Sunnyside School 2023-2024

Sunnyside School Annual Education Results Report

Vision Statement

Successful
Honourable
Individuals
Nurturing
Excellence

Mission Statement

Sunnyside School provides dynamic learning opportunities, enhanced by a supportive rural community. We uphold a positive and safe school climate which fosters leadership and citizenship. Our school strives to inspire students to exceed their potential, transforming the world around them.

Elements That Provide Assurance

At Sunnyside School, we are committed to engaging with all stakeholders to determine the best route forward for us as a school. Our education goals connect with the 14 desired states that Palliser Regional Schools have created in conjunction with stakeholders. Palliser's goals of improving literacy, numeracy, and wellness fall within these 5 main domains, as do Sunnyside's similar goals. Below are the 14 desired states that Palliser Regional Schools is striving to provide.

Within the Domain of Student Growth and Achievement

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
3. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

Within the Domain of Teaching and Leading

1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
4. Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

Within the Domain of Learning Supports

1. Infrastructure (including all central office departments) supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Within the Domain of Governance

1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.
3. The Palliser Board will continue to advocate for the success of all learners.

Within the Domain of Attending to Local and Societal Context.

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 6407 Sunnyside School

Assurance Domain	Measure	Sunnyside School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	91.5	76.5	76.5	84.4	85.1	85.1	n/a	Improved Significantly	n/a
	Citizenship	94.2	85.7	89.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	92.9	77.8	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	28.6	11.1	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.7	92.4	95.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.8	86.8	86.8	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	91.6	74.4	74.4	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	85.8	46.7	65.7	79.1	78.8	80.3	Very High	Improved	Excellent

Areas of celebration
- Strong results in citizenship and Education quality (higher than 3 year average)
- High rates of student satisfaction in regards to how they feel about their teachers and getting the support they need.
- Students are very proud of their school and mostly feel like they belong.
- Teachers, parents, and students are very satisfied with the overall quality of education the students receive.
- The Parental Involvement category improved significantly from last year
- The number of parents who completed the survey more than doubled (from 6 to 15)

Areas of Concern
- Continue to ensure that as many parents as possible fill out the form to ensure accurate results.
- Continue to build a culture of inclusion and belonging so that all students feel safe and feel like they belong.

Ways to address areas of concern
- Continue to solicit input from parents through email, phone calls, and School Council.
- Work with students and parents to promote inclusion. As a staff, we are incorporating a number of processes to ensure that all students feel safe and that they belong. We have student's notes of gratitude shared over the announcements daily, we are implementing Shine awards (focusing on positive character traits), and adjusting our recess/wellness policies and procedures to better ensure student inclusion, safety, and belonging. We have also created family groups to build students' sense of belonging and togetherness. Lastly, we are implementing words of the month to help students build their social-emotional capacity.

Social-Emotional Outcomes

Students with a positive sense of belonging

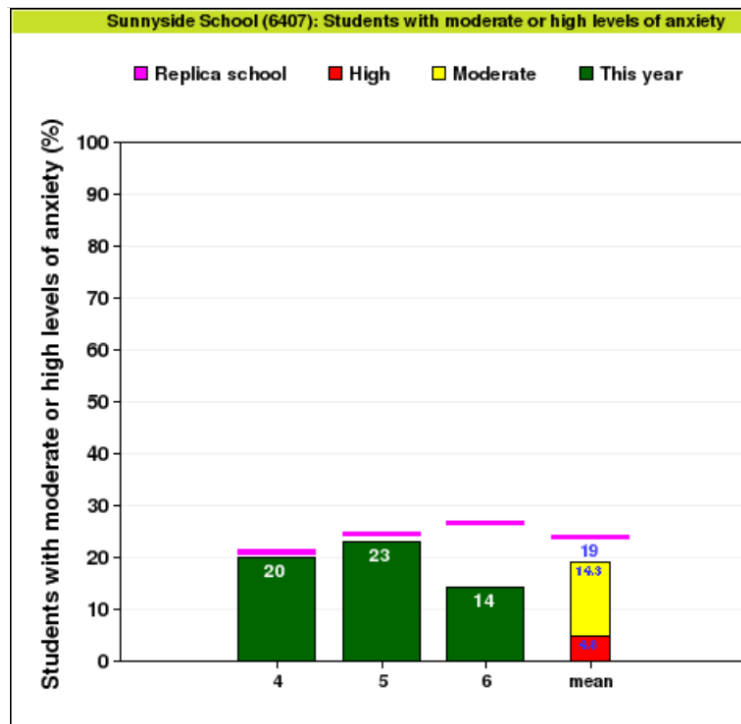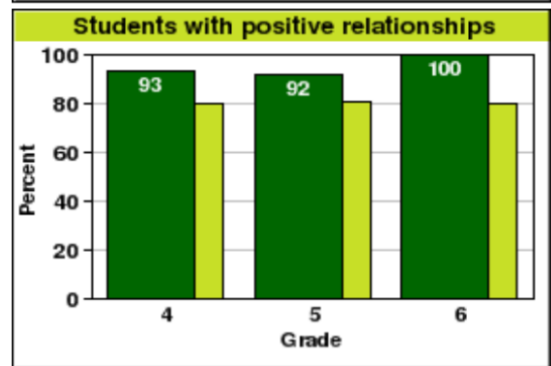Students who feel accepted and valued by their peers and by others at their school.

