



Leading Into the Future
Valhalla Community School
A Northern Alberta Charter School

Three Year Education Plan 2018-2021

Annual Education Results Report 2017-2018

November 30, 2018



Message from the Board Chair

The Valhalla School Foundation Board of Directors is pleased with many of the results as reported in our Three Year Education Plan 2018-2021 and the Annual Education Results Report 2017-2018, as we achieved an overall rating of 'Excellent' in six of the ten Accountability Pillar Survey measures. While we are naturally disappointed with the current PAT results, we are conscious that these results, in a small school, do tend to vary from year to year. We are confident that strategies being actively pursued by the Valhalla Community School will continue to be effective in working to carry out our vision of equipping students with both knowledge and skills that will enable them to make positive contributions at their future places of employment, as well as in the communities or groups with which they choose to associate. We would also like to note and recognize the efforts of our staff in developing and implementing a database of internal standardized testing to help all stakeholders understand the effectiveness and progress of our charter school program.

The Charter Board would like to acknowledge the great benefit to all Albertans, in that we are part of a provincial education system that allows *equality for every child* by providing charter public school choice. In 2008, when the VSF was granted its charter, grounded in whole group direct instruction, incorporating mandatory second language and student leadership development, it created the *opportunity* for students to have the *freedom to choose* a Charter Public School education in rural, northern Alberta for the first time. As always, we are committed to learning, growth and development for all those involved in our charter public school system and with that, it is the privilege of the charter board to commit to good governance and the *efficient, accountable use of the tax dollars* entrusted to us, thereby ensuring we have the resources available to meet our goals of producing students who are excellent communicators, prepared for community involvement and leadership.

On behalf of the Charter Board, I would like to thank our families and community, along with our dedicated staff, for their continued support, commitment and partnership in carrying out the vision for our students and making the Valhalla Community School a special place to be.

Sincerely,



Nancy Westad, Board Chair

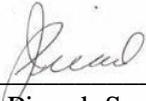
Accountability Statement

The Annual Education Results Report for the **2017-2018** school year and the Education Plan for the three years commencing **September 1, 2018** for **Valhalla School Foundation** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act*. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the three-year Education Plan for 2017-2020 on November 21, 2018.



Mrs. Nancy Westad, Board Chair

November 30, 2018
Date



Mr. John Picard, Superintendent

November 30, 2018
Date

Board of Directors

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Foundation Statements

Vision and Purpose

The Valhalla Community School (VCS) aims to instil a readiness for leadership by equipping its rural students with both knowledge and skills that will enable them to make positive contributions at their future places of employment, as well as in the communities or groups with which they choose to associate.

Mission

The Valhalla Community School (VCS) prepares students with the attitudes, knowledge and skills necessary for success in a rapidly changing economy. Students will develop strong ethical and civic standards, a solid commitment to their families, neighbourhood, school, province, and country.

Guiding Philosophies and Principles

The Valhalla School Foundation (VSF) views rural education as possessing unique and beneficial characteristics with the potential to maximize student learning. In general, rural students approach life from an entrepreneurial perspective and have close, personal ties to members of their family and community. According to the work of Gordon Neufeld (Hold On To Your Kids: Why Parents Need to Matter More Than Peers, Vintage Canada, 2005) the connectedness of a community has a significant impact on the “parent-orientation” of a child and, by extension, contributes to their success in school. Similarly, multi-grade groupings contribute to an environment that encourages this same sense of community connectedness.

The VSF believes the unique aspects of rural education that distinguish it from its urban cousin call for a diligent focus on structured teaching practises that maximize opportunities for all students. In addition, direct community involvement will underscore the importance of civic commitment and participation for the students of VCS. The VSF believes it must provide students with opportunity to develop the knowledge, skills and attitudes necessary for success in both urban and rural settings.

The VSF recognizes the central role of parent and guardian in the life of a child and therefore sees itself as a partner commissioned to foster academic success as part of the overall process of child development. It is a priority that parents form a majority of the Foundation’s representatives.

The VSF recognizes that it is in the students’ best interest for the Foundation to support its educators by clearly defining all goals and expectations and providing the means necessary for them to be carried out. The VSF views self-confidence as a product of competence. It commits to student success in academics and leadership in an atmosphere of supportive encouragement.

The VSF holds in high regard for its students the skills of memorization of both prose and arithmetic, mental calculation and dignified visual presentation of written work in the form of excellent penmanship and recognizes the role of diligent drill and practise in fostering regular, automatic presentation of said mastered skills. The VSF strongly upholds the skill of critical thinking as an important part of child development. It is a crucial tool for developing logic and the Foundation purports it is through the mastery of skills and the acquiring of knowledge that one formulates a basis for such critical analysis. As students advance, the focus on skills and knowledge can naturally lead to more opportunities for abstract reasoning, logic and self-reliant thought processes.

Jurisdiction Profile

Valhalla Community School is located in the hamlet of Valhalla Centre, located approximately 50 km north west of Grande Prairie, Alberta. The first school was opened in 1916; parent volunteers built a log school house, and the board required each parent to build school desks for their own children. The current school building was built in 1954, and is today owned and operated by the Valhalla Heritage Society.

Valhalla Community School was started by a group of parents and local residents when adjustments were made to the local school boundaries in early 2008, and the school was slated to close at the end of June, 2008. Parents and supporters formed a steering committee to explore and develop initiatives. This committee began a series of meetings with the stakeholders in the local education system, and the opportunity to start a charter school emerged. In the space of a few months, and with the help of Alberta Education the charter process was completed, and Valhalla Community School commenced classes on September 2nd, 2008.

Valhalla Community School now offers Kindergarten to Grade 9 and while registration varies as is the case in many small rural schools, we have seen very strong registration in Kindergarten (15 or more) over the last four years, with the resultant strong numbers in the elementary grades. We recognize that the charter focus and programming at VCS will be successful to the degree that students follow the program starting in their formative years. In order to foster this, our communication plans have had a particular focus to help the community understand the charter goals and attract students to the program beginning in Kindergarten. This has borne fruit and the registration numbers in the kindergarten and first cycle elementary years as well as our partner pre-school programs in Valhalla are strong, which bodes well for the future stability and success of our school and our students.

Over the years, schools in Valhalla Centre have been strongly supported by the community. This tradition remains unshakeable and forms the cornerstone of the Valhalla School Foundation and the Valhalla Community School, in partnership with the local Valhalla Heritage Society, which owns the school building. It is the determination and unflagging commitment of the community that has made a Charter School in Valhalla Centre a reality. Rural leadership as a focus of the school is an articulation of these values.

