



School Education Plan 2025-2026 to 2027-2028

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 350 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. 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, one of the Division's special education programs.

We have specialists in Physical Education, Music, students with Complex Needs, and Family School Liaison Counselling (FSLC). Support teachers include a Learning Assistance Teacher (LAT), a Student Support Room (SSR) teacher, an Academic Support Teacher (new for 25/26), and French specialist teachers.

Our dual-track school allows parents to choose between French Immersion and English education for their child or 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 participate in Late French Immersion when their child transitions to Middle School in Grade 6. We are located in the beautiful Bower Ponds area of Oriole Park, Red Deer, and have a fantastic playground and field area for our students to use every day. 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 critical Professional Development our staff has been doing to become better teachers of Indigenous history.

Oriole Park School is within walking distance of Bower Ponds and the Red Deer River, which often supports the curriculum through hands-on learning experiences.

Anticipated Student Enrolment - 2025/2026: 350 Students (K-5 - English & FRIM)

Anticipated Staff Profile:

- 19 Teachers
- 14 Classified Staff
- 1 Family School Liaison Counsellor (FSLC)
- 2 Facility Services Staff
- **36 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:**(Estimated Numbers)**

English Program		French Immersion Program	
Kindergarten	35	Kindergarten	17
Grade 1	33	Grade 1	18
Grade 2	45	Grade 2	21
Grade 3	37	Grade 3	19
Grade 4	25	Grade 4	16
Grade 5	42	Grade 5	16
Pathways	10		

Opportunities and Challenges:

École Oriole Park is a dual-track school, which brings 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 face funding issues to support both programs in the classroom.

We are fortunate to have a very hard-working and supportive School Council within our school. As a result, our students benefit not only from the advice and direction they offer but also from the fundraising they engage in, which helps support our programming needs. The challenge remains to encourage more parents to get involved with the School Council, share the workload, and keep the communication process open, fluid, and transparent between home and school.

We have had the opportunity to grow our parent involvement this year by bringing back grade-level assemblies, Munch and Mingle lunches, running Trickster Theatre, and hosting a Winter Dance and a Spring Concert. We ran a community-building Open House where we brought in food trucks and celebrated our involvement in the Oriole Park Community. We will continue to seek ways to involve our parents and the school community in the years to come.

We continue to focus on literacy and numeracy within our school and provide support for our students to reach or exceed grade level in both areas. In addition to meeting curricular minutes, we will run a whole-school protected Literacy block for English and our French Immersion students.

We will address the challenges of support within the classroom in terms of English as an Additional Language Learners, students who are struggling with reading and/or mathematics, and students in both the English and French Immersion Program who are challenged to make connections with the language. This will be done by utilizing our Learning Support Team with wrap-around supports. Additional funding from Learning Services in the Division includes a Learning Assistant (LAT) (0.4 FTE) and an Academic Support Teacher (0.6 FTE) to work with our below-grade-level learners at the beginning of the school year.

School Education Plan Development and Communication:

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

<https://oriolepark.rdpsd.ab.ca/>

Alberta Education Assurance Measures Overall Summary (Spring 2025):

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	90.7	87.9	88.1	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	87.1	81.5	81.2	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	89.4	92.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.2	85.6	86.9	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	85.7	82.7	82.9	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	87.7	79.8	79.5	80.0	79.5	79.1	Very High	Maintained	Excellent

Alberta Education Assurance Measures First Nations', Métis, and Inuit (FNMI) Summary (Fall 2024):

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	53.8	50.6	50.6	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	8.8	7.8	7.8	7.3	6.5	6.5	Low	Maintained	Issue
	PAT9: Acceptable	47.1	39.8	39.8	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	6.1	7.1	7.1	6.1	5.3	5.3	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Acceptable	85.1	79.4	79.4	76.9	74.8	74.8	High	Improved	Good
	Diploma: Excellence	10.1	11.3	11.3	11.8	11.3	11.3	Low	Maintained	Issue
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 2024):

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	53.4	59.8	59.8	64.6	65.4	65.4	Very Low	Maintained	Concern
	PAT6: Excellence	8.1	11.3	11.3	16.5	15.7	15.7	Low	Maintained	Issue
	PAT9: Acceptable	52.9	59.2	59.2	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	9.4	14.8	14.8	10.1	11.0	11.0	Very Low	Declined	Concern
Teaching & Leading	Diploma: Acceptable	71.5	63.5	63.5	66.3	67.1	67.1	Low	Improved	Acceptable
	Diploma: Excellence	16.8	14.5	14.5	14.0	13.8	13.8	Intermediate	Maintained	Acceptable
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	
<i>Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.</i>	
Outcomes	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. Continue to 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. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School. 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
Division Performance Measures	<ul style="list-style-type: none"> 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. Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure)

