



# School Results Report

2021/2022

## Don Campbell Elementary School



# The Year in Review

## Fast Facts:

Don Campbell Elementary School  
99 Irving Cres.  
403-392-8451  
<http://doncampbell.rdpsd.ab.ca/>

**Principal:** Cam Pizzey

**Vice-Principal(s):** Edie Heavin

## **Student Profile:**

- Kindergarten: **74**
- Grade 1: **64**
- Grade 2: **76**
- Grade 3: **77**
- Grade 4: **73**
- Grade 5: **90**
- Total Student Population: **454**
- ESL Students: **28**
- First Nations; Métis; Inuit Students: **13**

## **Staff Profile:**

- Classified Staff: **13**
- Facility Services Staff: **2**
- Total Staff: **42**

## New Directions:

In the 2021/22 year, teachers focused on familiarizing themselves with the structure, content, and learning outcomes of the new curriculum in order to prepare for the implementation of this curriculum. Staff Learning Days provided staff the opportunity to collaborate with colleagues to identify key learning outcomes, prepare instructional resources, and develop effective assessment tools. While this required extensive time and planning, any opportunity to grow and improve instructional practice was welcomed by the teachers. Additionally, DCE, in partnership with the District, worked with students and families to address any needs arising as a result of the pandemic. We recognized that the mental health and learning of some of our students may have suffered over the last few years. We continued to refine our school-based plan to address these concerns.

## Opportunities and Challenges:

The pandemic continued to challenge the day-to-day operations of Alberta schools. We were tasked with creating meaningful and engaging lessons for students within the guidelines put forward by Alberta Health Services. Heading into the 2021-22 school year, this was a challenge for all staff and students. We also viewed this as our biggest opportunity. Our school division had outlined a Recovery and Resurgence plan for the school year. This included many strategies to support learners who have gaps in their literacy and numeracy skills as a result of challenging learning environments arising from the pandemic. Wellness for staff and students was also at the forefront of our year plan. With the support of our staff and families, we are proud of the work we accomplished last year.

## A Year of Success:

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

## Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 2143 Don Campbell Elementary School



Assurance Domain	Measure	Don Campbell Elementary 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>	85.2	85.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	83.5	83.7	86.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.1	93.5	93.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.4	88.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	81.4	81.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	79.7	77.8	83.8	78.8	79.5	81.5	High	Maintained	Good

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## 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.

## 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
73	65	89.04

- **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
74	60	81.08

- **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
70	64	91.43

- **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
81	74	91.36

- **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
51	46	91.20

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

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are able to read and write what is expected in school.	100	82.0	N/A	76.72	N/A
Overall percentage of students who feel they are able to read and write what is expected of them in school.	98.5	88.5	N/A	92.39	91.04
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	94.4	N/A	100	93.75

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

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	82.4	84.4	N/A	87.93	N/A
Overall percentage of students who feel they are able to understand and work with numbers in school.	86.4	86.9	N/A	84.78	86.57
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	94.4	N/A	100	93.75

## Anecdotal Results, Analysis and Action

### Anecdotal Results and Analysis

This year at Don Campbell Elementary only three parents responded to the parent survey. Therefore the results are invalid. Alberta Education requires a minimum of six responses for the survey to have validity. This is why in some categories results will be listed as N/A. Overall, we are pleased with these results in this area. We have sustained or decreased slightly in the majority of performance measures.

### Action

Our school uses a pyramid of support model to provide targeted literacy and numeracy intervention to address the needs of our struggling students. Classroom teachers will continue to explore new and different strategies to address student literacy and numeracy. Simultaneously, we are able to intervene and support students with gaps in their foundational literacy & numeracy skills. The District has also added extra literacy and numeracy support by supporting the Learning Loss program for students in Kindergarten to grade 3. Our school also provides targeted support in the form of Leveled Literacy Support (LLI) to all students who are one grade level behind in their reading comprehension.

## 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)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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.	92.8	89.1	90.1	89.6	92.5

- **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)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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.	73.3	83.4	85.7	84	72.3

## Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	97.7	96.9	N/A	95.69	N/A
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	98.2	95.4	N/A	100	97.01
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	87.0	94.4	N/A	95	96.88

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	100	99.2	N/A	98.28	N/A
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	90.9	87.8	N/A	92.39	84.33
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100	N/A	100	100

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	96.5	97.7	N/A	92.24	N/A
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	95.5	88.5	N/A	96.74	87.31
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	100	N/A	100	100

## Anecdotal Results, Analysis and Action

### **Anecdotal Results and Analysis**

This year at Don Campbell Elementary only three parents responded to the parent survey therefore the results are invalid. Alberta Education requires a minimum of six responses for the survey to have validity. This is why in some categories results will be listed as N/A. We have sustained achievement in all but one of the performance measures. We recognize that a sense of belonging to a school community has been severely impacted by the pandemic. Our hope this year is that our parents can once again become more actively involved in our school as we continue to move out of the pandemic.