Valhalla School continues to enjoy excellent Parent Satisfaction Survey results, and it continues to be a goal to maintain and improve on this high standard. As we have adapted to the realities of our changed student profile, and at the same time continue to build our student body from the early years, we are seeing a continuation of the successes already experienced and the fulfillment of the promise which our rural community school holds for all students. We strive to ensure our decisions are made in the spirit of our Charter and in the best interests of student learning. We remain creative in meeting program needs at the Valhalla Community School and strive to ensure stakeholder satisfaction with the quality of basic education and timeliness of services for students.

Trends, Issues and Future Challenges

We consistently strive to provide a stable foundation of high expectations that best assists students to prepare for their futures as well-adjusted, contributing citizens. We support the continued commitment of staff to engage in reflective practice, continuous improvement and collaborative decision-making. This ongoing and sustained support provides continuity of purpose as we build our citizenry of tomorrow.

Trends

We value our students as learners and encourage them take ownership of their learning, to develop solid foundations and competencies, and to take leadership to solve real life problems. Through the use of Direct Instruction and the application of our Teaching and Learning Framework, we create learning environments where our students are supported with differentiated structured programming through grouping students according to their level. Reflecting research in Direct Instruction, we continue to develop effective strategies and practices to ensure successful student learning through clear objectives and routines, scaffolding learning through appropriate scope and sequence, and continuous formative assessment. An additional focus has been to ensure the alignment of the “Writing Road to Reading” and the “Reading Mastery” programs as well as the “JUMP” and “Saxon” math programs with the Alberta Program of Studies.

Valhalla School Foundation administration and staff continue to systematically utilize Provincial Achievement Test and other standardized test results to inform teacher long range plans and to influence the practice of teaching, with the goal of ensuring that student learners at Valhalla meet or exceed provincial averages. This has resulted in overall improvements in our internal assessments, while success on the Provincial Achievement Test scores varies from year to year, highly dependent on the cohort taking the tests, as is typical in very small schools. In order to develop some stability and long-term understanding of the strengths and challenges of our program, the Valhalla Community School staff have developed and continue to improve upon internal standardized assessment tools and database.

Valhalla School Foundation has provided students and staff with the support of teaching aides to support inclusion of an increased number of ELL students and students who have a variety of learning challenges. To improve engagement rates and focus in the classroom, VSF teachers have experienced ongoing staff development to provide a consistent approach to classroom management as well as strategies to enhance student motivation and performance.

Over the past five years, numerous initiatives have been implemented at Valhalla Community School to meet the needs of our students, related to challenges including higher numbers of ELL students, more students with special needs, students behind in their studies, and need for higher parental involvement in the education of their children.

By all accounts, including local surveys, local assessments, Accountability Pillar results, and prior PAT results, these initiatives have met with success. Student skills in literacy and numeracy are better developed, the sense of belonging and community among parents and their children continues to increase, student motivation and success are higher at the junior high level, and the quality and reputation of the school is solid.

As a result of the Charter School Evaluation and Renewal process, a number of new initiatives have been implemented that represent the next steps in fulfilling the promise of our charter school. These initiatives will be carried out as a result of the renewal of our charter granted in February of 2018. They include:

- Two action research projects;
- A renewed partnership with education students at Grande Prairie Regional College;
- The continuous development of local standardized assessments, and;
- The continuous implementation and development of our Direct Instruction Teaching and Learning Framework.

Issues and Future Challenges

Supporting our students adequately is an ongoing challenge due to funding inequities that we are constantly facing. Funding initiatives that do not include charter schools and inequitable transportation funding have had a negative impact on our financing.

Added to this, our registration numbers, although still strong in the lowest grades, have not grown due to the high level of transience in our area. These low numbers combined with the inequitable funding bring us numerous challenges in our budget numbers.

Summary of Accomplishments – 2017-2018

- Granted a five-year renewal of our charter.
- Continued with expanded leadership program including rotating student council (all junior high students have opportunity to experience membership and work in Student Council) and increased leadership/citizenship instruction and practice in all grades
 - includes student planned, led and performed productions: Remembrance Day, Christmas, Spring Sing Talent Show, etc.
 - service program partnering young student with older students for shared activities and help: eg. paired reading, shared lunches, etc.
 - Student Council planned and implemented programs such as School Spirit Days, in-school fundraisers, celebration activities
- Continued “Enhanced Learning Opportunity”_class for all Junior High students; 30 minutes daily of teacher supervised time to learn and practice study skills and work on homework assignments
- Continued junior high “Study, Knowledge, Initiative and Life-long Learning” (SKILL) Program to provide increased support to struggling students
- Partnership with FCSS and AHS for student support services
- Developing partnership with local provider for dyslexia support services
- Programs to enhance parental involvement in school life
 - continued active School Council
 - improved registration process continued to ensure accurate, timely student registration
 - implementation of documentation and process to intentionalize and strengthen parent-school partnership
 - implementation of program to increase participation in School Council
 - classroom assignments requiring all classes from grade 3-9 to attend one School Council meeting per year with a parent (as per charter requirement)
 - goals: meet charter requirement for students to experience a community style meeting each year, increase parent involvement and participation at School Council
- Seven-day grade 8-9 cultural/language field trip to Quebec City, Montreal and Ottawa
- Ongoing and increasing collaboration with area schools
- Participated in transition meetings with local high school to coordinate curriculum and expectations for supporting success of VCS students when they graduate into high school
- Staff development of Direct Instruction Framework and internal standardized assessment program to document student success and growth
- All classroom staff (certified teachers and Educational Assistants) traveled to Edmonton to participate in Professional Development at the annual TAAPCS conference
- Development of Internal Standardized Assessment (ISA) database to record student performance and growth
 - ongoing documentation of individual student and cohort performance
 - documentation of:
 - ISA results (all students assessed twice per year)
 - PAT results
 - Report Card Final marks.