- 86% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 88% of the girls and 84% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.

Students with a positive sense of belonging
■ This year □ Canadian Norms

Grade	This year	Canadian Norms
4	80	78
5	85	72
6	93	67
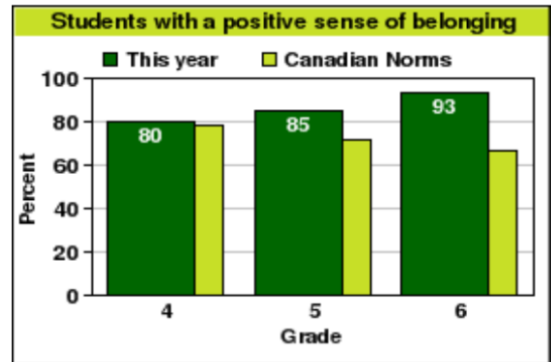
Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 95% of students had positive relationships; the Canadian norm for these grades is 80%.
- 100% of the girls and 92% of the boys in this school had positive relationships. The Canadian norm for girls is 83% and for boys is 78%.

Students with positive relationships

Grade	This year	Canadian Norms
4	93	80
5	92	81
6	100	80

Sunnyside School (6407): Students with moderate or high levels of anxiety

■ Replica school ■ High □ Moderate ■ This year

| Grade	This year	Mean values
4	20	
5	23	
6	14	
mean		19 / 14.3

Areas of Celebration
- We are routinely ahead of the Canadian Norms on areas of belonging, positive relationships, learning time, relevance, rigor, advocacy, and positive teacher-student relations. The data from our students is overwhelmingly positive.
- There are some areas that had exceptionally high numbers. Positive student-teacher relations was rated a 9 out of 10, students who felt their classroom instruction was well-organized and purposeful was rated a 9 out of 10, and learning time was rated a 9 out of 10. This was data filled out by grades 4,5 and 6 students.
- Rates of anxiety in students have dropped significantly from the previous year. This is probably due to increased FSLC time, adjusted grade configurations (separate grade 5 class this year), and explicit Social-emotional teaching.
- Individual, specific comments (not cited here for privacy reasons) were positive. Students expressed high regard for their school, their learning experiences, and their teachers.

Areas of Concern
- Grade 4 students rated their sense of belonging and positive relationships as lower than grade 5 and grade 6 students (as shown on the graph below):

