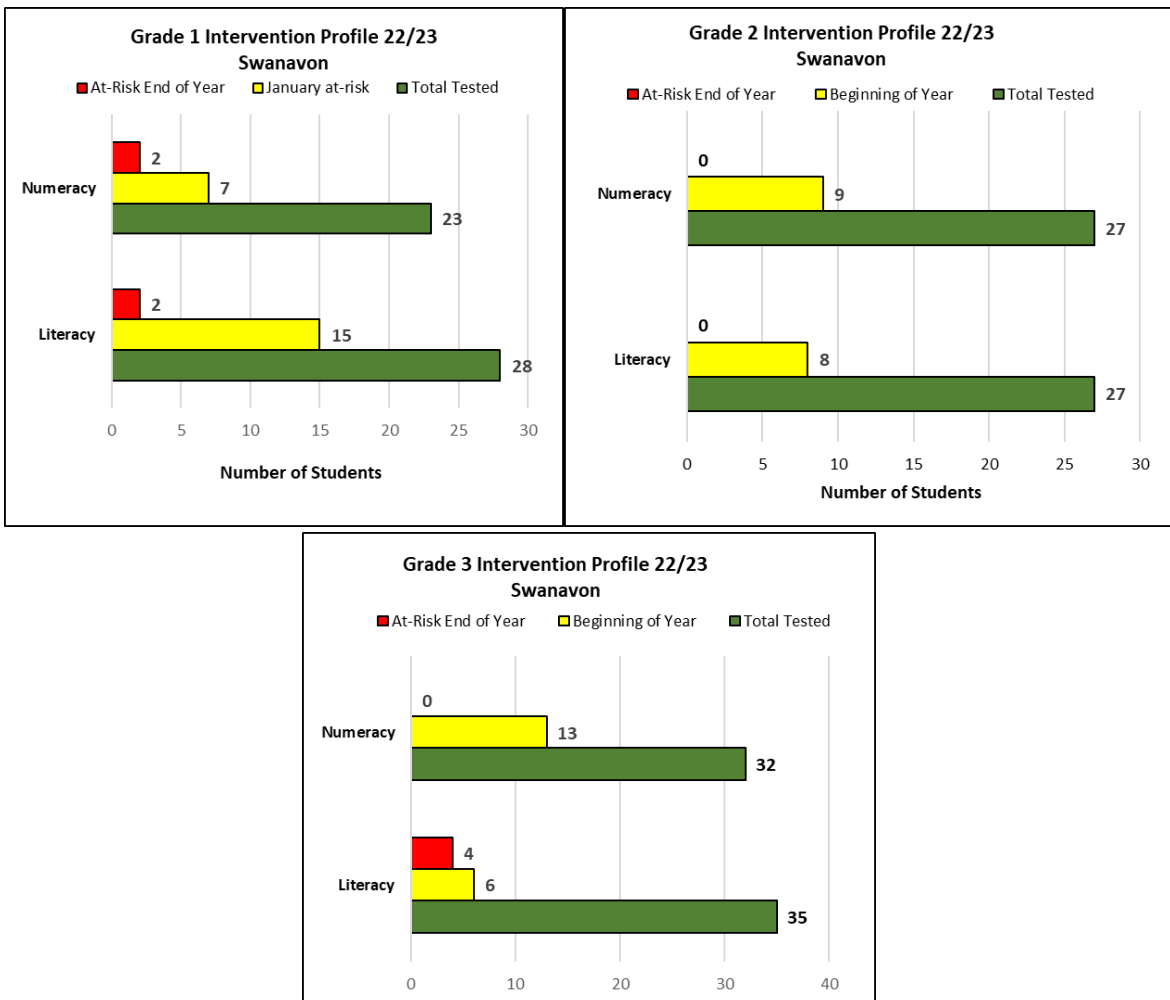


Figure 2: Literacy and Numeracy Intervention



Priority: Inclusion

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

When students feel a sense of belonging, are cared for, respected, and feel safe, it creates the conditions for optimum learning to occur. Swanavon staff implement a school-wide approach to teaching Social Emotional Skills to promote and enhance the development of positive identities, support the management of emotions, teach empathy, and develop positive relationship skills that will support students in becoming 21st -century learners.

At Swanavon we continue to implement and refine explicit teaching of Social-emotional learning (SEL) to enhance and encourage each other to be caring, contributing, respectful and responsible citizens. In addition to classroom teacher-based lessons, Swanavon staff recognize the importance of community connections and support. We partner with the Mental Health Capacity Building Team and the Roots of Empathy program to enhance the opportunity for our students to build their skills with SEL. We also have an Indigenous Elder who supports our students in learning about the 7 Scared Teachings which is a set of teachings on how to treat others. Staff and students are recognized and celebrated for demonstrating positive attributes of the teachings at assemblies.

