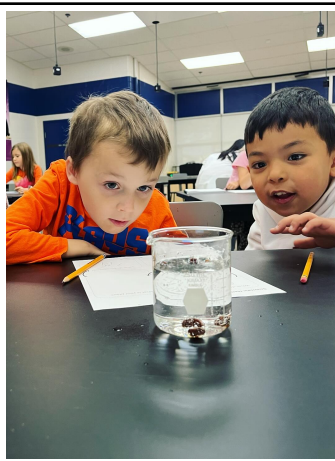




School Results Report

2022/2023

Glendale Sciences and Technology School



The Year in Review

Fast Facts:

Glendale Sciences and Technology School
6375 - 77 Street, Red Deer, Alberta, T4P 3E9
403-340-3100
<http://glendale.rdpsd.ab.ca>

Principal: Ms. Sandre Bevan
Vice-Principal: Mr. Jeff Plackner

Student Profile:

- Kindergarten: 41
- Grade 1: 49
- Grade 2: 56
- Grade 3: 46
- Grade 4: 33
- Grade 5: 46
- Grade 6: 54
- Grade 7: 56
- Grade 8: 49
- Total Student Population: 430
- ESL Students: 89
- First Nations; Métis; Inuit Students: 50

Staff Profile:

- Teachers: 25
- Classified Staff: 15
- Facility Services Staff: 2
- Total Staff: 42

New Directions:

1. Grade 4 to 6 students will be learning the new English Language Arts and Literature and Mathematics curriculums, while our K to 3 students will learn the new Science curriculum.
2. We have prioritized student engagement by facilitating real-world connections through hands-on exploration, inquiry-based learning, and project-based approaches.
3. To enhance assistance for students grappling with dysregulation, we've established a dedicated Student Support Room

Opportunities and Challenges:

In our school today, a balance of opportunities and challenges defines the current landscape, requiring strategic navigation and innovative solutions.

The learning gaps that still exist pose a formidable challenge, requiring targeted interventions. At the same time, we are attempting to provide every layer of support possible to students who are experiencing instability in their homes, recognizing the severe impact these external factors can have on a student's ability to learn and thrive within the academic setting. As the school transitions from a 1 to 1 laptop program to a 2 to 1 ratio, logistical hurdles and adjustments are inevitable.

Amidst these challenges lie promising possibilities for growth as well. While the decrease in the number of chromebooks in the school can be incredibly challenging, this transition also marks a significant opportunity to enhance collaboration and innovation among students as they adapt to learning without their device. The establishment of a Student Support Room with a dedicated teacher is a pivotal opportunity to address the needs of dysregulated students, fostering an environment of inclusivity and support. Moreover, the introduction of Project-Based Learning not only enriches the curriculum but also cultivates critical thinking skills and a passion for learning.

A Year of Success:

Red Deer Public Schools continues to provide high-quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

Alberta Education Assurance Measures: Overall Summary

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 4463 Glendale Sciences and Technology School

Assurance Domain	Measure	Glendale Sciences & Techno Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	77.1	80.2	80.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.0	69.1	72.3	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	66.1	62.0	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	3.2	10.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	85.0	85.5	86.6	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.7	76.4	76.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.6	77.6	77.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.1	76.7	74.7	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Alberta Education Assurance Measures: FNMI Summary

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 4463 Glendale Sciences and Technology School (FNMI)

Assurance Domain	Measure	Glendale Sciences & Techno Sch (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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	57.1	*	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	*	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	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
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measures: ESL Summary

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 4463 Glendale Sciences and Technology School (EAL)

Assurance Domain	Measure	Glendale Sciences & Techno Sch (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	n/a	n/a	n/a	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	PAT: Acceptable	83.3	85.7	n/a	57.9	59.7	n/a	Very High	n/a	n/a
	PAT: Excellence	0.0	14.3	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	96.6	NA	NA	87.8	88.1
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	18.6	NA	NA	4.1	10.2

● **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	76.3	NA	NA	64.0	64.4
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	6.8	NA	NA	2.0	3.4

Division Performance Measures

● **Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
56	26	46.43

● **Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
45	29	64.44

● **Percentage of Grade 3 students who were reading/literate within one year of grade level.–**

Number of Students	Students reading within one year of Grade Level	Percentage
34	23	67.65

● **Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
49	29	59.18

● **Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
45	30	66.67

● **Percentage of Grade 6 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
63	51	80.95

● **Percentage of Grade 7 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
49	34	69.39

● **Percentage of Grade 8 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
58	49	84.48

● **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	73.3	N/A	82.00	NA	79.59
Overall percentage of students who feel they are able to read and write what is expected of them in school.	87.7	N/A	84.39	NA	80.13

Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	N/A	97.14	NA	97.37
• Survey result scores for numeracy measurements by students, parents, and staff					
Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	79.0	N/A	88.00	NA	86.73
Overall percentage of students who feel they are able to understand and work with numbers in school.	86.4	N/A	88.44	NA	80.13
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	N/A	94.29	NA	97.37

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The percentage of students reading at grade level continues to vary significantly across grades from a low of 46.43% in Grade 1 to a high of 84.48% in Grade 8.
- PAT results increased in both Language Arts and Math for those students achieving the acceptable standard and those students achieving excellence.
- The overall percentage of parents and students who feel that students are able to read and write what is expected in school decreased from two years ago. The same trend was seen in the percentage of parents and students who feel that students are able to understand and work with numbers in school. The results were the reverse for teachers who felt that the school is doing a better job providing students with appropriate programming and levels of instruction in both Math and Language Arts.

Analysis:

- Because of the intensive strategies that the school is implementing to support students in literacy and numeracy, GSTS students continue to experience a steady growth in literacy from grade 1 (46.43% reading at grade level) to grade 8 (84.48% reading at grade level),
- The Academic Support Teacher coordinated literacy and numeracy interventions for grades 1 to 6 which contributed significantly to improved results in PAT scores in these areas.
- Teachers have been provided with a wealth of resources to the support the implementation of the new curriculum and, as a result, their confidence in their student's access to appropriate programming is increasing. We need to find a way to get parents in the building so that they can see it as well.

Action:

- Introduction of a Student Support Room Teacher to help regulate students so that they can be successful in the classroom.
- Targeted intervention groups in grades 1 to 3, supported through provincial funding, to improve literacy and numeracy.
- Coordinated creation of literacy groups from grade 1 to 8 to ensure all students are receiving targeted support.
- Create a coordinated plan to support numeracy intervention that focuses on real-world applications.
- Increase communication with parents by expanding our School Council and Parent Association committees (i.e. we currently average 10 attendees compared with last year's 4 attendees)

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social, and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	84.3	84.9	79.5	79.8	82.10

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	83.2	87.4	73.1	66.2	76.80

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	91.4	N/A	94.00	NA	89.80
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	87.0	N/A	84.97	NA	92.95
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	94.4	N/A	88.57	NA	94.74

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	82.9	N/A	92.00	NA	85.71
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	82.7	N/A	76.30	NA	75.64
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	N/A	94.29	NA	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	81.9	N/A	86.00	NA	88.78
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	83.3	N/A	76.30	NA	75.64
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	N/A	85.71	NA	94.74

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Although the percentage of teachers, parents and students in 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 has reached a 3 year high (82.10%), there is still significant room for growth.
- The percentage of teachers, parents and students who indicated that their school and schools in their jurisdiction have improved or stayed the same the last three years has increased significantly (from 66.2% to 76.80%).
- Although there has been significant increases in terms of students (from 84.97% to 92.95%) and staff (from 88.57% to 94.74%) who feel that students are learning in ways that are meaningful and appropriate, there was a notable decrease (from 94.00% to 89.80%) from the parent perspective.

Analysis:

- The relatively low result in terms of the percentage of teachers, parents and students who feel 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 is likely due to an escalation of behaviours, difficulties and traumas that have stemmed from the pandemic, inflation, etc. These are difficult times in all communities.
- It is not surprising that there was a significant increase in the percentage of the teachers, parents and students who indicated that their school and schools in their jurisdiction have improved or stayed the same the last three years as GSTS has significantly increased the types of support offered to those students who need it the most. In addition, we are able to offer many programs/extracurriculars/lessons that were cancelled during the pandemic.
- Although students and staff recognize the high quality instruction with real-world applications that is occurring in our classrooms, the 4.20% decrease amongst parents suggests a need to communicate more effectively what is occurring in the classrooms.

Action:

- Revamp Gladiator Days
 - school-wide assemblies on Gladiator Day that focus on a different ARMOUR trait each month
 - recognition of Terrific Kids (K-5) and the newly created Terrific Teens (6-8) that will replace the monthly Gladiator Awards will encourage elementary and middle school students to continue to show strong ARMOUR (and RDPSD Values).
 - inclusion of a musical performance or scientific demonstration at each assembly to showcase the S and A in STEAM
- Celebrate “Terrific Teens” (in addition to our “Terrific Kids”) at our Monthly assemblies will encourage Middle School students to continue showing strong ARMOUR (and RDPSD Values).
- Ensure that more staff members are able to access our social media and new website to communicate to our community all of the new opportunities that we are offering at GSTS (e.g. newly created Science Lab, newly renovated/upgraded Creation Station, Dungeons and Dragons, etc.)
- Provide students with additional options during lunch recess to ensure that all students have a place where they feel they belong (e.g. intramurals, board games in the Learning Commons, Creation Station, etc.)

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.1	NA	NA	62.0	66.1
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.9	NA	NA	10.0	3.2

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.9	75.4	69.4	69.1	70.1

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	80.0	74.5	74.6	78.9	83.5

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	78.5	74.2	72.5	78.6	85.1

Division Performance Measures

- Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	20
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	83.8	N/A	90.00	NA	89.80
Overall percentage of students who feel they will be prepared for the next grade level.	93.8	N/A	87.28	NA	85.90
Overall percentage of teachers who feel the students will be prepared for the next grade level.	94.4	N/A	77.14	NA	84.21

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	93.4	N/A	98.00	NA	97.96
Overall percentage of students who feel they will complete high school.	97.5	N/A	93.64	NA	94.23
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	N/A	91.43	NA	100

- Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	92.00	NA	88.78
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	71.68	NA	90.73
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	82.86	NA	89.47

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The overall percentage of students who achieved the acceptable standard on the PATs increased from 62.0% to 66.1%. The overall percentage of students who achieved the standard of excellence on the PATs dropped significantly from 10% to 3%.
- The percentage of teachers, parents, and students who are satisfied that 1) students model the characteristics of active citizenship, and 2) are taught attitudes and behaviours that will make them successful at work when they finish high school is on an upward trajectory.
- The percentage of teachers, parents, and students who are satisfied that students are receiving a broad program of students including fine arts, career, technology, and health and physical education increased significantly from 78.6% to 85.1%.
- Parents continue to feel quite strongly that their children will be prepared for the next grade level (89.8%). Students are less confident (85.90%) and this number is holding steady from 87.28% a year earlier. Teachers' confidence increased significantly from 77.14% to 84.21%.
- Parents consistently believe very strongly that their children are hearing about Red Deer Public School's values (88.78%). There was a very significant increase in both the students' and teachers' belief that these values are being taught to GSTS students. Students: 71.68% to 90.73%; Teachers: 82.86% to 89.47%.

Analysis:

- There has been a strong focus on providing targeted interventions in literacy and numeracy. While this improves the baseline for all students, it doesn't necessarily challenge students at the excellence level.
- The culture in our building is changing. Students, parents, and teachers are seeing Glendale as a science school in more than just its name. The positive impact on our students has extended to their development as responsible citizens and has fostered positive attitudes and behaviors essential for success in the world of work.
- There are still gaps in learning that have to be overcome in order for parents, students, and teachers to believe strongly that students will be ready to transition to the next grade and high school.
- While parents may not be aware that students are being taught the values of curiosity, respect, responsibility, collaboration, resilience, and making healthy choices, there is no doubt that students and teachers are highly cognizant that the Glendale ARMOUR that we teach and reinforce in our school embraces all of those core values.

Action:

- Build collaborative teams with northside K-5 teachers and district-wide middle schools so that teachers can reflect on and adjust teaching practice.
- Provide our highest achieving students with opportunities like the "Let's Talk Science" challenge with our Science Coordinator.
- Staff will be trained in Project Based Learning in order to build collaboration, problem solving, creativity, critical thinking, curiosity, and perseverance in our students. These skills will serve them well in high school and beyond.
- Introduce House teams (Architects, Astronomers, Chemists, and Engineers) to continue to grow the GSTS culture and sense of community.

Division Goal

Success for First Nations, Métis, and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis, and Action

Analysis:

- Although only 10% of our students are registered as First Nations, Metis or Inuit (FNMI), GSTS is committed to equitably educating, intervening and supporting, and working towards reconciliation with FNMI groups.

Action:

- Continue to support and request our Central Services FNMI workers as they provide PD for staff, cultural activities for students and home support for families.
- Staff & student development through PE activities (i.e. aboriginal games).
- Support our school FNMI liaison as they work to support our staff and provide support in the classroom as needed.
- Continued celebrations through morning announcements, assemblies, & awareness campaigns (e.g. staff wide walk/reflection during the National Day for Truth and Reconciliation).
- Growing sacred plants to be used as gifts and acknowledgements to FNMI community members.
- Make use of benchmark data, universal and targeted support to ensure all FNMI students are receiving the necessary interventions.
- Continue to grow the Learning Commons' collection of FNMI-centered literature.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of Glendale Sciences and Technology School. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the October 24, 2023 meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpd.ab.ca/glendale>



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