



# E.H. Walter SCHOOL



Annual Education Report  
2018-2019



# **E.H. Walter**

## **SCHOOL**

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# ***Vision, Mission, Mantra***

## **Vision:**

To be dynamic leaders in empowering students to be caring, responsible, and contributing global citizens with a passion for learning.

## **Mission:**

E.H. Walter School is committed to fostering productive citizens and lifelong learners through leadership, dedication and inclusive education in the global community.

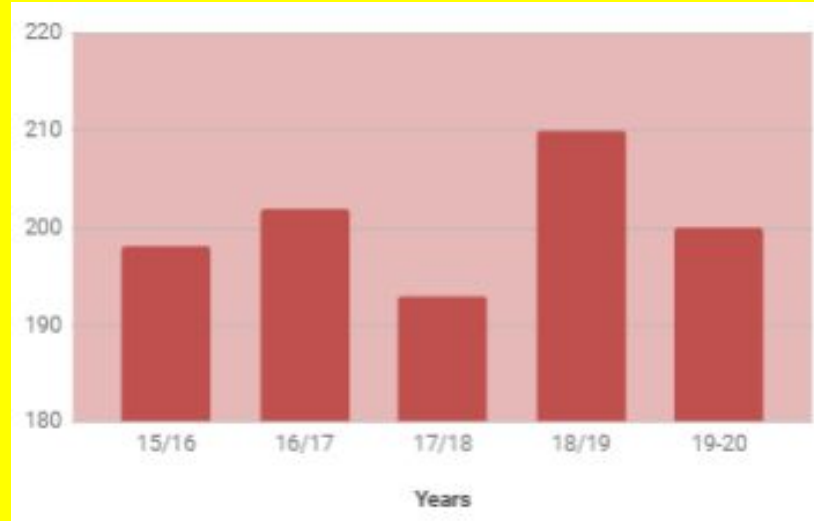
## **Mantra:**

Inspiring our Future. Learn! Lead! Achieve!

# School Profile

## Enrollment

- Enrollment of 200 students from ECS to grade 12 with single classes for all but one Grade in all 4 core subjects in each grade in 2019/20

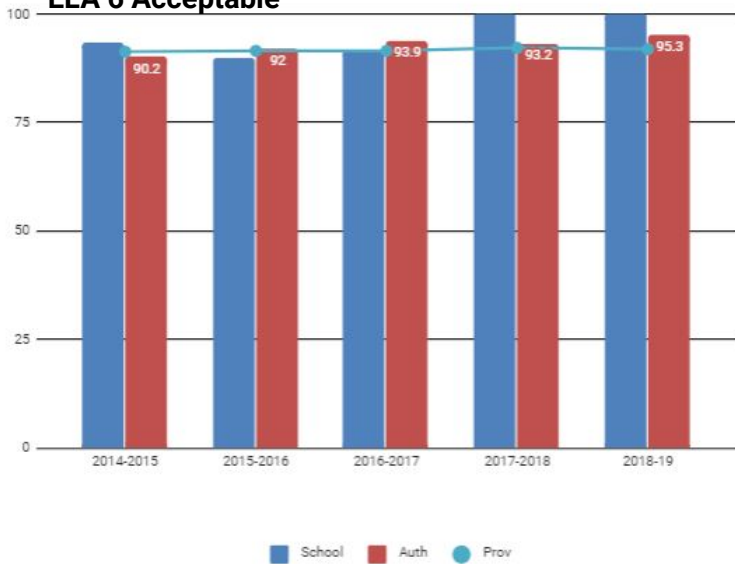


# Looking Back (2018/2019): Our Reflections

Measure Category	Measure	E. H. Walter 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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	97.9	88.0	89.8	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	79.6	64.3	67.1	82.2	81.8	81.9	High	Improved	Good
	<a href="#">Education Quality</a>	89.8	87.8	89.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	93.3	100.0	98.1	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	77.0	85.2	86.3	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	<a href="#">PAT: Excellence</a>	28.3	24.1	29.1	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	89.1	87.3	93.4	83.6	83.7	83.1	Very High	Maintained	Excellent
	<a href="#">Diploma: Excellence</a>	19.6	7.3	12.4	24.0	24.2	22.5	High	Maintained	Good
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	80.0	77.8	71.6	56.3	55.7	55.1	Very High	Maintained	Excellent
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	77.8	85.7	95.2	64.8	63.4	62.2	Very High	Declined	Good
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	62.1	57.7	63.5	59.0	58.7	58.7	High	Maintained	Good
	<a href="#">Work Preparation</a>	94.4	71.8	73.1	83.0	82.4	82.6	Very High	Improved	Excellent
	<a href="#">Citizenship</a>	93.3	84.9	85.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	86.0	76.2	79.8	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	89.4	82.3	83.8	81.0	80.3	81.0	Very High	Maintained	Excellent