### **Action**

DCE prides itself on connecting to families and developing meaningful relationships with all of our stakeholders. We are proud of our work in this area and will continue to build strong connections to our families and the DCE community throughout the upcoming year. We believe the more stakeholders are invested in our school, the better we will be as a community of learners.

Our staff takes the time to ensure our students feel cared for and our building is a safe place where students can flourish and learn. All students are taught to be responsible for the Campbell Core: Mindset, Choices, Learning, Community, and Wellness. We will continue to explore ways to promote and teach our Core values! As well, we will monitor our students' emotional well being and provide them with strategies to support their own mental health.

## 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)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	94.2	85.0	88.4	83.7	87.7

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

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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.	83.3	89.2	86.8	79.9	93.8

- **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)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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.	95.0	90.5	90.9	83.9	85.9

## 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).	10
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children will be prepared for the next grade level.	87.1	90.6	N/A	91.38	N/A

Overall percentage of students who feel they will be prepared for the next grade level.	98.2	88.5	N/A	95.65	90.03
Overall percentage of teachers who feel the students will be prepared for the next grade level.	91.3	83.3	N/A	95	90.63

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children will complete high school.	98.8	97.7	N/A	96.55	N/A
Overall percentage of students who feel they will complete high school.	97.3	91.5	N/A	96.74	95.52
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	95.7	100	N/A	100	96.88

● **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
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	80.17	N/A
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	73.91	73.13
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	95	93.75

## Anecdotal Results, Analysis and Action

### Analysis

This year at Don Campbell Elementary only three parents responded to the parent survey therefore the results are invalid. Alberta Education requires a minimum of six responses for the survey to have validity. This is why in some categories results will be listed as N/A. We are pleased with our results in this section as we have sustained or dropped slightly in all categories.

We offer many opportunities for students to be actively engaged in our school and to be leaders. Our students have an opportunity to participate in many extracurricular activities in the school. These range from classroom leadership roles, whole school leadership roles, as well as opportunities to become involved in sports teams, performances in the fine arts, and our school choir. Last year, the pandemic and the ensuing restrictions impacted many of these extracurricular activities as well as some of the popular learning activities (Robotics, FLEX, Lego Club, buddy reading, etc.). We are excited to be able to offer all of these activities in the upcoming year.

### Actions

Our staff is committed to providing opportunities for all children to explore their interests and cultivate a strong growth mindset. We see this as being crucial to future success at all grade levels. As well, our school will develop a plan to communicate and teach the Division's six core values for learning and life. We believe these core values will complement the five pillars of the Campbell Core.

## Division Goal

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

## Outcome

- FNMI Students are engaged in learning.

## Anecdotal Results, Analysis and Action

- Our school includes an FNMI Learning Team. The goal of the team is to help with the implementation of FNMI outcomes, as well as to support several other important initiatives. Our learning team played a crucial role in FNMI programming and we will, once again, use this model to find unique ways to teach and support all FNMI students, as well as all other students. Some of the initiatives included Orange Shirt Day activities and assembly, presentations from the Central Services coordinators, cultural groups for students, whole school performances, and field trips. For example:
  - We created space in our outdoor garden area for a Tipi. This was a great event for our school as Elders came to bless the raising of the Tipi. The Tipi was, and continues to be, used by students in our school as well as from other schools.
  - District led Orange Shirt Day activities and videos.
  - Darcy Goodrunning came to our school to lead a Pow Wow with all of our students and staff. This was an event filled with music, stories and cultural significance.
  - Our grade 4 classes attended the Red Deer Pow Wow. This event brought together many students, teachers, First Nations groups, and Elders from across Alberta.
  - Teachers reach out individually to our coordinators to arrange for classroom presentations and to get guidance on how to deliver their own activities.
- Our hope is that the current school year brings more opportunities to have some of these whole school activities and performances. We find great learning in these opportunities and look forward to the 2022/23 school year.

## Sharing Our Results

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

- The School Results Report was reviewed and discussed at the September 21st, 2022 meeting of the School Council
- The School Results Report is posted on the school website at:  
<https://www.rdpd.ab.ca/doncampbell/page/2622/annual-results-report>



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