Data from the Alberta Assurance Survey supports the belief that Swanavon School has established a welcoming, caring, respectful and safe learning environment (**Table 11, 12**). Swanavon staff recognize and value the importance of parent input and feedback. We created opportunities for parents to engage in the Provincial Assurance Survey to ensure we had enough respondents to receive a report. Understanding the unique contexts of our families and reducing barriers to access to technology supported our results. Division Assurance Survey data (**Tables 13-16**) corresponds with the Provincial survey data, showing in more detail how teachers, parents, and students at Swanavon consistently yield high results when asked about feeling safe and cared for at school. We continue to work with our students and seek their voice in understanding what contributes to a lower score compared to adults. Last year's examination of the data led to focus groups where students were asked to share examples and were given the opportunity to express concerns around safety. Through conversations our students indicated that their safety concerns were largely due to their walking route to and from school.

Table 11: Provincial Assurance Survey: Welcoming, Caring, Respectful and Safe pg. 59

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

	SW			GPPSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Overall	90	93.2	94	86.5	82.3	82.4	87.8	86.1	84.7
Parent	93.6	*	96.1	87.8	80.7	82.4	88.2	86.9	85.6
Student	77.6	86.5	85.8	77.0	75.1	74.1	79.8	77.7	76.6
Teacher	98.7	100	100	94.9	91.0	90.7	95.3	93.6	92.0

Table 12: 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.												
	SW				GPPSD				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	94.6	92.1	94.3	95.3	88.9	89.5	86.1	86.0	89.4	90.0	88.8	87.5
Parent	*	96.6	*	97.5	89.6	90.8	84.9	85.3	90.2	90.5	89.5	88.1
Student	89.3	81.8	88.6	88.5	90.9	82.6	80.9	80.2	82.6	84.0	82.5	81.5
Teacher	100	98.1	100	100	96.2	95.1	92.5	92.6	95.3	95.4	94.3	93.0

*Not enough respondents to report

Table 13: Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	SW	GPPSD	SW	GPPSD	SW	GPPSD
Students feel safe at school						
2021	100	96	97	89	100	98
2022	100	95	88	82	100	95
2023	93	93	84	84	100	95

Table 14: Division Assurance Survey – Percentage of teachers agree that	Teachers	
	SW	GPPSD
Staff use a consistent approach to support the social/emotional learning needs of students		
2021	100	93
2022	100	91
2023	100	92
Students can get help with problems that are not related to academics at school		
2021	100	83
2022	90	83
2023	100	89

Table 15: Division Assurance Survey – Percentage of students agree that	Students	
	SW	GPPSD
Teachers care about me		
2021	98	89
2022	94	86
2023	84	87

At least one adult at my school I connect with			
	2021	81	77
	2022	83	79
	2023	88	81

Table 16: Division Assurance Survey – Percentage of parents	Parents		
	SW	GPPSD	
Teacher cares about my child			
	2021	99	95
	2022	95	95
	2023	92	94

Part of a welcoming and safe environment is having students who model active citizenship. **Table 17** shows that our students are working on becoming active community citizens. Our students are engaged in a variety of service projects around the school including recycling, shoveling around our school, shoveling driveways in the community, keeping their peers safe with AMA Patrollers, delivering hand-made cards with messages of kindness to our neighbours, and raising money towards a community organization for their break the rules day. We continue to promote active citizenship with our staff and students, and this is reflected in our survey data.

Table 17: Provincial Assurance Survey: Student Growth and Achievement – Citizenship pg. 17												
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.												
	SW				GPPSD				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	94.6	89.6	89.5	91.8	81.7	80.2	76.3	77.3	83.3	83.2	81.4	80.3
Parent	*	93.3	*	91.1	81.0	77.5	72.7	75.1	82.4	81.4	80.4	79.4
Student	89.2	75.6	82.8	84.3	69.8	71.1	68.3	68.3	73.8	74.1	72.1	71.3
Teacher	100	100	96.3	100	94.2	92.1	87.8	88.4	93.6	94.1	91.7	90.3

Our school continues to work to support the development and application of Indigenous foundational knowledge. Our Indigenous Elder is present in our school and shares teachings with our students and provides opportunities for students to talk about their ancestry, heritage and culture. We are supported by a Division Indigenous Liaison one day a week to work with students and connect with our families. We have connected with our Division Indigenous team to bring in a variety of presentations and performers throughout the year to highlight different perspectives and celebrate rich Indigenous culture. **Table 18** illustrates that our staff, students, and our parents recognize these efforts.

Table 18: 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	91	92	96	91	100	97
2023	87	92	88	89	100	98

Table 24 shows attendance data for Swanavon School for the past five years. Swanavon staff understand that a positive relationship with families is essential to supporting attendance. Attendance processes support regular communication with our families to understand unique contexts and barriers that can be addressed collaboratively. We promote positive practices to make Swanavon a welcoming, safe, respectful and caring environment for our families.

Table 24: Student Attendance	SW			GPPSD		
	All	FNMI	ELL	All	FNMI	ELL
2022-2023	82	78	88	86	81	88
2021-2022	79	75	84	89	85	92
2020-2021	85	81	93	89	83	90
2019-2020	91	88	93	93	90	93
2018-2019	87	82	91	89	83	90

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