# Provincial Achievement Test Results:

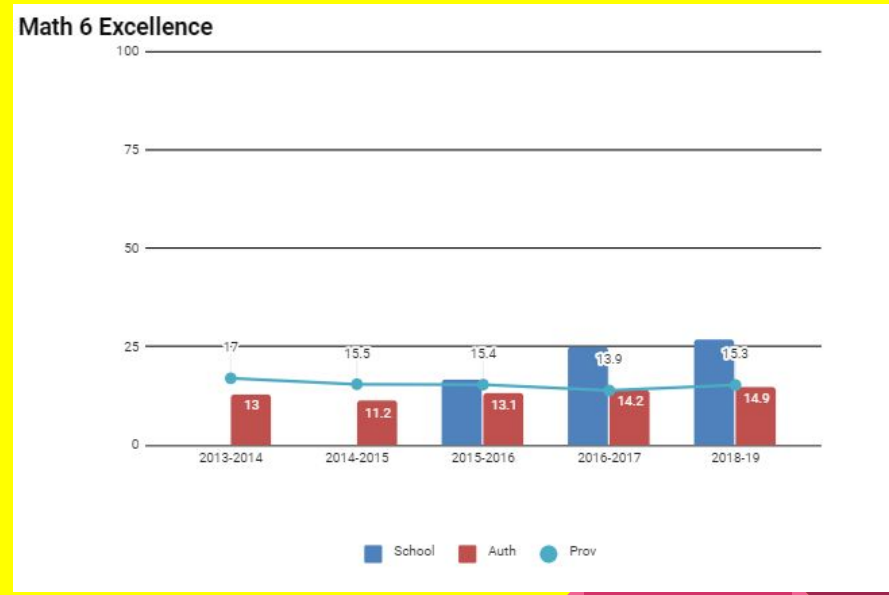
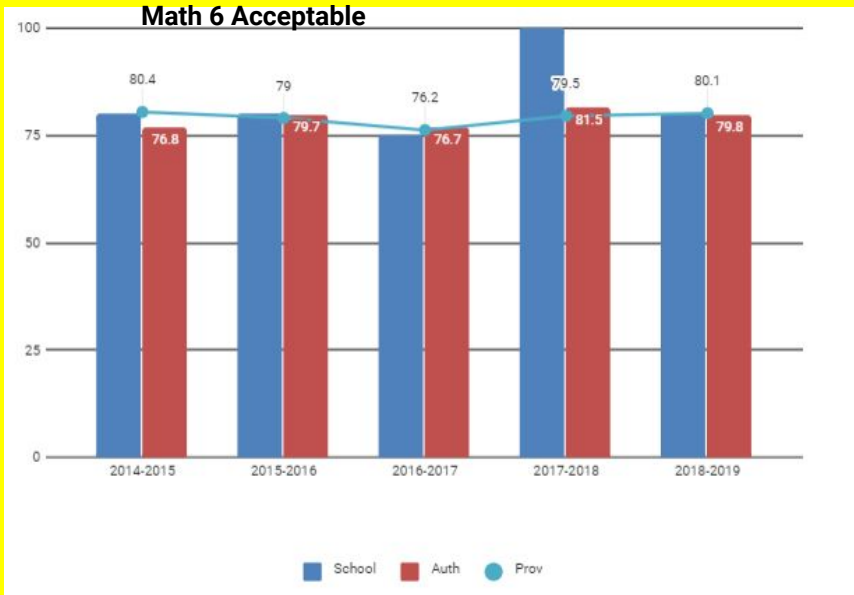
## ELA 6 Acceptable



