



School Results Report

2022/2023



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: **71**
- Grade 1: **77**
- Grade 2: **70**
- Grade 3: **69**
- Grade 4: **85**
- Grade 5: **71**
- Total Student Population: **443**
- ESL Students: **63**
- First Nations; Métis; Inuit Students: **13**

Staff Profile:

- Classified Staff: **13**
- Facility Services Staff: **2**
- Total Staff: **43**

New Directions:

Our school is embarking on an exciting new direction that prioritizes collaboration and innovation in education. One of our key initiatives is the introduction of grade-wide collaboration time, providing teachers the invaluable opportunity to share insights and expertise across grade levels, fostering a more cohesive and dynamic learning environment. Additionally, we are committed to investing time and resources into implementing the new Alberta curriculum that meets the evolving needs of our students, ensuring they are well-equipped for the challenges of the future. In tandem with academic growth, we will continue our focus on student wellness, recognizing the vital role it plays in their overall development. Moreover, we aim to instill perseverance as a core value, empowering our students to face challenges with resilience and determination. This holistic approach to education embodies our commitment to nurturing well-rounded, confident, and resilient individuals who are ready to thrive in an ever-changing world.

Opportunities and Challenges:

Our school is on the brink of an exciting new chapter filled with both opportunities and challenges. One significant opportunity is the introduction of our new behavior support room, designed to provide a nurturing environment for students who face difficulties in the classroom or on the playground. This space will allow us to tailor interventions and strategies to help these students thrive academically and socially. Furthermore, our school is becoming more diverse, with a population of learners hailing from various cultural backgrounds and complex learning needs. While this diversity enriches our community, it also brings the challenge of meeting the specific academic and social needs of each student. Nevertheless, by embracing this diversity and leveraging our behavior support room, we are poised to create a more inclusive and supportive learning environment for all our students.

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

Fall 2023

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	Student Learning Engagement	86.7	85.2	85.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.4	83.5	85.9	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.6	92.1	92.0	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.9	88.4	88.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	90.0	81.4	81.4	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	91.6	79.7	80.3	79.1	78.8	80.3	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

Alberta Education Assurance Measures: FNMI Summary



Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	66.2	67.1	64.6	57.0	59.5	59.1	Low	Maintained	Issue
	5-year High School Completion	74.7	64.8	69.0	71.3	68.0	67.0	Low	Maintained	Issue
	PAT: Acceptable	42.5	44.9	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.2	6.2	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	79.4	75.0	n/a	74.8	68.7	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	11.3	9.3	n/a	11.3	8.5	n/a	Low	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

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 - 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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Alberta Education Assurance Measures: ESL Summary



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

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	59.7	71.9	68.1	72.8	78.5	77.1	Very Low	Maintained	Concern
	5-year High School Completion	93.1	89.1	90.6	88.7	86.1	86.0	Very High	Maintained	Excellent
	PAT: Acceptable	59.3	57.1	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	14.2	13.1	n/a	12.2	13.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	63.5	56.7	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
	Diploma: Excellence	14.5	11.3	n/a	13.8	10.8	n/a	Intermediate	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

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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
66	45	68.18

- **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	63	85.14

- **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
76	65	85.53

- **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
77	65	74.42

- **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
87	79	90.8

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	82.0	N/A	76.72	N/A	86.7
Overall percentage of students who feel they are able to read and write what is expected of them in school.	88.5	N/A	92.39	91.04	90.0
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	94.4	N/A	100	93.75	87.3

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	84.4	N/A	87.93	N/A	88.0
Overall percentage of students who feel they are able to understand and work with numbers in school.	86.9	N/A	84.78	86.57	85
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	94.4	N/A	100	93.75	97

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:

Overall, we are pleased with the survey results for our Literacy and Numeracy goal. Our staff has worked hard to ensure that best practices are in place to address the learning needs of all students.

Actions:

At our school, we employ a pyramid of support framework to effectively address the specific literacy and numeracy needs of our students who may be struggling. Our dedicated classroom teachers continually seek out innovative strategies to enhance student proficiency in both literacy and numeracy. Concurrently, we are equipped to provide intervention and assistance to students who may have gaps in their foundational literacy and numeracy skills. The district has introduced the UFLI program to bolster the support system for students across all grade levels.