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

| Measure Category | Measure | Valhalla School Foundation | | | 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 | Safe and Caring | 88.6 | 85.8 | 89.4 | 89.0 | 89.5 | 89.4 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 79.4 | 78.6 | 78.4 | 81.8 | 81.9 | 81.7 | High | Maintained | Good |
| | Education Quality | 93.2 | 92.8 | 93.1 | 90.0 | 90.1 | 89.9 | Very High | Maintained | Excellent |
| | Drop Out Rate | 10.2 | 6.1 | 3.8 | 2.3 | 3.0 | 3.3 | Very Low | Maintained | Concern |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 78.0 | 78.0 | 77.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 67.1 | 85.4 | 79.7 | 73.6 | 73.4 | 73.3 | Low | Maintained | Issue |
| | PAT: Excellence | 2.6 | 25.0 | 16.8 | 19.9 | 19.5 | 19.2 | Very Low | Declined | Concern |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.7 | 83.0 | 83.0 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 24.2 | 22.2 | 21.7 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 55.7 | 54.9 | 54.7 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 63.4 | 62.3 | 61.5 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 58.7 | 57.9 | 59.0 | n/a | n/a | n/a |
| | Work Preparation | 91.7 | 95.8 | 90.6 | 82.4 | 82.7 | 82.4 | Very High | Maintained | Excellent |
| | Citizenship | 86.1 | 81.5 | 83.9 | 83.0 | 83.7 | 83.7 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 87.1 | 97.5 | 95.4 | 81.2 | 81.2 | 81.0 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 89.5 | 79.4 | 83.7 | 80.3 | 81.4 | 80.7 | Very High | Maintained | Excellent |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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 Examination 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

| Measure Category | Measure | Valhalla School Foundation (FNMI) | | | Alberta (FNMI) | | | 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 | Safe and Caring | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Student Learning Opportunities | Program of Studies | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Drop Out Rate | n/a | * | n/a | 4.8 | 5.8 | 6.3 | n/a | n/a | n/a |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 53.3 | 53.7 | 50.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | n/a | n/a | 51.7 | 51.7 | 52.0 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | 6.6 | 6.7 | 6.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 77.1 | 77.1 | 76.6 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 11.0 | 10.7 | 10.3 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 24.4 | 21.8 | 21.2 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 35.9 | 34.2 | 33.0 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 33.0 | 31.8 | 32.8 | n/a | n/a | n/a |
| | Work Preparation | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Parental Involvement | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Continuous Improvement | School Improvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- 12.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

| Measure | Very Low | Low | Intermediate | High | Very High |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable | 0.00 - 66.07 | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence | 0.00 - 9.97 | 9.97 - 13.44 | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable | 0.00 - 71.45 | 71.45 - 78.34 | 78.34 - 84.76 | 84.76 - 87.95 | 87.95 - 100.00 |
| Diploma: Excellence | 0.00 - 9.55 | 9.55 - 12.59 | 12.59 - 19.38 | 19.38 - 23.20 | 23.20 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10 | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 39.80 | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

| Evaluation Category | Chi-Square Range |
|------------------------|---|
| Declined Significantly | 3.84 + (current < previous 3-year average) |
| Declined | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained | less than 1.00 |
| Improved | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average) |

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| 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 |

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Charter Goals

CHARTER GOAL ONE: To produce students who are excellent communicators.

Outcome 1:1: Students will communicate with intelligence, using grammatically correct language in both spoken and written word, by mastering the basic skills of reading, writing and arithmetic.

| Performance Measures | Results (in percentages) | | | | | Target | Targets | | |
|---|--------------------------|-------|-------|-------|-------|--------|---------|-------|-------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | 2019 | 2020 | 2021 |
| Percent of parents satisfied that students communicate with intelligence, using grammatically correct language in both spoken and written word. | 91.0 | 100.0 | 97.0 | 100.0 | 100.0 | 97.0 | 98.0 | 100.0 | 100.0 |
| Percent of parents satisfied with improvement in students' math skills and understanding. | 91.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percent of teachers satisfied that the programs and resources reflect the Program of Studies and the objectives of the Charter. | 88.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percent of teachers satisfied with the improvement of student basic skills in reading, writing and mathematics. | 90.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percent of teachers satisfied that the Peer Coaching program has resulted in the adoption of one or more new teaching strategies in their practice. | | | 83.0 | 67.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percent of teachers satisfied that the Peer Coaching program has resulted in improved communication and collegial support in the school. | | | 100.0 | 83.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percent of teachers who are satisfied that the Peer Coaching program has resulted in improved student engagement. | | | 100.0 | 67.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percentage of students who have been in the "Reading Mastery" program for two years who are at or above grade level in reading. | 79.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percentage of students who have been in the "Reading Mastery" program for two years who are above grade level in reading. | 38.0 | 63.0 | 70.0 | 78.0 | 80.0 | 66.0 | 81.0 | 82.0 | 83.0 |
| PAT Results | See Page 38 and 39 | | | | | | | | |

Comment on Results

Our Reading Mastery results have revealed the extreme reading challenges that some of our older students brought with them in registering in the upper grades, but also show the general progress and attainment of students (see chart). Our PAT results have strongly improved in recent years, although we struggled with a weak cohort in 6 and 9 along with the anomalies of small cohorts this past year. Our survey results continue to indicate that there are strong levels of satisfaction with improvement in basic skills.

Strategies

- Staff have been responsible for the development of a clear Direct Instruction Teaching and Learning Framework and are continually working on improved implementation as a function of their professional growth plans.
- Local standardized assessment tools have been identified and baseline assessment measures have been taken throughout the course of the school year. (see below)
- Teachers continue to analyze and compare their programs and resources to the Program of Studies and the expectations of the Charter.
- Implementation of the Writing Road to Reading continues, with adjustments to the literacy program to best utilize time and to ensure an appropriate scope and sequence of learning.
- Teacher professional development has been enhanced through regular meetings, regular Peer Coaching, and student feedback.
- Increase cross-curricular emphasis on writing skills and opportunities and the implementation of an intentional cursive writing program.

INTERNAL STANDARDIZED ASSESSMENT INITIATIVE

While our previous CTBS testing exercise had become much more efficient, through concentrating on literacy and numeracy, we had found that the cost in terms of resources and time was high relative to the actual benefits. As a result, it was decided to put more time and effort into the development and application of locally developed standardized assessment practices.

This initiative is bearing fruit, with the development of local standardized tests, in the five core subjects of Mathematics, Language Arts, Social Studies, Science, and French as a Second Language, at all grade levels from to Grade Nine. We have also contracted with an exterior partner to develop a database to track assessments and provide our staff and other stakeholders with data, tracked over time, for individual students, for each core subject discipline, and for cohorts by year of entry in Kindergarten.

We have data for most core subjects and most of our grade levels for the fall of this year (2018), and will begin with reporting on these initial assessments in the Annual Education Report for the 2018-2019 school year.

Outcome 1:2: Students will communicate with confidence on a broad range of subjects by developing a firm understanding of history, science, and fine arts.

| Performance Measures | Results (in percentages) | | | | | Target | Targets | | |
|--|--------------------------------|------|-------|-------|-------|--------|---------|-------|-------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | 2019 | 2020 | 2021 |
| Percent of parents satisfied that students communicate with confidence on a broad range of subjects. | 98.0 | 97.0 | 97.0 | 100.0 | 96.9 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percent of teachers satisfied with program improvement based on analysis of PAT results. | 67.0 | 60.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| PAT results in Science and Social Studies | See PAT results Page 38 and 39 | | | | | | | | |

Strategies

- *Local standardized assessment practices are helping to determine adaptations to improve outcomes in content areas in history, social studies and science.*
- *Continue to integrate fine arts across the curriculum; maximize effectiveness and delivery of in-school music program; increase drama productions and opportunities for visiting artists to enhance program.*
- *Long Range Plans progress will continue to be reviewed regularly through staff professional learning community time.*
- *Development of assessment practices for the cursive writing program to assess capacity for note-taking, reflective thought, and summarization skills.*

Outcome 1:3: Students will express themselves in an articulate manner when public speaking.

| Performance Measures | Results (in percentages) | | | | | Target | Targets | | |
|---|--------------------------|------|------|-------|-------|--------|---------|-------|-------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | 2019 | 2020 | 2021 |
| Percent of parents satisfied that students express themselves in an articulate manner when public speaking. | 84.0 | 92.0 | 94.0 | 100.0 | 100.0 | 95.0 | 97.0 | 100.0 | 100.0 |
| Percent of students who meet an acceptable standard of achievement (at or above 60%) in a public speaking event, reported by grade level. | 76.0 | 86.0 | 87.0 | 83.0 | 80.0 | 90.0 | 90.0 | 91.0 | 92.0 |
| Percent of students who meet a standard of excellence in public speaking (at or above 80%) (New Measure) | 43.0 | 37.0 | 47.0 | 40.0 | 33.0 | 50.0 | 50.0 | 50.0 | 50.0 |

Comments on Results

Clearer rubrics for these performance measures, with more objective standards, are helping to improve both clarity of outcomes and student results for this important aspect of the Valhalla Community School program.

Strategies

- *Teachers provide incremental opportunities for students to speak in public, in front of classmates as well as the school.*
- *Skills in public speaking are taught intentionally and directly.*
- *Students will have opportunity to present projects and ideas to other classes in the school.*
- *Increased opportunities to hear public speakers will be offered to students.*
- *Students memorize and recite poetry in early elementary grades.*

Outcome 1:4: Students will develop proficiency in French as a second language

| Performance Measures | Results (in percentages) | | | | | Target | Targets | | |
|---|--------------------------|------|------|-------|-------|-------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | 2019 | 2020 | 2021 |
| Percent of parents satisfied that students are developing proficiency in a second language. | 82.0 | 87.0 | 97.0 | 88.0 | 87.1 | 95.0 | 90.0 | 91.0 | 92.0 |
| Percent of teachers satisfied that students are developing proficiency in a second language | | | | 100.0 | 100.0 | New Measure | | | |

Strategies

- *Optimize scheduling and environmental factors to maximize student learning and engagement.*
- *Look into video-conferencing with an English language learning class in Quebec.*
- *French language instruction effectively combining whole group instruction while grouping students according to their level of second language development.*
- *Online use of the “Duolingo” resource for language studies*

CHARTER GOAL TWO: To prepare students for community involvement and leadership.

Outcome 2:1: Students will participate in activities that teach and recognize the importance of community involvement by directly experiencing the efforts of community and municipal groups, and participating in relevant discussions at an age appropriate level.

| Performance Measures | Results (in percentages) | | | | | Target | Targets | | |
|--|--------------------------|------|------|-------|-------|--------|---------|-------|-------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | 2019 | 2020 | 2021 |
| Percentage of students who have participated in two or more community or student groups or meetings during the course of the school year. | 82.0 | 45.0 | 86.0 | 77.0 | 86.1 | 92.0 | 93.0 | 94.0 | 95.0 |
| Percentage of students in grades 3 and above who have participated in relevant discussions at an age appropriate level and meet the standard in communicating an understanding of the roles and functions of community and student groups. | 89.0 | 79.0 | 85.0 | 91.0 | 91.0 | 92.0 | 93.0 | 94.0 | 95.0 |
| Percentage of parents who are satisfied that students are able to identify the efforts of community and municipal groups in the school and the community, and recognize the importance of community involvement. | 90.0 | 97.0 | 85.0 | 84.0 | 100.0 | 91.0 | 92.0 | 94.0 | 96.0 |
| Percent of parents of students in grades 3 and above who report that their son/daughter has participated in relevant discussions and in community and student groups or meetings during the school year. | | | 85.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Percent of junior high students satisfied with their opportunity to participate in student council. | | 100 | 91.0 | 55.0 | 100.0 | 67.0 | 83.0 | 100.0 | 100.0 |
| Percent of junior high students who have improved their skills and attitudes regarding involvement in community organizations. | | | | 55.0 | 87.5 | 67.0 | 90.0 | 91.0 | 92.0 |

Comment on Results

We are continuously working to clarify our pedagogical objectives as well as our assessment of student success in these objectives, and to match them more closely to stated charter goals.

Strategies

- Curriculum opportunities to link community involvement (attend meetings, participate in discussions, and understand civic organization and structures) with academic studies are optimized.
- Visits and presentations by community leaders including board members will be enhanced.
- Focus on service learning through enhancement of the community at the school itself (buddy systems, helping younger students with activities, support for custodial services).
- Continuation of Student Council development including representation from all grade levels, determined through public speaking presentations, with decision-making strategies and discussion in all classes.
- Student Council is open to all junior high students through a rotating elective option.
- All students are encouraged, by grade level, to attend at least one School Council meeting with their parents.
- A "House League" structure sees older and younger students work together in various competitive and positive community building activities will continue.
- TED talks will be researched as a means of exposing students to public speaking and social issues.