## ELA 6 Excellence

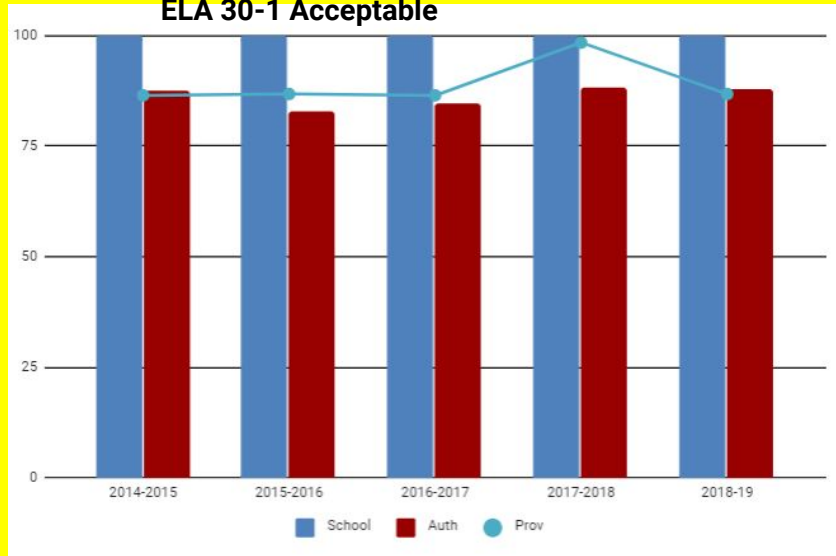


# Provincial Achievement Test Results:

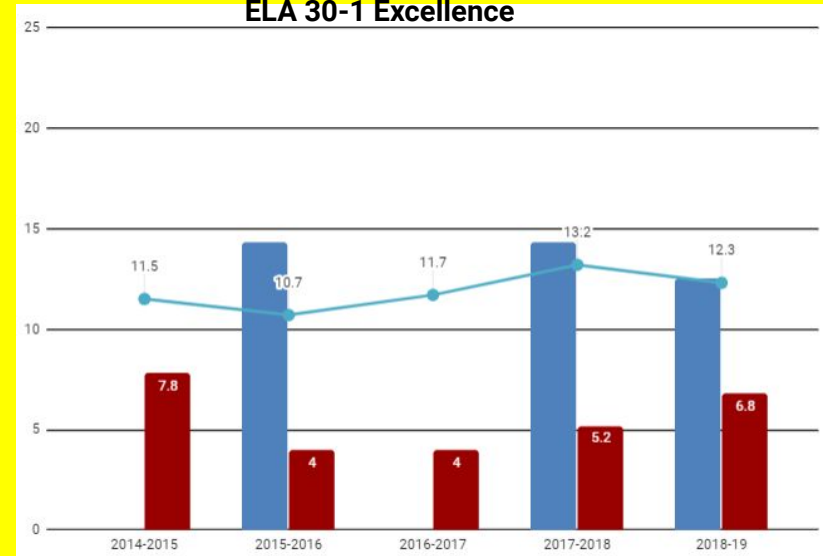


# Diploma Exam Results

## ELA 30-1 Acceptable



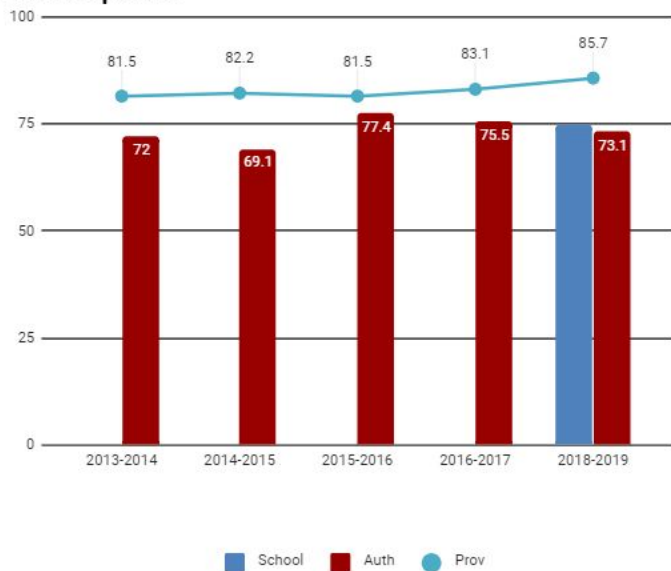
## ELA 30-1 Excellence



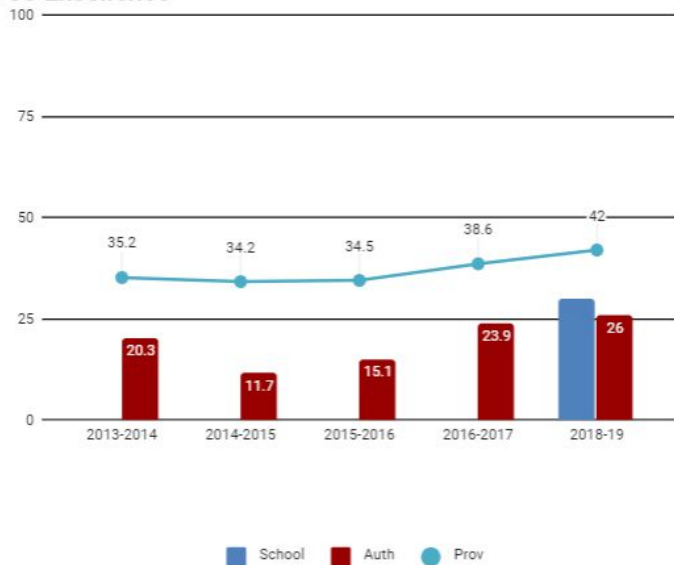


# Diploma Exam Results

## Chem 30 Acceptable



## Chem 30 Excellence



# Essential Conditions

BTPS Mission: Buffalo Trail Public Schools is committed to *maximizing student learning*, in a safe and caring environment, supported by a highly effective team.

EHWS Mission: **E.H. Walter School is committed to fostering productive citizens and lifelong learners through leadership, dedication and inclusive education in the global community.**

Essential Conditions: As a jurisdiction we believe that teacher effectiveness has the greatest direct impact on *maximizing student learning*. BTPS is involved in a number of initiatives; therefore, it is vital to our success that we ensure these initiatives support teacher effectiveness. The **essential conditions** for increasing teacher effectiveness and *maximizing student learning* are shown on the next slide and are indicated as part of our school's strategies.

# Essential Conditions

Essential Conditions  
for increasing teacher  
effectiveness and  
maximizing student  
learning



# Essential Conditions

**Leadership:** How are current and future leaders being developed and supported?

**Research and Evidence:** What data, including current research and evidence is being collaboratively and systematically collected and analyzed to inform progress towards targets?

**Resources:** How are human and material resources being employed?

**Time:** How is adequate time being provided for implementation?

**Support Services:** How are support services being used effectively?

**Staff Professional Growth:** How are the needs of the teacher, school, system and province being addressed through professional learning?

**Stakeholder and Community Engagement:** How are stakeholders being engaged?



# Looking Back - 2018/2019 - Our Reflections

## Areas of Strength:

- Safe and Caring, Educational Quality, Drop out Rate, High School Completion Rate, PAT Acceptable, PAT Excellence, Diploma Acceptable, Diploma Exam Participation Rate (4+ Exams), Transition Rate (5 yr), Citizenship, and School Improvement are all either HIGH or VERY HIGH.
- We improved in Program of Studies and Work Preparation, and maintained high levels in the rest of the areas. This is very significant