	<ul style="list-style-type: none"> ● Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) ● The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)
School Strategies + Goals	<ul style="list-style-type: none"> ● <i>Focus on data-driven decision making regarding short and long-range planning (both Division and Provincial Data collection)</i> ● School-centred PD embedded throughout the year to review and prepare new curriculum concepts - Staff Learning Days, Division-run sessions by curricular coordinators, Teachers Convention. ● Continue Provincial assessments in September, January, and May to find baselines and assess growth throughout the year. ● Ensure a focus on Indigenous content to be infused into literacy lessons and instruction throughout the year to support reconciliation. ● Utilize engaging technology-based reading program(s) to enhance reading practice and encourage reluctant readers to engage in reading practices (Read Naturally Live) ● Provide opportunities for teacher-colleague observations and engagement in High-Impact Teaching Strategies, such as response to interventions and reciprocal teaching. ● Continuing with the WITS program to enhance student understanding of conflict resolution.
School Performance Measures	<ul style="list-style-type: none"> ● Provincial and division-level assessments in September, January, and May will be compared to assess the growth of students. ● RCAT (Reading Comprehension Assessment Tool) will be used for Gr 4-5 for literacy ● May Math Assessments will be utilized for all students in numeracy ● Survey results (Provincial and Division) will be looked at for literacy and numeracy satisfaction from staff, parents, and students ● School statistics analysis regarding attendance, log entries (behaviours) to see how well the WITS program works.

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
Division Performance Measures	<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education. The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
School Strategies + Goals	<ul style="list-style-type: none"> <i>Incorporating MathUP to all teachers in their year planning to enhance their teaching, and continuing with our yearly Math-A-Thon (Division purchased and vetted resources).</i> Utilize collaboration time offered through Oriole Connections & Staff Learning Days for staff to discuss John Hattie's High-Leverage Teaching Strategies (HITS) and how to implement them in their daily teaching. The remodel of the Student Support Room will make it accessible to all students for a variety of learning and regulatory needs. A French Immersion Schools PD day will be held to showcase best practices from Division Coordinators for all school staff. New curriculum supports will continue to be implemented for teacher training and resource development.

	<ul style="list-style-type: none"> ● Staff Learning Days will continue professional learning opportunities in Inclusive Education and Differentiation, FNMI, Socio-Emotional supports, and English as an Additional Language (EAL). As well as technology and AI training.
School Performance Measures	<ul style="list-style-type: none"> ● Staff survey results will be analyzed. ● Professional Growth Plan meetings will occur in September and May for all staff with administration on their individual growth goals and how they can be supported in the school. ● The percentage of parents satisfied with their child's education and progress will be analyzed (survey results). ● The percentage of students satisfied with their ability to learn and access the supports they need will be analyzed (survey results).

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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed 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.
Division Performance	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. ● Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) ● Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
School Strategies + Goals	<ul style="list-style-type: none"> ● <i>Protected blocks of the UFLI program in English and French with common-level groups to advance students' literacy progress (whole school literary focus) from Hattie's High Impact Teaching Strategies.</i> ● <i>Revitalized Student Support Room to meet the needs of all students to continue to foster a culture of care and respect.</i> ● An Academic Support Teacher has been added at 0.6 FTE to support students in literacy and numeracy intervention small groups from the beginning of the year. ● Learning Support Team (LST) meets weekly to target individual students and ensure wrap-around supports are being provided. Consists of Admin, LAT, SSR, FSLC, and Division Learning Support Coordinator. ● Targeted Oriole Connections (who school assemblies) for our WITS program and culture-building practices in our school community. ● The administration will work with the school council to ensure parents' voices are considered in school-based decisions.
School Performance Measures	<ul style="list-style-type: none"> ● There is an overall agreement that our students are safe at school and that their learning environments are welcoming, caring, respectful, and safe (AE). ● There is an overall agreement that students have access to appropriate resources and support at school to support their learning and development (AE). ● The overall percentage of staff who feel supported by LST meetings and strategies results from collaborative team communication.

Staff Learning Day Plan:

[☰ Oriole Park - 2025-26 Staff Learning Day Plan](#)