School Education Plan
2024-2025

École Oriole Park Elementary School

École Oriole Park Elementary School

5 Oldbury Street
Red Deer, Alberta, T4N 5A8

Phone: 403-347-3731
Website: https://www.rdpsd.ab.ca/oriolepark

School Administration:
Principal: Mr. Ryan Kure
Vice Principal: Mme Giselle Ruest

School Profile:

École Oriole Park School offers programming for approximately 370 students, Kindergarten to Grade 5, in both the English and French Immersion (FRIM) programs. We are the designated school for all students in the English Program who live in Oriole Park, including Oriole Park West. We are the designated school for children in French Immersion who live North of the Red Deer River, Westpark, Westlake and Hazlett Lake. We are also home to a Pathways program which is one of the District's Special Education programs. We have specialists in Physical Education, Music, Special Education for Complex Needs Students, Family School Liaison Counselling (Social Worker), Student Support (Learning Assistance Teacher and Support for Students with regulation support &/or trauma, and Specialist Teachers in French.

Our dual-track school allows parents the flexibility to choose French Immersion or English education for their child/children in Kindergarten and Grade 1. Once the decision is made for the English program, parents wishing to join French Immersion will be directed to join in Late French Immersion when their child transitions to Middle School in Grade 6. We are situated atop the beautiful area of Bower Ponds in the community of Oriole Park in Red Deer and have a wonderful playground & field area for our students to access daily. We have recently (2024) completed an Outdoor Garden area which encompasses a Medicine Wheel Circle so we can teach and continue to build Indigenous lessons to help them see, experience and reinforce the concepts they have learned through the ideas and activities of many of our guest speakers and Elders who come to our school - as well as the important Professional Development our staff has been doing to become better teachers of Indigenous history. Oriole Park School is within walking distance to Bower Ponds and the Red Deer River which often supports curriculum through hands-on learning experiences.

Anticipated Student Enrolment for 2024 / 2025: 362 Students (K-5 - English & FRIM)

Anticipated Staff Profile:
- 20 Teachers (20.0 FTE)
- 14 Classified Staff (11.8 FTE)
- 1 Family School Liaison Counsellor (1.0 FTE)
- 2 Facility Services Staff (2.0 FTE)
- **37 Total Staff**

Vision & Mission Statements

Mission Statement:

At École Oriole Park, we value and model global citizenship. We work together as a collaborative team to create an inclusive and welcoming learning environment for all students and staff. We embed the values of curiosity, respect, responsibility, collaboration, resilience and making healthy choices both in and outside the classroom building a warm, safe, and caring community.

Vision Statement:
At École Oriole Park, we believe all children can become responsible citizens who exemplify the strength of character reflecting respect, curiosity, collaboration, resilience and healthy choices. Students will continue through their lives to achieve personal success in their many endeavours with the foundation built in our school community and further enhanced as they learn through to graduation.

OP Motto: Toujours amis!   Where friendships begin!

Student Profile: Total: 378

English Program		French Immersion Program	
Kindergarten	**35 (estimate)**	**Kindergarten**	**18 (estimate)**
Grade 1	**38**	**Grade 1**	**26**
Grade 2	**43**	**Grade 2**	**23**
Grade 3	**32**	**Grade 3**	**21**
Grade 4	**52**	**Grade 4**	**20**
Grade 5	**45**	**Grade 5**	**20**
Pathways	**9-11 (est)**	**N/A**	

Opportunities and Challenges:

École Oriole Park is a dual-track school, and with that comes both opportunities and challenges. Each program needs its own level of support and resources but some of these resources cannot be shared between classes due to the language needs of each program. As a result, we need to ensure we have up-to-date and engaging resources in both programs. This is a challenge as we often come up against funding issues to support both programs in the classroom. We are

afforded the luxury of having a very hard-working and supportive School Council (formerly called Parent Council) within our school. As a result, our students benefit from not only the advice and direction they offer but also the fundraising they engage in that helps to support our programming needs. The challenge remains to encourage more parents to become involved in School Council to share the workload and to keep the communication process open, fluid and transparent between home and school.