Outcome 2.2: Enhanced parental involvement in the school community.

| Performance Measures | Results (in percentages) | | | | | Target | Targets | | |
|--|--------------------------|------|------|------|------|--------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | 2019 | 2020 | 2021 |
| Number of means of communication developed between the school, School Council and parents | NM | 16 | 18 | 18 | 20 | 20 | 20 | 20 | 20 |
| Percent of parents participating in one or more school events | 75.0 | 76.0 | 76.0 | 68.0 | 72.4 | 75.0 | 80.0 | 81.0 | 82.0 |
| Percent of parents attending at least one School Council meeting | | NM | 83.0 | 59.0 | 46.7 | 60.0 | 65.0 | 66.0 | 67.0 |
| Percent of parents reporting that the efforts of teachers to communicate about curriculum developments and progress has helped them to be more engaged in their child's education. | | | NM | 95.0 | 93.5 | | 96.0 | 97.0 | 98.0 |

Strategies

- *Continuing to work together with School Council to find ways to build community and improve communication between the school, School Council and parents.*
- *Initiative to have all students grades 3 and above attend one School Council meeting with their parents.*
- *Monthly communication to parents about curriculum developments and strategies to engage their children in related discussions.*
- *A new strategy to involve parents with homework questions requiring dialogue with parents.*

Comment on Results

Valhalla Community School continues to have high levels of satisfaction from students, parents and the community. Accountability Pillar results, local satisfaction surveys and a survey supporting our five-year charter renewal application all underscore the high level of satisfaction from all parties. There is little doubt that Valhalla is serving a need as a school of choice in northwestern Alberta. A key to this success as well as the success of our students has been an increased emphasis on helping parents understand the goals and expectations of the school and as a result, families are increasingly making a positive choice about Valhalla for their children. An emphasis on communicating the goals of the charter to the community has resulted in higher enrollment in kindergarten and early elementary as well as pre-school; this, however, is diminished by the transitory nature of the area and families leaving the area due to economic instability.

Teachers at Valhalla have been building skills in meeting the needs of all students, as well as developing their skills in direct instruction, strong classroom management, and mastery of the various direct instruction resource and the program. The school has moved its second language program forward to focus on French, in response to teacher circumstances and a survey of parents. Programming adjustments are responding to the needs of students with particular challenges, particularly in the junior high. Finally, parent partnerships are being developed strategically to build community and to ensure parent commitment to the program as well as their support for student learning.

As a result of these initiatives, we have seen an improvement in our Provincial Achievement Testing score in the previous two years, although both cohorts were small and a few students with serious challenges had an unusually large negative impact on our results..

Finally, we were delighted to receive a five-year renewal from the Minister and look forward to many more years of success at Valhalla Community School.

* Target set for 2016/17 in the three year education plan 2016/17 – 2018/19.

Outcome One: Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 57.1 | 67.0 | 86.8 | 85.4 | 67.1 | 87.0 | Low | Maintained | Issue | 85.0 | 86.0 | 87.0 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 1.2 | 6.3 | 19.1 | 25.0 | 2.6 | 16.0 | Very Low | Declined | Concern | 15.0 | 16.0 | 17.0 |

Comment on Results

We were pleased with our results in the preceding two years, but as is common in very small schools, a few students with particular challenges in each of our grade six and grade nine cohorts had a strong impact on our recent (2018) results.

Strategies

- Staff have been responsible for the development of a clear Direct Instruction Teaching and Learning Framework and are working on improved implementation as a function of their professional growth plans.
- Local standardized assessment tools have been identified and baseline assessment measures have been taken throughout the course of the past school year.
- Teachers continue to analyze and compare their programs and resources to the Program of Studies, PAT results, and the expectations of the Charter.
- Implementation of the Writing Road to Reading continues, with adjustments to the literacy program to best utilize time and to ensure an appropriate scope and sequence of learning.
- Teacher professional development has been enhanced through regular meetings, Peer Coaching, and student feedback.
- Increased cross-curricular emphasis on writing skills and opportunities and the implementation of an intentional cursive writing program.
- All junior high students have Enhanced Learning Opportunity programming scheduled to develop their organizational and learning skills.
- Junior high students with strong organizational challenges and difficulty in mastering basic skills are involved in a focused Study Skills program.
- Supporting the building of staff capacity to meet needs and contribute to improved success for all students, through identification of individual student challenges, strengths, and effective strategies for each.
- Teacher professional development includes: implementation of a consistent approach to class management; direct instruction strategies; strategic questioning; the enhancement of student motivation and engagement; formal student written survey feedback; and a Peer Coaching program.
- Enrich the curriculum content delivered to our students as per charter expectations.
- Streamline student portfolio system to ensure appropriate feedback to students and information to parents

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

[No Data for Diploma Exam Results]

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 7.7 | 0.0 | 5.3 | 6.1 | 10.2 | | Very Low | Maintained | Concern | | | |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

Strategies

- VCS personnel are contacting teachers and administrators in the local high school to determine what capacities and skills our graduates are demonstrating and what needs improvement in terms of our program.
- Facilitating return of former students (now in high school) to speak to staff and students about preparing for high school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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 Examination 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; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target 2018 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 78.5 | 81.7 | 88.5 | 81.5 | 86.1 | 90.0 | Very High | Maintained | Excellent | 90.0 | 91.0 | 92.0 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 91.7 | 78.6 | 97.5 | 95.8 | 91.7 | 96.0 | Very High | Maintained | Excellent | 95.0 | 96.0 | 97.0 |

Comment on Results

Valhalla Community School continues to be a safe and caring environment for students, where there is high stakeholder satisfaction with attitudes and behaviors connected to citizenship and preparation for life as an adult. We note a smaller level of satisfaction with regard to students respecting each other and following rules, and are implementing strategies to meet these challenges.

Strategies

- *Certain identifiable challenges last year have moved the staff team to be more clear in their expectations and more prompt to address behavior, meet with parents and students, and impose consequences where necessary. The school staff are seeing very positive results to these strategies early in the school year.*
- *Continue the development of an integrated and local rural leadership development program, with more exposure to meetings and community leaders as well as relevant discussions connected to the Social Studies program. Service to the community, attending School Council and Board meetings, and School Council activities all contribute to this.*
- *Continue to have Family/Community closeness modeled to the students every day by staff.*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i> | 61.1 | 70.6 | 73.8 | 83.3 | 74.4 | 80.0 | n/a | n/a | n/a | 80.0 | 81.0 | 82.0 |

Comment on Results

Increasingly, we recognize that attitudes of life-long learning are highly influenced by the home environment, and as a result, we are working on ways and means of increasing the involvement of parents in the education of their children. In addition, a variety of strategies are developed to enhance understanding that they are members of a community in which healthy involvement includes both independence and interdependence.