## Areas of Growth:

- The areas we need to work on, as identified on the APORI, are improving the PAT Acceptable results. Working with teachers to ensure we are including many levels of questioning during our yearly assessments will be important. We will review the data to see where we may be able to improve.

# Looking Back - 2018/2019

## *STAFF PROFESSIONAL GROWTH SURVEY*

*To what extent do you feel data about student learning is informing the focus of professional learning at your school?*

- **90% of teachers answered either moderate or strong**

*Staff professional learning at my school influenced my implementation of new teaching practices this year.*

- **80% of teachers answered either moderate or strong**
- 

# Looking Back - 2018/2019

- **How satisfied or dissatisfied are you with the quality of education your child is receiving at school? 89% of Parents are Satisfied or Very Satisfied**
- **Teachers care about your child. 96% of Parents Agree or Strongly Agree**
- **Students treat each other well at your school. 85% of Parents Strongly Agree or Agree**
- **Your child is safe at school. 93% of Parents Strongly Agree or Agree**
- **Your child is safe on the way to and from school. 100% of parents Strongly Agree or Agree**
- **Your child is treated fairly by adults at school. 89% of Parents Strongly Agree or Agree**
- **Your child clearly understands what he or she is expected to learn at school. 93% of Parents Strongly Agree or Agree**

# Overall School Priorities 2017-2020

## Authentic Learning:

- We are dedicated to working with our parent community to deliver a wide variety of programming to meet our students' needs. It is our goal to build quality programming in Food Studies, Career and Technology Studies (CTS), Career and Technology Foundations (CTF), Robotics and other innovative programs.
- Our aim is to be able to promote student engagement while challenging students to expand upon their critical thinking skills. We will conduct ourselves in a professional manner and hold ourselves to high standards. We hope to be able to create authentic learning experiences for our students in order that they will further their knowledge and become highly successful citizens in society. Our goal is to have our entire school community live our school mission and mantra in all that they do.
- Our goal is to help guide students in their selection of high school courses to make choices that match their post-secondary aspirations.



# 2017-2020: School Focuses/Strategies

***BTPS Goal #1: Students are intellectually engaged in their learning.***

Outcome 1.1: Students are activated as owners of their own learning

Outcome 1.2: Instructional design engages students in authentic, discipline-based inquiry that enables them to attain the competencies they need for successful learning, living and working

## **School Strategies:**

- ❑ Implement assessment practices that are balanced, that involve students in their own assessment, and that move learning and teaching forward.**
- ❑ Support instructional design that furthers discipline-based inquiry via Teacher Effectiveness Support Team Days and support from our Optimal Learning Coach and Inclusive Learning Coach.**

## **Evidence:**

- ❑ Providing purposeful self assessment techniques to students to self assess their learning.**
- ❑ PD has been provided by our OLC to demonstrate techniques of effective and relevant feedback loops in the critical reflection of their own practice.**
- ❑ With the increased capacity in providing feedback, teachers demonstrate and allow for students to effectively provide and utilize feedback in their own learning**

# 2017-2020: Focuses/Strategies/Evidence

***BTPS Goal #2: All learners' needs are met.***

Outcome 2.1: Implement a Response to Intervention framework to support students' diverse learning needs within an inclusive learning environment

## **School Strategies:**

- ❑ **Build expertise of professional staff in creating universally accessible learning environments.**

## **Evidence:**

- ❑ **Literacy presentation from Jeanette Richards**
- ❑ **Universal RTI Strategy focus**
- ❑ **Focus on RTI Capacity Building in Staff**
- ❑ **Targeted interventions scheduled with IL, OLC, and LC Facilitator**

# 2017-2020: Focuses/Strategies/Evidence

## ***BTPS Goal #3: Positive, high quality learning and working environments***

Outcome 3.1: Students and staff feel welcomed, safe, cared for and respected

Outcome 3.2: Teachers, administrators and support staff work collaboratively to improve their practice

### **School Strategies:**

- ❑ **Foster culturally proficient leaders and staff members**
- ❑ **Continue to expand leaders' skills in creating collaborative, healthy school cultures**

### **Evidence:**

- ❑ **Breakfast for Learning Program**
- ❑ **Student Led community building activities (Terry Fox Run, Sr's Christmas Dinner/Musical Performance, Grandparents Tea, Elementary Craft Day).**

# Celebrations 2018/2019

- ❑ We have a very long-standing record of having a very safe and caring school (previous 3 year average at the 'Excellent' level) - students feel safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly at school.
- ❑ A very strong high school completion rate (previous 3 year average is at the 'Excellent' level) - highly personal graduation event, very strong parent-staff working relationships, etc.
- ❑ Education Quality (rated as excellent previous 2 years) - The addition of our new school allows us to offer a greater variety of programming for our students.
- ❑ Strong results in the Diploma "Acceptable" and "Excellence" measures - both reached the 'Excellent' or "Good" level in the past 2 school years.
- ❑ Citizenship has been at the 'Excellent' level over the past 5 years. Our goal has always been to foster productive citizens, which is evident in our results and recognized by our School Mission Statement.

## *Celebrations 2018/2019*

- ❑ **School Improvement** has increased significantly over the past 2 years and is at the 'Excellent' level.
- ❑ **Work Preparation** is increasing and is nearing the 'Very High' level. We continue to have several students taking work experience both in and out of the school, as well as Green Certificate and RAP students.
- ❑ **Parent involvement** has been an area of strength over several of the past years. It is the goal of E.H. Walter School staff to foster a strong working relationship with parents and other stakeholders to, together, build a strong team.
- ❑ **Citizenship** has been at the 'Excellent' level over the past 5 years. Our goal has always been to foster productive citizens, which is evident in our results and recognized by our School Mission Statement.

Superintendent's Speech Medal Winners



# Celebrations:

2019 Zone Champions



Grandparents Tea







# Celebrations

Hosted 1A Girls Basketball  
Provincials