Additionally, our school extends targeted assistance through the Leveled Literacy Support (LLI) program, catering to students who find themselves one grade level behind in their reading comprehension skills.

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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	89.1	90.1	89.6	92.5	92.0

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	83.4	85.7	84	72.3	94.6

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	96.9	N/A	95.69	N/A	95.3
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	95.4	N/A	100	97.01	100
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	94.4	N/A	95	96.88	97.4

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	99.2	N/A	98.28	N/A	97.14
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	87.8	N/A	92.39	84.33	91.61
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	N/A	100	100	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	97.7	N/A	92.24	N/A	97.2
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	88.5	N/A	96.74	87.31	91.6
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	N/A	100	100	100

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:

Our goal is to ensure that all students have equal access to opportunities and resources necessary for their academic success, regardless of their background, identity, or circumstances. It is about creating a level playing field where every student has the chance to reach their full potential. We have worked hard to achieve this goal and we are very proud of our results from the survey.

Action:

DCE places great emphasis on establishing connections with families and fostering meaningful relationships with all our stakeholders. We take immense pride in our ongoing efforts in this regard and are committed to further strengthening our ties with both our families and the broader DCE community in the upcoming year. We firmly believe that the greater the involvement of stakeholders in our school, the stronger our community of learners becomes.

Our dedicated staff invests time in ensuring that our students feel nurtured, and our school environment remains a secure space where students can thrive and acquire knowledge. We instill in all students a sense of responsibility for upholding the Campbell Core principles: Mindset, Choices, Learning, Community, and Wellness. Our commitment to promoting and imparting these core values remains unwavering. Additionally, we diligently monitor our students' emotional well-being and equip them with strategies to support their mental health.

The Campbell Core team of teachers has devised and delivered meaningful monthly activities that have proven to be motivational, enjoyable, and engaging. These activities have been invaluable in imparting valuable lessons to our students.

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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.0	88.4	83.7	87.7	90.4

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	89.2	86.8	79.9	93.8	95.7

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	90.5	90.9	83.9	85.9	94.1

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).	14
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	90.6	N/A	91.38	N/A	90.5
Overall percentage of students who feel they will be prepared for the next grade level.	88.5	N/A	95.65	90.03	88.4
Overall percentage of teachers who feel the students will be prepared for the next grade level.	83.3	N/A	95	90.63	96.7

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	97.7	N/A	96.55	N/A	93.3
Overall percentage of students who feel they will complete high school.	91.5	N/A	96.74	95.52	95.5
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	N/A	100	96.88	96.7

● **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
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	91.4
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	79.4
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	93.3

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis:

Our dedicated staff is unwavering in their commitment to offering every child the chance to delve into their interests and nurture a resilient growth mindset. We view this as an essential foundation for future success across all grade levels. Moreover, our school continues to formulate a comprehensive strategy to effectively communicate and impart the Division's six core values for learning and life. We firmly believe that these core values will harmonize seamlessly with the five pillars of the Campbell Core.

Action:

We provide a multitude of chances for students to actively engage and take on leadership roles within our school community. Our students are encouraged to participate in a diverse array of extracurricular activities, including classroom leadership positions, school-wide leadership roles, and the opportunity to join sports teams, partake in fine arts performances, and be a part of our school choir. As well we offer a FLEX block, weekly, to students who get to explore other interests such as Robotics, Movie Making, Coding, Drama, Cooking, Stem based activities, Problem solving games, to name a few.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

Our school proudly houses an FNMI Learning Team, whose primary objective is to facilitate the integration of FNMI outcomes while also providing support for various other vital initiatives. The expertise of our learning team has been instrumental in advancing FNMI programming, and we intend to continue employing this model to discover innovative methods for educating and supporting all FNMI students, as well as our broader student body. Teachers also engage individually with our coordinators to arrange classroom presentations and seek guidance on implementing their own activities. Among the initiatives undertaken are Orange Shirt Day activities and assemblies, presentations from Central Services coordinators, cultural groups for students, school-wide performances, and educational field trips.

We are optimistic that the current school year will offer more opportunities for these enriching whole-school activities and performances. We eagerly anticipate the educational experiences that await in the 2023/24 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 Don Campbell Elementary School meeting of the School Council.
- The School Results Report is posted on the school website at:
<https://www.rdpsd.ab.ca/doncampbell/page/2622/annual-results-report>



Red Deer Public Schools
4747-53 street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca