



# School Results Report

2023-2024 School Year

École Oriole Park Elementary School



# The Year in Review

## Fast Facts:

École Oriole Park School  
5 Oldbury Street RED DEER AB T4N 5A8  
403-347-3731

website: <http://oriolepark.rdpsd.ab.ca/>

email: [op@rdpsd.ab.ca](mailto:op@rdpsd.ab.ca)

Principal: Mrs. Lori Irvine  
Vice-Principal: Mme Giselle Ruest

## Student Profile:

- Pre-Kindergarten: n/a
- Kindergarten: 65 (39 in English Program // 26 in French Immersion Program)
- Grade 1: 66 (39 in English Program // 23 in French Immersion Program)
- Grade 2: 55 (34 in English Program // 21 in French Immersion Program)
- Grade 3: 72 (52 in English Program // 20 in French Immersion Program)
- Grade 4: 66 (46 in English Program // 20 in French Immersion Program)
- Grade 5: 55 (43 in English Program // 12 In French Immersion Program)
- Total Student Population: 379 (257 in English Program // 122 in French Immersion Program)
- ESL Students: 50
- First Nations; Métis; Inuit Students: 27

## Staff Profile:

- Teachers: 24 (19.44 FTE)
- Classified Staff: 17.5
- Facility Services Staff: 2
- Total Staff: 43.5
- CLW (Community Liaison Worker): 1

## New Directions:

École Oriole Park School is committed to excellence in instruction and helping every child reach their full potential in academics and social-emotional development. During the 2023 - 2024 school year, OP's primary focus was Literacy and Numeracy instruction and interventions to support learners at every level. We have returned to regular instruction and programs without restrictions (from C-19).

For the second year, our CLW continued the Roots of Empathy program. This speaks to our School and Division's goal of addressing inappropriate and/or bullying behaviours. Students in Grade 1 had regular "meetings" with a community parent and her baby and learned that babies (and therefore children) do better when loved and cared for. They discussed how each person may be different (hair colour, eye colour, skin colour, body shape, etc.) but that excluding anyone based on physical characteristics or other differences is wrong. 86% of students reported that if they saw a student or friend being bullied or treated meanly, they would help them (Statistic provided by Roots of Empathy Program). This program was very positive for our students, who participated in multiple activities related to empathy and understanding.

Once again, the Government of Alberta provided some funding for Literacy & Numeracy Interventions in the school year. We were able to hire a 0.5 (20 hours/week) EA to help facilitate a Government of Alberta Intervention program to help students in both Literacy (English Program and French Immersion Program) and Numeracy (again, in both program

platforms). The groups ran in each of our reporting period “trimesters,” students could access 1 or 2 of the intervention periods in either literacy, numeracy, or both if necessary.

The admin delivered large group health lessons in the gym 1-2 times monthly to give staff time to collaborate, share best teaching practices, and enhance learning. This allows the Admin to address current safety and citizenship issues with our students and cover general health concepts that span all grades. It further provides for Grade-level and multi-grade-level collaboration time for the teachers to prepare lessons and reading groups for their students. Our teachers were able to add value to their teaching and have time to better prepare for upcoming curriculum concepts. Students were taught the 6 Division Values (Respectful, Curious, Responsible, Collaborative, Resilient, Healthy), among other curriculum-related health concepts over the year. Associated with this was the continuation of our SuperKid program whereby students who displayed one or more values could be nominated by their teacher or any staff member and have their name drawn for Pizza with the Principal(s) every 2 months. This celebration reinforces the values that we teach the students every day.

Finally, our focus on Community Collaboration and completing our Outdoor Indigenous Garden was a significant accomplishment this school year. We received a great deal of community support from businesses such as Gilmar Construction and from community organizations such as the Sunrise Rotary Club of Red Deer. This area has created an additional teaching space for our students regarding FNMI Reconciliation and a gardening project that involved the students planting seeds, growing the vegetables, and harvesting in the fall. The “fruits of their labour” return to our breakfast program at Ecole Oriole Park to feed our students.

### **Opportunities and Challenges:**

A challenge we faced this year was the loss of our LAT funding. The Learning Assistance Teacher carries out many duties, including Level B testing, tracking student progress for those students who require additional support for learning, applying for assistive technology devices as needed, assisting teachers with differentiating instruction, facilitating the development of ISP's, oversight of referrals to outside agencies for OT, PT & SLP, etc. Other staff had to pick up the work where the funding fell short for a LAT, and Admin took on this extra responsibility. We look forward to returning to a partially-funded LAT position next school year.

Our Grade 4 & 5 students were also able to participate in the Elementary Basketball Program. A month of practices and skill development led to a wrap-up tournament hosted by Lindsay Thurber Comprehensive High School - our feeder High School - so students could participate in inter-school play. Connecting students to school is vital to their social-emotional development. We are happy to provide these excellent opportunities to connect our students to school-related activities and events.

Our school and Division continue to recognize the importance of and need for support for our students. Literacy remained a Division goal, and OP School developed a Literacy Intervention plan that included Guided Reading, Read Naturally Live, Benchmarking students to support the level of reading they were at, Intervention Groups, EA support, Precision Reading, online resources for literacy, the UFLI Literacy & Phonics program, as well as HLAT's (a writing program that compares the level of writing from early in the year to end of May). We continue to implement the Lucy Calkins Writing Program components, and our admin sponsors the yearly Reading Challenge to encourage students to read at home every night. It was also a success to have the Scholastic Book Fair return supported by our OP Parent community (with the resulting sales percentage donated back to increase our library resources). Although we still would like to have more EA support - which is always a challenge for any elementary school with students with academic needs - we are grateful for the Division's support in staffing our school with Educational Assistants to support learning and growing classroom sizes.

The challenges presented with developing our Outdoor Indigenous Garden in terms of cost and development became wonderful opportunities for us to connect with community-minded businesses and organizations who were thrilled with our concept and willing to help. The saying “it takes a village” never rang more true, and we had a village of wonderful people

come together to help build an incredible learning environment and garden area for our students that will span a wide variety of curricular concepts in all areas of learning. We are so grateful to the input & expertise of our parent community and those in the broader community to have helped to pull together a project like this one. This past year, we installed a fence to protect the garden from deer, wildlife and vandalism. We installed picnic tables and buddy benches so classes can enjoy the space and share in the wealth of learning opportunities it provides. Finally, in mid-June, Gilmar Construction donated labour and materials to set up the donor boulder & sign in the corner of the garden. It is a beautiful space now, whereas once, it was simply an unusable area on our school property. Our students and teachers will be able to use the garden area for years and years to come for a lot of valuable learning opportunities.

## **A Year of Success:**

Red Deer Public Schools continues to provide high-quality learning opportunities for our students. We are proud of our students' achievements 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 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	<a href="#">Student Learning Engagement</a>	87.9	85.3	88.2	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	81.5	83.0	81.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	<a href="#">Education Quality</a>	89.4	93.7	93.9	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	85.6	89.0	87.6	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	82.7	84.0	83.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	79.8	79.4	79.3	79.5	79.1	78.9	High	Maintained	Good



## 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

### Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

### Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: 66
- Grade 2: 55
- Grade 3: 72

### Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **18 (Literacy) 20 (Numeracy)**
- Grade 2: **12 (Literacy) 15 (Numeracy)**
- Grade 3: **26 (Literacy) 11 (Numeracy)**

### Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: **11 (Literacy) 16 (Numeracy)**
- Grade 2: **11 (Literacy) 4 (Numeracy)**
- Grade 3: **23 (Literacy) 7 (Numeracy)**

## 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
26	15	57.69

### • 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
28	19	67.86

### • 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
71	51	71.83

### • 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
64	57	89.06

● **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
50	41	82.00

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	77.97	82.80	83.05	77.08
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	88.99	85.11	88.80	84.83
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	96	93.94	94.87	94.29

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	87.29	89.25	86.44	87.50
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	88.07	86.17	91.20	81.46
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	96.0	100	97.44	94.29

## Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- Students reading within one grade level tend to close the gap the longer students are with us and receive the necessary support.
- The survey results show a downward trend in parents' attitudes toward reading and writing. Moving forward, UFLI groupings appropriate to students' ability levels will help close the gap and enrich student learning.

**Analysis:**

- We need to continue developing ways to foster strong literacy and numeracy skills in our students.
- Literacy and Numeracy groups and supports such as Read Naturally Live, UFLI, and Guided Reading Groups will continue to be used.

**Action:**

- LAT (Learning Assistance Teacher) facilitate quality programming and wraparound services to students to build capacity with staff to facilitate a coordinated and integrated set of support services. Next year we will bring this position back at 0.4 FTE.
- Literacy: Educational Assistants at OP are trained in Read Naturally Live to assist in small group reading.
- Focus on Staff Learning Days with curriculum experts in Literacy and Numeracy.

## 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	91.5	90.7	88.8	90.9	88.8

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	84.0	86.3	74.2	84.1	84.2

## Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	94.07	96.77	98.31	87.50
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	95.41	93.62	97.60	96.63
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	100	95.46	92.31	94.29



Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	97.46	95.7	93.22	87.50
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	95.41	91.49	92.00	91.01
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	100	100	100	94.29

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	92.37	95.70	93.22	85.42
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	93.58	94.68	92.00	89.33
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	96.0	96.97	100	94.29

### Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- Parent data indicates a decrease in feelings that their children are cared for, accepted, happy & healthy at school as well as having a sense of connection and belonging - something to address for our future activities and planning
- Staff and students feel a sense of belonging and connection in our school because of the various activities.
- Over the last three years, parent beliefs have steadily declined for the equity questions

**Analysis:**

- Concerns around why parents & student responses about connection to school and a sense of belonging have decreased where teacher perception has increased needs to be addressed

**Action:**

- Utilize CARE (Central Alberta Refugee Effort) personnel to help the school communicate with our families where English is still a communication barrier.
- Continued focus on clear, concise and regular communication between home and school
- Continue reinforcing the District's Values for Learning and Life within our teaching and recognition program as values supporting safety, security, connections, and academic success.
- We will continue to develop our Student Support Room so that all students can use it to help themselves regulate.
- Ensure the necessary connections are made with families to our FSLC (Family School Liaison Counselor)
- Utilize access to resources and programs such as the Step-up program, the Benevolent fund, Dental Outreach Program, Eye-Sight program, Mustard Seed, Coats for Kids, etc., for students who require extra support when families are not able to meet some of the basic needs.
- Continue with our Breakfast program to ensure all students start the day with food so they are ready to learn.
- Ensure our Breakfast program provides snacks (and extra food/snacks) to help regulate students throughout the day.

## 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

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.7	83.5	81.4	83.0	81.5

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	81.3	85.7	84.9	86.6	92.3

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	86.7	87.8	82.9	89.0	92.0

## 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).	<b>37</b>
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	91.53	93.55	88.14	95.83
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	93.58	86.17	95.20	88.20
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	76.0	81.82	76.92	77.14

● **Survey result scores for perceived high school graduation by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	92.37	97.85	98.31	97.92
Overall percentage of students who feel they will complete high school.	N/A	96.33	95.74	98.40	97.19
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	N/A	96.0	90.91	97.44	97.14

● **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	2023-2024
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	93.22	93.55	91.53	87.50
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	96.33	92.55	95.20	94.94
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	100	100	100	100

## Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- Strong results in most of these categories
- Concern that some students may be feeling they are not prepared for the next grade level.

**Analysis:**

- The District Values for Learning & Life are celebrated on our OPN News - the correlation for some parents is not being made - teachers understand this correlation to the District Values. Still, it appears parents do not as per the decline in their interpretation of that performance measure.
- The number of students who are >90% absent and achieving <50% of their academic outcomes is a cause for concern.

**Action:**

- Utilize Social Media (Facebook & IG) to communicate with parents the correlation of District Values being taught in Large Group Health and celebrated with our Certificates that students receive throughout the year.
- Continue to model and teach the values for learning and life as a core part of our instruction and work with children.
- Incorporate support from community agencies and our in-house FSLC to support students and families in need throughout the school year.

## Division Goal

# *Success for First Nations, Métis and Inuit students*

## Outcome

- FNMI Students are engaged in learning.

## Anecdotal Results, Analysis and Action

- Continue with teacher professional development and offerings for the division's Networking Circle sessions.
- Have teachers collaborate with other educators and FNMI Learning Services for multiple ways to connect First Nations teaching and culture across a broad spectrum of curricular concepts, thereby engaging our FNMI students with learning that is connected to their culture
- Have an FNMI Point Person who attends Division Sharing Circles and brings back information to share with staff to increase understanding of First Nations culture
- Projects, reading, literature, and activities with First Nations culture continue to be embedded within classes and student learning.
- Incorporate FNMI games into our PE units and Field Day
- Utilizing the outdoor Indigenous Garden with the Medicine Wheel Circle to tie FNMI teachings to the natural world will be important part of our students' learning
- Review the FNMI Rubric with the Division Office every year to determine where our school & staff is at in terms of being comfortable delivering FNMI teachings / or accessing resources to assist in teaching
- Staff will continue to access our growing list of resources in an in-house Google Drive with various First Nations content that supports curricular concepts.

### Analysis and Action

OP School and community members, organizations, and businesses collaborated to build a wonderful outdoor learning space for our students. The space incorporates a Medicine Wheel Circle that can be used as a springboard for various lessons.

We will continue our focus on helping staff understand the impact of Residential Schools and to honour the processes within the Truth and Reconciliation Commission. Building capacity and efficacy within our staff is a fundamental component of our Staff Learning Days and Professional Development each year. Utilizing community resources, RDPSD FNMI Learning Services, and Government Resources and Links, we will continue our PD and understanding of FNMI teachings.

## Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **École Oriole Park Elementary**. 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 **November 18, 2024**, meeting of the School Council
- The School Results Report is posted on the school website at: **November 18, 2024**



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