Strategies

- *VCS applies technology integration using Google Chrome laptops providing for the development of technological capacity that is both effective and efficient.*
- *Enhancing courses by continuing to refine our understanding of appropriate use of technology.*
- *Developing opportunities for students to become leaders through service learning.*
- *All students are exposed to educational experiences which explore the efforts of community and municipal groups, including assessment of understanding and transfer to curriculum areas.*
- *Curriculum opportunities to link community involvement with academic studies will be optimized.*
- *Opportunities to attend meetings, participate in discussions, and understand civic organization and structures will be developed and optimized.*
- *Student Council are open to all junior high students through a rotating elective option.*
- *Initiative for all classes grades 3 and above to attend at least one School Council meeting with their parents.*
- *Continuous curriculum updates with the intention of increasingly engaging parents in the education of their children.*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | n/a | * | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | n/a | * | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

Strategies

For the first time in the school's history, we have students registered at our school who live on the Horse Lake First Nations. We have found that their integration into our community has gone well, and a number of initiatives have been taken to bring the literacy of the students up to their grade level.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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 Examination 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; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | * | * | n/a | * | n/a | | n/a | n/a | n/a | | | |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

Strategies

Last year, for the first time in the school's history, we had students registered at our school who live on the Horse Lake First Nations. We found that their integration into our community went well, and a number of initiatives were taken to bring the literacy of the students up to their grade level. As a result, this family has returned to VCS, and another child from the HLFN has joined our junior high class for the 2018-2019 school year.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta's education system is inclusive

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| 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. | 83.1 | 91.5 | 90.8 | 85.8 | 88.6 | 90.0 | Very High | Maintained | Excellent | 90.0 | 91.0 | 92.0 |

Comment on Results

All stakeholders at Valhalla continue to be satisfied with the overall quality of education and the culture of caring and safety at school. It is a true community. We are constantly working to develop a sense of community and belonging with all students and parents, and are happy with our results.

Strategies

- *Teachers continue to participate in professional development and implementing a consistent approach to class management and the enhancement of student motivation and engagement.*
- *Developing in students an understanding of and proficiency in conflict resolution and active listening.*
- *Developing in students an understanding of emotional, physical and intellectual bullying, teaching conflict resolution, and responding as a school with appropriate and effective consequences for acts of bullying.*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 75.1 | 81.5 | 75.1 | 78.6 | 79.4 | 80.0 | High | Maintained | Good | 81.0 | 82.0 | 83.0 |

Comment on Results

Our parents and teachers are satisfied with the opportunities provided to students in such a small school. Students are less so, and this is a provincial pattern which is perhaps exacerbated in smaller rural schools.

Strategies

- *Teachers continue to participate in an enhanced Peer Coaching program to benefit from collegial expertise.*
- *Program development will continue to increase our focus on fine arts, particularly in drama and visual arts, and increasing local offerings of electives for junior high students.*
- *VCS applies technology integration using Google Chrome laptops providing for the development of technological capacity that is both effective and efficient.*
- *Encouraging participation in student co-curricular activities (athletics, drama, student leadership, choral speaking and music)*
- *An enhanced communication plan is in place for communicating to parents details of the curriculum, news about program developments, and opportunities to discuss and be involved in their children's education.*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Five: Alberta's education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 74.8 | 88.3 | 83.3 | 79.4 | 89.5 | 85.0 | Very High | Maintained | Excellent | 90.0 | 91.0 | 92.0 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 88.2 | 94.3 | 94.5 | 97.5 | 87.1 | 95.0 | Very High | Maintained | Excellent | 95.0 | 96.0 | 97.0 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 85.0 | 92.8 | 93.8 | 92.8 | 93.2 | 95.0 | Very High | Maintained | Excellent | 95.0 | 96.0 | 97.0 |

Comment on Results

There is a high level of parent satisfaction with their involvement in the school and their child's education. Nevertheless, the importance of this partnership dictates that VSF maintains the focus on the continuous improvement of this aspect of the school as a priority.

Strategies

- *Working together with School Council to find ways to build community and improve communication between the school, School Council and parents.*
- *Continue to implement improved registration procedures to include information on charter goals and parent involvement and requiring a signed commitment to the program.*
- *A focus on parent involvement on School Council continues to produce results, with increased participation at all grade levels and committees looking into aspects of school improvement.*
- *School administration and staff will continue to look for opportunities to engage parents in school activities as well as support the learning of their children at home.*
- *An enhanced communication plan has been put in place for communicating to parents details of the curriculum, news about program developments, and opportunities to discuss and be involved in their children's education.*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Future Challenges

Over the past five years, numerous initiatives have been implemented at Valhalla Community School to meet the needs of our students, related to challenges including higher numbers of ELL students, more students with special needs, students behind in their studies, and need for higher parental involvement in the education of their children.

By all accounts, including local surveys, local assessments, Accountability Pillar results, and PAT results in the past two years, these initiatives have met with success. Student skills in literacy and numeracy are better developed, the sense of belonging and community among parents and their children continues to increase, student motivation and success are higher at the junior high level, and the quality and reputation of the school have resulted in higher and more stable registration in kindergarten and the elementary grades (although the transience of the community has also resulted in several families moving and diminishing our registration in 2018).

As a function of the Charter School Evaluation and Renewal process, a number of new initiatives have been implemented that represent the next steps in fulfilling the promise of our charter school, and these provide us with clarity in the challenge of continuous improvement. These include:

- Two action research projects;
- A renewed partnership with education students at Grande Prairie Regional College;
- The continuous development of local standardized assessments, and;
- The continuous implementation and development of our Direct Instruction Teaching and Learning Framework.

Finally, and no doubt similar to all rural schools, budget compressions impact our school greatly, particularly with regard to transportation of our students. Unlike other rural schools, our students are not funded fully for their transportation needs, a situation which we have made every effort to communicate to the department and the Minister. In addition, the restriction on the granting of funds for inclusion initiatives to charter schools to meet the needs of all students - funds which are granted to other jurisdictions - severely limits our capacity to meet the multiple challenges of our clientele. Fund-raising becomes an essential part of the school community's endeavors.

Summary of Financial Results

| REVENUE | 2017-2018 | | | | | TOTAL | \$ PER STUDENT |
|--|------------------|------------------|------------------|--------------------|-----------|----------------|-------------------|
| | INSTR | PO&M | SYSTEM ADMIN | TRANS | | | |
| Alberta Education | \$ 902427 | \$ 236607 | \$ 144400 | \$ 84224 | \$ | 1367658 | 13815 |
| Other Govt of Canada | 31574 | -2073 | | | | 29501 | 298 |
| Fees | 11130 | | | | | 11130 | 112 |
| Miscellaneous | 2677 | 28580 | 706 | 2500 | | 34463 | 348 |
| TOTAL REVENUE | \$ 947808 | \$ 263115 | \$ 145106 | \$ 86724 | \$ | 1442752 | 14573 |
| EXPENSE | | | | | | | |
| Salaries & Benefits | \$ 688556 | \$ 60433 | \$ 70000 | \$ 140398 | \$ | 959387 | 9690 |
| Campus Books & Educ. Supplies | 29662 | 197452 | 75016 | 116720 | | 418851 | 4231 |
| Professional Development | | | | | | | |
| Facilities | 8654 | 13364 | | 37234 | | 59252 | 598 |
| System Admin/Board | 936 | | | 2278 | | 3214 | 32 |
| Transportation | | | | | | | |
| TOTAL EXPENSE | \$ 727809 | \$ 271250 | \$ 145016 | \$ 296630 | \$ | 1440704 | 14551 |
| EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES | \$ 219999 | \$ (8135) | \$ 90 | \$ (209906) | \$ | 2048 | 0.001% |
| | | | | | | | Surplus (deficit) |
| | | | | | | | % of revenue |
| # of FTE students | 99 | 99 | 99 | 99 | | 99 | |
| Average cost per student | \$7352 | \$2740 | \$1465 | \$2996 | | \$14553 | |

For a full set of the 2017-2018 Audited Financial Statements please go to: vcs.education

For information on expenditure of school-generated funds as well as audited financial statements from prior years: Contact Anna Odd 780 356-2370 or aodd@valhallaschool.ca for further information.

Budget Summary

- Funding for 82.5 FTE student enrolment
- Funding for 4 Federal First Nation student enrolment
- Valhalla School Foundation employs 5 teachers from ECS to Grade 9.
- One fulltime Administrative Assistant
- One part time Secretary Treasurer working 8 days a month.
- Own 5 buses serviced by 3 bus drivers
- One part-time Transportation Director
- One part time Superintendent working up to five days a month
- Teaching Assistants 3.75
- We have started using gaming funds for more general use funds as per our Approved Gaming Funds Use.
- Valhalla School Foundation continues to receive generous support from, individuals, community groups and corporate donors. We anticipate conservatively donations in excess of \$5,000 for the current school year.
- The Valhalla School Foundation continues to collaborate with Peace Library Systems, in housing the Valhalla Public Library in Valhalla Community School. The Valhalla Public Library in return purchases and maintains a comprehensive collection of children's and young adult literature to enrich our school curriculum.
- Our fiscal strategy continues to be one of producing a balanced budget annually, in spite of inequitable transportation funding.
- Continued refinement of roles in shared use and operation of the school facility by Valhalla School Foundation, Valhalla Community Library and Valhalla Heritage Society

2018/2019 BUDGET SUMMARY

| | | System | | | Revised | | % | |
|--------------------------------------|------|------------------|------------------------------|---------------------|----------------|----------------|------|------------|
| | | Admin | P O & M | | Budget | FTE | | Total |
| | | and Instruction | and Leasing | Transportation | Budget | FTE | | Total |
| REVENUE SOURCES | | | | | | | | |
| Alberta Education | | \$ 912426 | \$ | \$ 68000 | \$ 980426 | | | 69 |
| Alberta Education - PO&M | | | 69723 | | 69723 | | | 5 |
| Alberta Education - Lease | | | 164000 | | 164000 | | | 12 |
| Sub-Total | | \$ 912426 | \$ 233723 | \$ 68000 | \$ 1214149 | | | 86 |
| Resource Fees | | 10000 | | | 10000 | | | 1 |
| Accum Operating Surplus/Deficit 2014 | | | | | 0 | | | 0.00 |
| Miscellaneous Revenue | | 192265 | | | 192265 | | | 13 |
| Total Revenue | | \$ 1114691 | \$ 233723 | \$ 68000 | \$ 1416414 | | | 100 |
| | | % of Instruction | System Admin and Instruction | P O & M and Leasing | Transportation | Revised Budget | FTE | % of Total |
| | | | FTE | FTE | FTE | | | |
| Salaries & Benefits | 0.00 | \$ 644826 | 9 | 58400 1 | 121324 3.5 | 824550 | 14.5 | 59 |
| Admin-Salaries & Benefits | 0.00 | 117475 | 2.5 | | | 117475 | 2.5 | 8 |
| Admin -other | 0.00 | | | | | 0 | 0 | 0 |
| Amortization | 0.00 | 54000 | | | | 54000 | 0 | 4 |
| Classroom\Curriculum Resources | 0.00 | 15900 | | | | 15900 | 0 | 1 |
| Office Expenses & Supplies | 0.00 | 50500 | | | | 50500 | 0 | 4 |
| Professional Development | 0.00 | 8000 | | | | 8000 | 0 | 1 |
| Building Lease | 0.00 | | | 164000 | | 164000 | 0 | 11 |
| Technology | 0.00 | 12000 | | | | 12000 | 0 | 1 |
| Transportation | 0.00 | | | | 154700 | 154700 | 0 | 10 |
| Building Maintenance & Repair | 0.00 | | | 13000 | | 13000 | 0 | 1 |
| Contingency | 0.00 | | | | | 0 | 0 | 0 |
| Bus Purchase | 0.00 | | | | | | 0 | 0 |
| Total Expenses | 0 | \$ 902701 | 11.5 | \$ 235400 1 | \$ 276024 3.5 | \$ 1414125 | 17 | 100 |

% of Total Expense

64

17

19

100

Facilities and Capital Projects

2018 to 2021 CAPITAL PLAN

Estimated Costs

Valhalla School Foundation: ECS to Grade 9

| | | | <u>Totals</u> |
|-----------------|---------|---------|---------------|
| 2018-19 | | | |
| Lease | 164,000 | | |
| Modular | | | 1 |
| | Totals | 164,000 | 164,000 |
| 2019-20 | | | |
| Lease | 164,000 | | |
| Modular | | | 1 |
| | Totals | 164,000 | 164,000 |
| 2020-21- | | | |
| Lease | 164,000 | | |
| Modular | | | 1 |
| | Totals | 164,000 | 164,000 |

Notes: Valhalla School Foundation leases the facility. The Modular is in place and being used. The second modular has been cancelled by Alberta Infrastructure due to budget cuts.

Contact Anna Odd at 780 356-2370 or aodd@valhallaschool.ca for further information

Publication and Communication

How to Obtain a Copy of this Report

This report is posted to the Valhalla Community School website:

https://vcs.education/files/4815/4429/3317/VSF_AERR_AEP_2018-2019.pdf

and copies may be obtained from the administration office at the school.

Other web links relevant to this report:

Audited Financial Statements:

https://vcs.education/files/6915/4447/9200/2017-2018_Audited_Financial_Statement_Signed.pdf

VCS Class Size Survey:

https://vcs.education/files/3015/1554/1698/VCS_Class_Size_Survey_2017-2018.pdf

Summary AERR

https://vcs.education/files/9515/4429/3373/VSF_AERR_Summary_2Pgs_2018.pdf

Rollup of jurisdiction AFS information:

<https://education.alberta.ca/financial-statements/charter-schools/everyone/charter-school-audited-financial-statements/>

Parental Involvement Strategies / Involvement of School Councils

The administration of Valhalla Community School has ensured that School Council is apprised of and offered the opportunity to provide input and give feedback on the results of the Accountability Pillar surveys, the Annual Education Plan and the Annual Educational Results Report. This feedback is considered in the final draft of the AERR, as well as in the development of current and future Annual Education Plans.

Whistleblower Protection.

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures. Valhalla School Foundation has had no disclosures for the 2017-2018 school year.

Communication Plan

Charter schools have an obligation to share their effective practices and innovative approaches for the benefit of Alberta's education system as a whole. Charter Schools are required by Alberta Education to design and implement a plan of how to communicate the innovations adopted, and effective practices and results, with other interested parties. The Valhalla School Foundation has a unique opportunity to share the vision for charter schools and the principles of its own charter by being located in an area where general public knowledge of charters is in the formative stages.

Objectives

- awareness building
- accountability and transparency
- sharing successes
- media relations

Audiences

Primary:

External

- Alberta Education
- Media
- Prospective parents/students
- Graduating university students (education/prospective employees)
- Potential donors and supporters

Internal:

- VCS students
- VCS parents / School Council
- VCS staff and administration
- VCS Board of Directors

Secondary:

- Other charter schools
- Other school authorities
- Teachers outside of VCS
- Waitlisted families
- The communities served by Valhalla Community School
- Members of the public who know little or nothing about charter schools

Key Messages

- VCS is a tuition-free public education alternative focused on rural leadership and strong academic skills through structured teaching practices and a focus on community service and civic responsibility.
- VCS practices a whole-group, direct instruction model of teaching and learning which can be beneficial to all students.
- VCS teaches and prepares students for adulthood in a safe and caring environment.
- VCS has a strong and developing Rural Leadership program
- VCS is focused on offering a choice to all those who are interested in this distinctive approach to education.
- VCS students are well prepared for lifelong learning, employment, and engaged, ethical citizenship.

Successful Initiatives:

- Continue to develop the use of our Student Database software program (Maplewood) allowing for compilation and maintenance of student and family database
- Developed documents informing parents of the charter, charter goals, school programming and parent and student expectations.
- Changed registration process to invite parents into the school and participate in a more community-based and informative session
- Developed interview and commitment procedures for new families registering at the school.
- Developing compilation and maintenance of mailing lists, online communication tools and board policies
- Increase number of informed families on the wait list
- Teachers developing use of online blogs, emails and texting for communication with parents
- Shifted hiring advertisement practices to post job information in complete form on the website and use newspaper/paid advertisements (i.e. kijiji, jobbank.ca, newspapers) to direct interested applicants to the school's website for further information as a means of increasing traffic to the site, providing the public with the opportunity to become informed about the school's charter and gathering job applicants who are more informed of the specific unique aspects of the school's charter.
- All key documents are posted on website
- Improved communication and shared decision-making with Valhalla Heritage Society
- Initiated communication between grade nine teachers and teachers from the local high school
- Provide practicum experiences for student teachers with Grande Prairie Regional College
- Sharing of Action Research Initiatives with Grande Prairie Regional College
- Hosted Semi-Annual Meetings of The Association of Alberta Public Charter Schools
- Meetings held with local MLA's and Board Chair, as well as a meeting with the Minister of Education
- Participation in community events including Communities in Bloom and Canada Day parade.

Action Plan

Initiatives (2018-2098)

- *An enhanced communication plan continues to be improved for communicating, to parents, details of the curriculum, news about program developments, and opportunities to discuss and be involved in their children's education.*
- *The sale of a community-based cookbook as a fundraiser which includes a wonderful history of the school and a description of the charter.*
- *Photos of school activities are placed on our Facebook page as well as on our website.*
- *Charter Renewal will provide the Valhalla school community with renewed opportunities to impact students and families with focused literacy initiatives and strong academic and character development.*

On-Going Initiatives:

- Development of communication tools including our Facebook page – for short school and charter related information
- Develop communication policy and guidelines. (i.e. degree of public input online, privacy, online posting frequency, method for selecting targeted communication “campaign” messages, board expectations for measurement of success)
- Compile formal contact lists of interested internal and external parties who wish to be kept informed about the school and charter. (i.e. parents, alumni families, members of the community, former residents of the community, members of educational profession, politicians)
- Incorporate waitlisted families as full members of “communication audience” who will be kept informed of Valhalla Community School’s successes and charter principles.
- Compile contact lists of associations who research and investigate similar educational philosophies supported by the VSF charter for networking.
- Explore creative ways of hosting focus groups.
- Select strategic communication goals at least once per year as well as managing spontaneous communication needs as they arise.
- Communicating charter goals and programs to board and parents through special presentations
- Newspaper articles at strategic times during the year

Parents and Interested Community Members:

- Post all key documents on VCS website, including Valhalla Community School Student-Parent Information Handbook
- Communicate charter goals and program details to parents in written and verbal form
- Send a message from the Board and Superintendent to parents at least 3 times per year.
- Send regular newsletters home to parents with highlights of school activities and future planning
- Submit articles about school successes and charter principles to Valhalla Viking Newsletter –delivered annually by post and email to current and past residents of Valhalla
- Administer a survey to parents to gauge satisfaction with the school, the staff and student learning.
- Invite parents and the community to special evening presentations and concerts.
- Build relationships with MLA’s and municipal representatives.

Partnering With Organizations

- Continue development of partnership with Grande Prairie Regional College, focused on partnering in action research projects, (the implementation of a resource titled “The Writing Road to Reading” as well as the implementation of a Cursive Writing program), the sharing of the charter school story with education students, and hosting education students for their practicums.
- Communicating operational circumstances and goals with Valhalla Heritage Society and Valhalla Community Library for purposes of optimizing educational use of this shared building through regularly scheduled meetings.
- Regular communication and consultation with School Council on school plans and decisions.
- Build relationships with educational and media groups.
- Nurture partnerships with the local high school and post-secondary education programs.
- Reach out to communities served by VCS through acts of student and staff community service.
- Hosting special events such as appreciation evenings for staff and parents
- Regular news release distribution highlighting school and student activities including student council elections and community service learning projects, as well as general information on charter schools.
- Continue to work with Valhalla’s Communities in Bloom committee to share the vision of the charter and the school’s successes with local municipal associates, national CIB judges and residents from other participating communities across Canada.