We continue our focus on literacy and numeracy within our school and provide supports for our students to reach grade level or beyond in both these areas. Implementing leadership activities for our Grade 5's and allowing them to demonstrate and model citizenship and leadership continues to be a major focus for our school. We will address the challenges of support within the classroom in terms of English as Additional Language Learners, students who are struggling with reading and/or mathematics, and students in the French Immersion Program who are challenged to make connections with the language. Utilizing our Learning Support Team with wrap-around supports that include Learning Services from the District will become critical as we move forward from the COVID pandemic and the associated learning loss that resulted from the disruption to learning. Over the past 3 years, we have been fortunate to receive additional support from the Government of Alberta and our own Red Deer Public School Division to focus targeted support in literacy and numeracy for struggling learners. With that funding not available in the upcoming year, we will look for other strategies and methods to support our students in our core areas.

School Education Plan Development and Communication:

The École Oriole Park School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Council Regulation. The École Oriole Park School Education Plan is available at the school and is posted on our website at: http://

Alberta Education Assurance Measures
Overall Summary - École Oriole Park School (Spring 2024):

Required Alberta Education Assurance Measures - Overall Summary
Spring 2024

School: 4448 Oriole Park School

Assurance Domain	Measure	Oriole Park School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.9	85.3	88.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.5	83.0	81.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.4	93.7	93.9	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	89.0	87.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.7	84.0	83.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.8	79.4	79.3	79.5	79.1	78.9	High	Maintained	Good

Alberta Education Assurance Measures
First Nations, Métis, Inuit (FNMI) Summary (Spring 2024):
Oriole Park School does not receive a specific FNMI Report
The report posted below is a Division level Report

Required Alberta Education Assurance Measures - Overall Summary
Spring 2024

Authority: 3070 The Red Deer School Division (FNMI)

Assurance Domain	Measure	Red Deer School Division (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	70.1	66.2	68.0	58.6	57.0	59.5	Low	Maintained	Issue
	5-year High School Completion	72.0	74.7	69.1	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	50.6	50.6	n/a	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	7.8	7.8	n/a	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	n/a	39.8	39.8	n/a	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	7.1	7.1	n/a	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	79.4	79.4	n/a	74.8	74.8	n/a	n/a	n/a
	Diploma: Excellence	n/a	11.3	11.3	n/a	11.3	11.3	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

Alberta Education Assurance Measures
English as an Additional Language (EAL) Summary (Fall 2023):
Oriole Park School does not receive a specific EAL Report
The report posted below is a Division level Report

Required Alberta Education Assurance Measures - Overall Summary
Spring 2024

Authority: 3070 The Red Deer School Division (EAL)

Assurance Domain	Measure	Red Deer School Division (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	69.5	59.7	65.8	72.0	72.8	76.7	Low	Maintained	Issue
	5-year High School Completion	87.3	93.1	92.0	88.1	88.7	87.2	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	n/a	59.8	59.8	n/a	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	11.3	11.3	n/a	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	n/a	59.2	59.2	n/a	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	14.8	14.8	n/a	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	63.5	63.5	n/a	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	14.5	14.5	n/a	13.8	13.8	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

Strategies and Performance Measures:

	Student Growth and Achievement
	Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.
Outcomes	- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. - Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. - Students are active, healthy and well. - Students apply knowledge, understanding and skills in real life contexts and situations. - Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. - Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	- Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time to develop, plan, and apply high-quality instruction for student growth and achievement. - Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed. - Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. - Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.
Alberta Education Measures	- The percentage of teachers, parents and students who agree that students are engaged in their learning at school. - Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. - Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. - Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. - Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. - Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.
School Strategies	School-centred PD embedded throughout the year to review and prepare new curriculum concepts - Staff Learning Days, Teachers Convention, Division-organized PD Days

- Division-focussed PD embedded throughout the year on PD Days to collaborate with other teachers across RDPSD to discuss and refine excellent teaching strategies
- Continue the enactment of the Division's Literacy Framework, with a focus on common benchmarking to determine where students are at in their literacy journey to determine best strategies to improve individual students' progress
- Develop an in-house UFLI and Guided Reading program with common-level groups to advance students in their literacy progress
- Schedule a protected Literacy block with supports for students to meet them at their level and progress their literacy levels with the goal of meeting or exceeding grade-level literacy levels
- By September 30, 2024 - have all students in Grade 2 complete the LENs Baseline Assessment for letter sounds
- By September 30, 2024 - have all students in Grades 2 - 4 complete the CC3 Baseline Assessment for word recognition
- By September 16, 2024 - have all students in Grades 1 - 3 English Program (and those in Grades 4 & 5 who require additional base level literacy support) begin UFLI lessons
- By September 16, 2024 - have all students in Grades 4 & 5 (English & FRIM) begin Guided Reading Program in level-appropriate groups in Literacy Block to improve reading fluency and comprehension for all students
- Utilize all Teacher, EA and Admin support for Guided Reading Program support for Tier 2 and Tier 3 intervention
- Continue implementing EA & classroom support for all Tier 2 and Tier 3 interventions in numeracy
- Utilize engaging technology-based reading program(s) to enhance reading practice and encourage reluctant readers to engage in reading practices (eg: Read Naturally Live)
- Utilize embedded silent reading time daily for all students to engage in reading and comprehension
- Purchase additional reading material in both English & French to add high-interest reading resources to our Library
- Ensure EA staff is trained in current LLI (Levelled Literacy Intervention) to support our ELL students
- Focus on training teaching staff in LLI to support our ELL students and our French Immersion Students
- 100% of teachers ensure a focus on Indigenous content to be infused into literacy lessons and instruction throughout the year to support reconciliation
- Utilize our FNMI Point Person to enhance lessons & provide teacher support in teaching First Nations content
- Utilize communication methods (social media, website, newsletters) to enhance and reinforce home-based reading strategies as part of the Division's Literacy Framework
- Utilize the Central Office EAL Coordinator to support instruction and access appropriate resources for English Language Learners
- Utilize opportunities to collaborate with other schools in the Division and beyond to meet, consult, and share best practices in EAL learning and interventions as well as in French Immersion learning & interventions
- Create opportunities in the school day for teachers to collaborate through collegial visits within the school and engage in reciprocal teaching (eg - to watch a colleague teach a

lesson utilizing a writing program/process they are familiar with to enhance the teaching skill set of another)

- Engage in Division-level universal professional development directed at the implementation and use of resources such as Lucy Calkins Writing Program (on-going goal for next 2+ years) where this program is adapted to align with Alberta Curriculum (in both English and French programs)
- Implement reading & literacy interventions specific to French Language Learners
- Seek out opportunities to observe class lessons in literacy to learn strategies from other teachers
- Embed collaboration time in Staff Learning Days to implement new curriculum and enhance teaching practices
- Implement Heggerty resources to improve phonemic awareness
- Embed Science of Reading research into practice through Division led PD
- Work with and implement recommendations from the Math Steering Committee, and sub-committees, to improve teacher efficacy and instruction of Mathematics. This would be completed through the LST, Central Office Staff Math Coordinator, and collaborative learning time.
- Continue to expand teaching practices and strategies by utilizing concepts in Math (examples only) such as 3 Act Tasks, Number Talks, and other proven techniques that help engage students with real-life problem-solving contexts
- Emphasize concepts dealing with Financial Literacy across the curriculum
- As per Division Strategy, continue to implement and analyze the data from the Math Year End Assessments to determine student level of understanding in numeracy with time allotted to re-teach concepts students struggle with
- Build on the Division model for Intervention support for students who are not achieving at grade level in Numeracy
- Test students at baseline (Sept) in Grades 2-5 to determine those most at risk in Numeracy and provide intervention support in (either) small groups or within the classroom
- Use the Gov't of Alberta Numeracy Testing Data (Grades 2 & 3) as analyzed and interpreted by the District Math Coordinator to guide interventions in mathematics for individual students
- Explore and implement opportunities for increased parental involvement to support numeracy in the home such as weekly Math Challenges for families, math tips in the school newsletter and take home math games
- Utilize communication methods (social media, website, newsletter) to enhance & reinforce home-based math strategies
- 100% of teaching staff to include Indigenous content integrated into mathematics instruction in various units throughout the year to support reconciliation
- Utilize Tier 2 and Tier 3 intervention strategies with the support of the District Numeracy Coordinator to assist classroom teachers in meeting the needs of individual students
- Collaborate with the District Numeracy Coordinator to look at alternate, multi-sensory ideas and strategies for teaching numeracy concepts
- Utilize Zorbits (Math Digital App/Program) to enhance numeracy skills and encourage students to have fun learning math
- Investigate PD that provides teachers with alternative methods to teach and measure numeracy skills that incorporate more hands-on vs booklet work

	- Investigate memory strategies for basic math facts (eg. math stories) - Allocate time for collaboration between grade groups on a regular basis (through Admin-delivered Large Group Health Lessons and on School-based PD Days) 100% of students have access to daily Physical Education (inside activities and outside activities) 100% of students have instruction in the newly developed Health and Wellness curriculum with a focus on aligning with the Division's Values for Learning and Life 100% of teachers will relate curriculum concepts to real life applications so students have context with regard to their learning. - Administration will ensure teacher collaboration opportunities through Large Group Health instruction (1-2 times per month from October - May) as well as time on Staff Learning Days 100% of students will have access to a Division-determined anti-bullying program to ensure student safety and well-being are being addressed - Teachers of all grades encouraged to access our Division's Technology Coordinator to do lesson(s) on Digital Safety / Cyber Safety / Cyber Bullying 100% of teachers have the option to bring in our Family School Liaison Worker into the class for work on relationships and conflict management strategies - Develop a staff committee to develop a Career Day where parents present on their career to students for an understanding of how school is important and ties into future career paths
School Performance Measures	- The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE) - The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE) - The average number of months gained at grade level after the administration of the final assessments for at-risk Grade 1 to 3 students. (AE) - Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP) - Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) - Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP) - Analyze School statistics (log entries) on Discipline issues related to relationship/conflict and determine if there is a decline as the Anti-bullying program is implemented

Teaching and Leading

Refers to teachers and leaders analyzing the learning context, attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. - Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. - Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. - All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. - University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. - Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	- Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. - Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. - Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains: - Student Growth & Achievement - Teaching & Leading - Learning Supports Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.
Alberta Education Measures	Percentage of teachers, parents and students satisfied with the overall quality of basic education.
School Strategies	- Administration to deliver high-leverage strategies from Admin Meetings to staff through Staff Learning Days - Admin to provide one-page summaries of high-leverage teaching strategies for staff for easy reference as staff are building new teaching lessons to ensure the lessons follow the strategies

