



Our Learning Success Story

2023-2024

Falun School

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Note: Each school within the school board must develop an education plan that reflects and aligns with the school board's education plan. School must also prepare a report of the school's results.



WRPS has adopted *Powerful Learning Environments* to help communicate the goals and priorities in our Three Year Plan for Education.

Listed below is a brief explanation of the elements of our model:

- **Success for all Students** - it is our belief that students will receive a quality education in a culture that is inclusive, supports mutual respect, celebrates diversity, and honours the dignity of those we serve and for those who serve.
- **Well Being**- a priority for WRPS is to champion student and staff well-being.
- **Relationships** - we know the importance of fostering effective relationships with our students, parents, and community members through thoughtful and meaningful interactions.
- **Culturally Responsive**- WRPS acknowledges and honours the diverse lived experiences, beliefs, practices, customs and rituals that reflect the diversity of our families and students
- **Medicine Wheel** - “the circle shape represents the interconnectivity of all aspects of one’s being, including the connection with the natural world” (Indigenous Corporate Teaching Inc., 2022)
- **Student Voice and Choice** - We recognize the importance of partnering with students and parents to engage in effective processes that allow our student’s voices to be heard. We provide students with meaningful opportunities to make choices related to their learning experiences.
- **High-Yield Instructional Strategies** - Research-based strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels (Marzano, 2001.)
- **Innovative and Creative Programming** - Innovative and creative programming creates learning opportunities that engage our students in a personalized, flexible, student-centered manner based on the needs of 21st-century students.
- **Rigorous and Relevant Curriculum** - Rigorous and relevant curriculum challenges students to integrate and apply their learning to real-world situations. Students are challenged to use higher-order thinking skills and to demonstrate mastery of discipline-specific concepts and skills.
- **Purposeful Assessment** - Assessment is merely the means of gathering information about student learning (Black, 2013). Purposeful assessment is using that information to inform instruction, guide student learning, and provide feedback.
- **Personalised and Flexible Learning Environments** - Our staff recognizes that all learners are unique, have distinct interests and this requires individualization in both programming and in the learning environment.

Priorities of Wetaskiwin Regional Public Schools

WRPS Foundation Statements, Priorities and Beliefs can be found online [here](#).

District Priorities:

- Curriculum, Instruction and Assessment
- Sense of Belonging / Well Being
- Truth and Reconciliation Calls to Action

Our School's Learning Success Story

Our School's Learning Success Story is our Learning Success Plan and reflects the needs and priorities of our school, the district and the local community. This plan is designed to align with the priorities of Wetaskiwin Regional Public Schools and Alberta Education, including the Provincial Curriculum, the Leadership Leadership Quality Standard and the Teacher Quality Standard. Our School Learning Success Story ensures that priority areas drive plans for the upcoming year and continue to create a foundation of planning for upcoming years.

Supporting Information

- [WRPS Education Plan](#)
- WRPS [Principles of Assessment](#)
- WRPS K-12 Literacy Framework
- Collaborative Response: Understanding and Supporting Our Students
- Continuum of Supports

Our School

- **School Administration**

Mr. Frank Heinrichs

- **Our Mission**

It is the mission of Falun School to collaboratively ensure the growth of our educational community. We nurture a safe and caring learning environment in order to achieve success.

- **Our Vision**

We envision a school in which members:

- create a system of timely interventions and extensions based on evidence to ensure academic success
- maintain effective communication within our educational community
- collaboratively and intentionally establish school-wide relationships, the pillar of our learning community, and demonstrate a personal commitment to the growth of productive global citizens

- **Our Way**

We believe that all students can learn and that teachers make the biggest difference.

Our Profile

Falun School is a Kindergarten to Grade 6 school situated thirty-six (36) kilometres west of Wetaskiwin along Highway 13 and about fourteen (14) kilometres east of Pigeon Lake. Our current school enrollment is 127 students, supported by 15 staff. Our school supports literacy and numeracy by providing responsive intervention based on student needs. We have a diverse body of students whose experiences and backgrounds meld together to create an inclusive learning community. The majority of our students reside in Wetaskiwin County between Highway 2 and Range Road 281, and in the Four Nations reserves of Ma-Me-O Beach and Louis Bull.

Our Celebrations

Falun School prides itself on building relationships with our students and families. Our small school setting allows staff to develop meaningful relationships with all students. Our school engages in activities with mixed groupings of students and is led by staff who may not be in their homerooms, allowing relationships to develop and continue throughout all of the years students attend Falun School. When teachers and students have positive relationships, student engagement and mutual respect is higher, and care for students as people and learners is communicated, thus resulting in higher student achievement (Hattie, 2009.)

Our Data Sets

- Alberta Education Assurance Framework
 - Safe and Caring Schools Information
 - Achievement Data (PAT, Diploma)
 - First Nation, Metis and Inuit
- Local Data Sets
 - Literacy
 - Alberta Education Literacy Screeners
 - Reading Readiness Assessment Data
 - Fountas and Pinnell Reading Assessment
 - STAR Reading - Reading Assessment
 - Writing Achievement
 - Numeracy
 - MIPI
 - Alberta Education Numeracy Screener
 - Elk Island Catholic School (EICS) Numeracy Assessment
 - District Common Final
 - Sense of Belonging and Wellbeing
 - AB ED Assurance Measure-Safe and Caring
 - School-based survey

We frame our work from an appreciative perspective which poses an overarching question,

“How can we ensure that every student in WRPS has an exceptional learning experience?”

This approach does not ignore the many learning challenges that exist; rather, we choose to focus on what is right with the world as opposed to what is wrong.

We inquire into our peak experiences and value the gifts each student and staff member brings to our schools.

Priority Area of Focus: Curriculum, Instruction and Assessment

What are specific areas that the school would like to focus on that connect to Curriculum, Instruction and Assessment?

<p>Our Goal:</p>	<p>Implement the new Math program of studies across the grades using a collaborative approach.</p>
<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports</p>
<p>Understanding the Context</p>	<p>A core belief of Collaborative Response is that schools cannot achieve high levels of success if teachers are working in isolation (Hewson, Hewson & Parsons, 2015). Implementing a new program of studies comes with a variety of challenges that have an impact on teacher efficacy and student learning. Working collaboratively, teachers can address these challenges as a team and develop instructional practices that support the successful implementation of the new Math program.</p>

Outcome	Teachers report confidence implementing the new math curriculum. Our end goal is completion of all math learning outcomes outlined in the program of studies.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
WRPS curriculum meetings	June 1	Attend all math meetings (2-3 times a year)	
Collaboration with colleagues	June 1	Indicate you have a collaborative peer	
Finding appropriate and effective resources that properly align with the new outcomes	June 1	Have a collection of shared resources	

Priority Area of Focus: **Sense of Belonging / Well Being**

What are specific areas that the school would like to focus on that connect to Sense of Belonging / Well Being

Our Goal	To increase our students' sense of belonging and well-being.		
Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context		
Understanding the Context	Our school's mission is to "nurture a safe and caring learning environment in order to achieve success." We have found that a number of our students lack age-appropriate executive functioning skills due to the interruption of their school experience during earlier COVID times. Students missed the opportunity to develop age-appropriate executive functioning skills and are now experiencing difficulty to positively contribute to their school and home environments. We believe that when students have these skills, they become better students and school citizens and, thus are better able to contribute to a welcoming environment where students feel safe and have a strong sense of belonging.		
Outcome	90% of students indicate that they are welcomed (belong), cared for, respected and safe at school.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
Mindfulness resources for students and staff Schoolwide focus, programming, and language Mind Up	June 1	<ul style="list-style-type: none"> ● AB ED Assurance Measure-Safe and Caring ● School Based Mirror Survey ● Student Self-evaluation 	

Wellness Worker (MHCB)	June 1	<ul style="list-style-type: none"> • Students are embodying EF skills 	
Executive Functioning Read Alouds	June 1	<ul style="list-style-type: none"> • Students are embodying EF skills 	
School wellness group	June 1	<ul style="list-style-type: none"> • Students are learning EF skills and sharing their knowledge/skills with their peers. 	
Smudging	Ongoing	<ul style="list-style-type: none"> • 	

Priority Area of Focus: Truth and Reconciliation - Calls To Action

What are specific areas that the school would like to focus on that connect to Truth and Reconciliation - Calls To Action ?

Our Goal	Intentional acknowledgement and celebration of indigenous traditions.		
Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context		
Understanding the Context	It is critical that Falun School ensure that we have an environment that is a welcoming and safe environment for our indigenous students and families. With this in mind, we want to walk together with our indigenous students and learn about and celebrate Plains Cree and other indigenous history, culture, and traditions.		
Outcome	All Indigenous students and families feel welcome and safe at school.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
Collaboration between teachers/ISW about indigenous teaching methods Daily Smudging Create a Falun School Land Acknowledgement with students	<ul style="list-style-type: none"> ● Sept - June ● Sept - June ● Oct - Nov 28 	<ul style="list-style-type: none"> ● FNMI attendance is school average ● AB ED Assurance Measure-Safe and Caring ● School Based Mirror Survey ● Student 	

<p>Land based learning</p> <p>Pipe ceremony inviting the Eagle spirit to be with our students</p> <p>Cree OCanada then Falun Land Acknowledgement (student led) at the beginning of each week.</p> <p>Tipi Raising and teachings</p>	<ul style="list-style-type: none"> ● Sept - June ● Oct 20 ● Sept - June ● June 2024 	<p>Self-evaluation</p>	
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