Sunnyside School (6407): Students with a positive sense of belonging
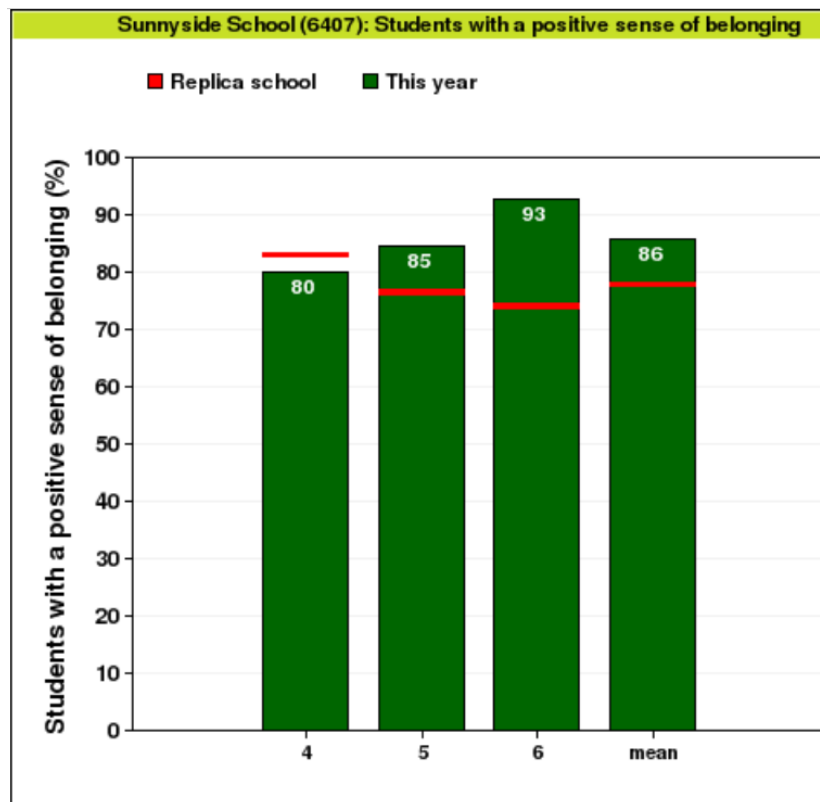
Ways to Address Areas of Concern
- Continue to utilize family groups to enhance student's sense of belonging
- We continue to implement ideas to enhance and intentionally discuss student wellness. Students are able to participate in "Wellness Fridays" to choose activities that make them feel well.
- Continue to promote and teach social-emotional learning.
- Communicate regularly with parents about their students' academic, social, and emotional growth.

Provincial Achievement Test Results

PAT Results By Number Enrolled Measure History

School: 6407 Sunnyside School
Province: Alberta

	Sunnyside School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	6	n/a	n/a	9	14	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	83.3	n/a	n/a	77.8	92.9	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	50.0	n/a	n/a	11.1	28.6	Very High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Student Growth and Achievement (Grades K-9)

PAT Results Course Summary - By Number Writing

School: 6407 Sunnyside School
Province: Alberta

		Sunnyside School		Alberta	
		2023	2020 - 2022 Avg	2023	2020 - 2022 Avg
English Language Arts 6	Number Writing	14	n/a	43,892	n/a
	Acceptable Standard %	100.0	n/a	90.4	n/a
	Standard of Excellence %	28.6	n/a	21.9	n/a
French Language Arts 6 année	Number Writing	n/a	n/a	2,923	n/a
	Acceptable Standard %	n/a	n/a	83.1	n/a
	Standard of Excellence %	n/a	n/a	13.3	n/a
Français 6 année	Number Writing	n/a	n/a	507	n/a
	Acceptable Standard %	n/a	n/a	89.9	n/a
	Standard of Excellence %	n/a	n/a	22.1	n/a
Mathematics 6	Number Writing	14	n/a	44,458	n/a
	Acceptable Standard %	92.9	n/a	77.4	n/a
	Standard of Excellence %	7.1	n/a	18.8	n/a
Science 6	Number Writing	14	n/a	46,184	n/a
	Acceptable Standard %	92.9	n/a	79.3	n/a
	Standard of Excellence %	28.6	n/a	25.9	n/a
Social Studies 6	Number Writing	14	n/a	48,742	n/a
	Acceptable Standard %	92.9	n/a	78.3	n/a
	Standard of Excellence %	28.6	n/a	21.3	n/a

Celebrations:
- We significantly outpaced the province in all areas except for the standard of excellence for Math.
- All students achieved acceptable standard in Language Arts (reading and writing).
- 100% of students achieved acceptable standard in Social.
- Only 1 student was below acceptable in mathematics (93% achieved acceptable)
- 93% of students achieved acceptable standard in social and science.
- The standard of excellence was very high in all subject areas (over 25%) except mathematics.

Areas to work on:
- We were significantly below the province for the standard of excellence in mathematics. Only 1 student out of 14 achieved excellence. Our "acceptable" category improved significantly in mathematics from the previous year, however.
- Continue to evaluate new teaching techniques in math.
- Continue to evaluate the 5/6 multi-age classroom to determine if it is best for student success.