	● Utilize collaboration time offered through Large Group Health & Staff Learning Days for staff to discuss John Hattie and Robert Marzano's high-leverage strategies and how to implement those strategies in their day-to-day teaching ● Adjust the school timetable to allow for more teaching time and less transition time for students ● Adjust the school timetable to allow for a protected literacy block of time to allow for more flexibility to direct all school resources to student needs ● Use Staff Learning Days to continue professional learning opportunities in Inclusive Education and Differentiation by accessing our Student Support Services personnel from Division Office to help staff implement strategies that support students ● Use Staff Learning Days to continue professional learning opportunities in Student Social-Emotional Support by accessing our Student Support Services personnel from Division Office to help staff implement strategies that support students in regulation and conflict management ● Use Staff Learning Days to continue professional learning opportunities in First Nations, Metis, Inuit learning by accessing our Technology and Information Services personnel from Division Office to help staff implement strategies that support students in understanding Indigenous education ● Use Staff Learning Days to continue professional learning opportunities in English as an Additional Language learning by accessing our Learning Services personnel from Division Office to help staff implement strategies that support students in acquiring English language skills ● Use Staff Learning Days to continue professional learning opportunities in Artificial Intelligence in Education by accessing our Technology and Information Services personnel from Division Office to help staff implement strategies that support students as they navigate the digital world and rapidly changing applications ● Use Staff Learning Days, off-site meeting dates, and the Division Staff Learning Day (April) to continue professional learning opportunities for staff in Leadership by accessing our People Services personnel from Division Office to help staff implement strategies that support their professional growth ● Collaborate with other schools in the Division to seek out additional professional support for staff in a multi-faceted PD plan (CARC, the ATA, individual experts)
School Performance Measures	● Student assessment changes from beginning of year baseline testing to end of year assessments ● Staff satisfaction survey result scores ● Percentage of parents satisfied with their child's education and progress ● Percentage of students satisfied with their ability to learn and access to the supports they need

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	- Learning environments are welcoming, caring, respectful and safe. - Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. - Education partners fulfil their respective roles with a shared understanding of an inclusive education system. - Students and their families work in collaboration with education partners to support learning. - The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. - Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. - Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	- Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives most essential are adequately resourced. - Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Alberta Education Measures	- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. - The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
School Strategies	- School Principal/Admin to meet with Sr. Admin Liaison by October 15, 2024 to discuss supports within the school in alignment with the needs to determine if there is a more efficient and high-impact approach - Continue with Learning Support Team meetings once weekly including Admin, FSLC, LAT, SSR Teacher and Student Support Liaison from Central Office and other stakeholders as needed to ensure student needs are being met - Utilize Staff Learning Days to review procedures and processes that align with Restorative Justice / restorative practices that assist in conflict resolution and build empathy - Build one or more lessons within the Large Group Health lessons on restorative practices 100% of teachers will develop classroom norms by September 15, 2024 and review regularly with students that ensure their classroom is welcoming, caring, respectful, and safe

	- 100% of teachers will review and adapt their learning environment as changes occur (new students, societal changes (eg. COVID)) that meet all learner needs, emphasizing a sense of belonging and that has high expectations for all - Administration will utilize all avenues of communication with parents to ensure they are informed about school events (such as Parent Teacher Interviews, Meet the Teacher Event, Open House, Kindergarten Orientation, etc.) - Administration will work directly with School Council to ensure parent's voice is considered on school-based decisions
School Performance Measures	- Overall agreement that our students are safe at school and that their learning environments are welcoming, caring, respectful, and safe (AE) - Overall agreement that students have access to appropriate resources and supports at school to support their learning and development (AE) - Overall percentage of staff who feel supported by LST meetings and strategies that result from the collaborative team communication

School Council & School Generated Funds

The Oriole Park School Council has an active group of core parents who have worked closely through the year with the Administration to support the school. We have reviewed and provided feedback for education plans for the current calendar year and looking forward to years to come. Having a monthly School Council meeting has provided parents an opportunity to connect with the school as a whole and provide feedback on things that they appreciate about the school as well as speak to areas they would like to see change and grow. Our Trustee Liaison has had the opportunity to attend the meetings and did attend this past school year as well as attended a few school-based events as able.

We have worked hard to create a connection for families to the school and have hosted and supported many events for students and families. The School Council has actively helped within the school and has hosted fundraisers for much needed items.

Please click here to find the School Generated Funds Report as at May 30, 2024. If you require a more current report, please contact OP School Office for further &/or updated reports. As of the date of posting to the website, this was the most current report available.