



ROY BICKELL PUBLIC SCHOOL
GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT

Roy Bickell Public School

Principal: Tracey Mark

Annual Education Results Report

2023-2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



www.gppsd.ab.ca/school/roybickell



GPPSD2357

Roy Bickell Public School

Fall 2022 Alberta Education Assurance Measures - Overall Summary							
Assurance Domain	Measure	Roy Bickell Public School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	78.2	83.9	84.7	83.7	84.4	84.8
	Citizenship	79.3	82.6	82.5	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	68.4	75.0	75.0	68.5	66.2	66.2
	PAT6: Excellence	10.5	15.6	15.6	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2
Teaching & Leading	Education Quality	84.0	88.4	90.0	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.1	84.9	85.2	84.0	84.7	85.4
	Access to Supports and Services	68.5	73.4	74.9	79.9	80.6	81.1
Governance	Parental Involvement	76.4	75.7	73.5	79.5	79.1	78.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

Fall 2024 AEA 5 Year Comparison

Assurance Domain		Measure	Roy Bickell Public School				
			2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	88.4	85.5	83.9	78.2	
	Citizenship	89	87.2	82.5	82.6	79.3	
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	
	PAT6: Acceptable	n/a	n/a	87.5	75	68.4	
	PAT6: Excellence	n/a	n/a	24.3	15.6	10.5	
	PAT9: Acceptable				n/a	n/a	
	PAT9: Excellence				n/a	n/a	
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	95.4	92.2	91.5	88.4	84	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	90.1	85.6	84.9	83.1	
	Access to Supports and Services	n/a	76.6	76.3	73.4	68.5	
Governance	Parental Involvement	83.5	72.5	71.2	75.7	76.4	



Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority 1: Teaching and Learning

At our school, literacy and numeracy form the foundation of all learning. As such, prioritizing these skills remains at the heart of our academic goals. Our focus on literacy and numeracy is supported by three key outcomes within the *Priority of Teaching and Learning*:

1. Classroom instruction and assessment prioritize literacy and numeracy.
2. Student mastery of grade-level math facts.
3. Professional learning and inquiry focused on literacy and numeracy.

Outcome: Classroom instruction & assessment prioritize literacy.

Literacy is the foundation for all learning. It enables students to access and understand information, create meaning, and explore new possibilities. As a school, we are dedicated to ensuring every student builds a strong literacy foundation. To achieve this, we recognize the need for continuous improvement in our instructional practices.

Guided by this commitment, we have set a goal of refining Guided Reading and Small-group Instruction to increase the percentage of students reading 'At' or 'Above' grade level. This targeted approach ensures that instruction is personalized, evidence-driven, and responsive to the diverse needs of our students.

Evidence

Kindergarten Assessment (2023-2024)

- There was a continued decline in "Below Average" students (11%).
- "At Risk" students dropped to 6%.
- The "Above Average" group showed the highest percentage (83%).

Independent Reading Levels (2023-2024 Term 1 vs. Term 3)

- Students 'Below' grade level show a decrease from 32% in Term 1 to 25% in Term 3, indicating progress for students who were initially struggling.
- Students 'At' grade level maintain a steady performance, with 19% in Term 1 and 20% in Term 3, demonstrating consistency in achieving grade-level expectations.
- Students performing 'Above' grade level increased from 49% in Term 1 to 55% in Term 3.

Independent Reading Levels (Four-Year Average 2020-2024)

- Students 'Below' grade level have shown a steady decrease, moving from 29% in 2020-2021 to 25% in 2023-2024.
- Students 'At' grade level declined from 28% in 2020-2021 to 20% in 2023-2024.
- Students 'Above' grade level demonstrate consistent improvement, with an increase from 43% in 2020-2021 to 55% in 2023-2024.

Strategies

To address the challenges indicated in the evidence, our school-wide focus on daily Guided Reading is believed to be the mechanism needed for continued improvement. This approach, paired with Small Group Instruction, allows teachers to target students' specific needs and provide individualized support, ensuring that every student has the opportunity to achieve their literacy goals. Through this focused effort we seek to continue to see a clear trend of improvement. More students are performing 'At' or 'Above' grade level in reading, while fewer students remain below. These positive outcomes validate our collective efforts and highlight the power of focusing on literacy as a cornerstone of learning.

Chart 1

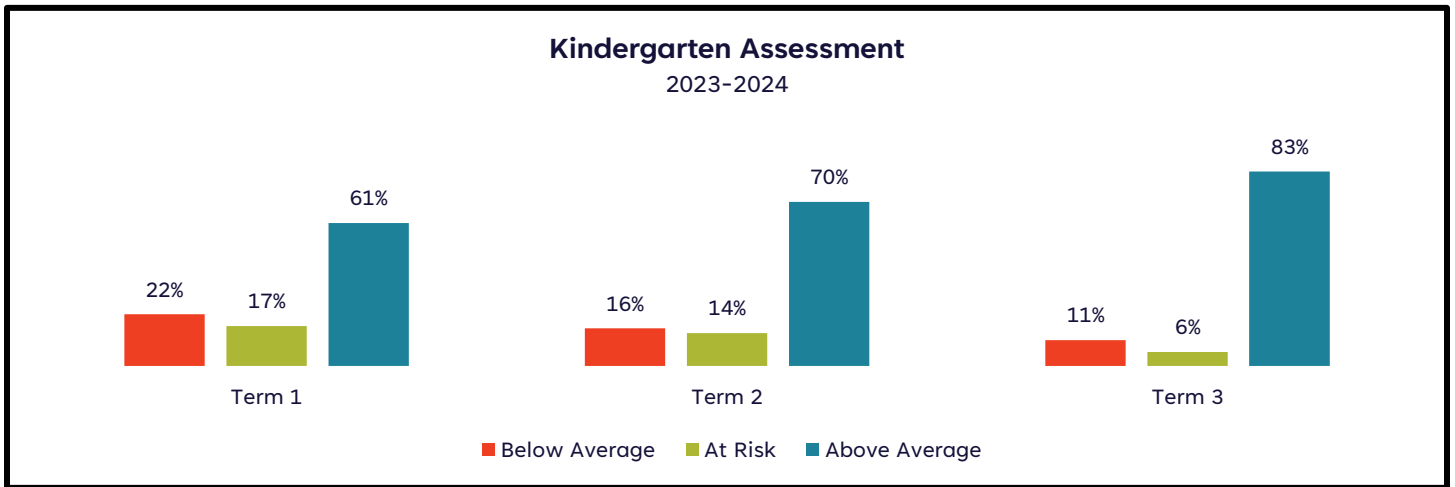


Chart 2

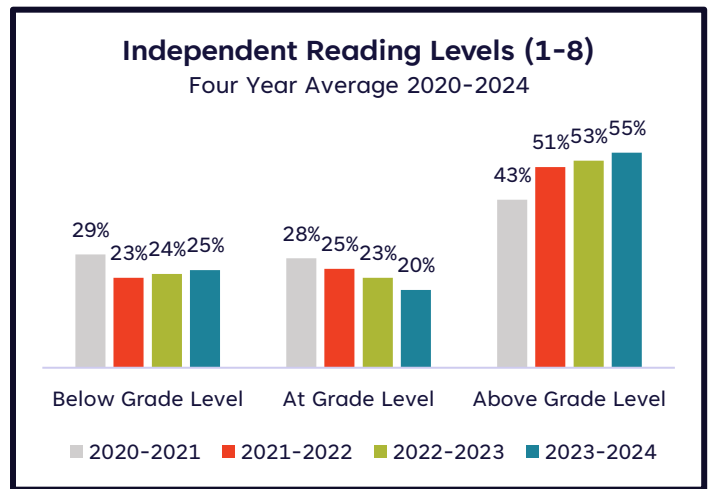
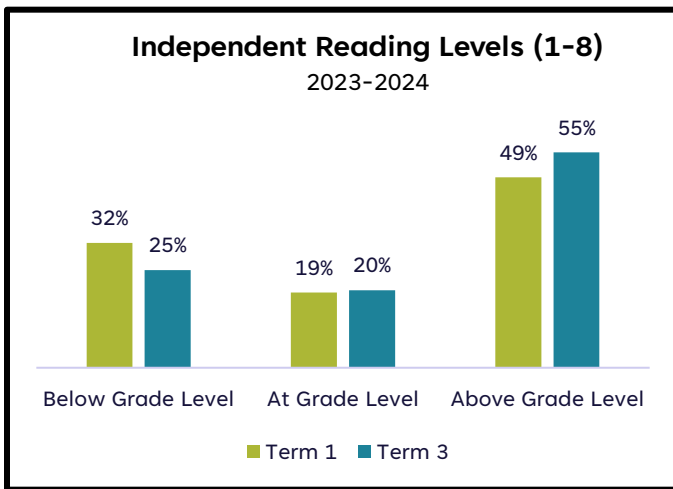
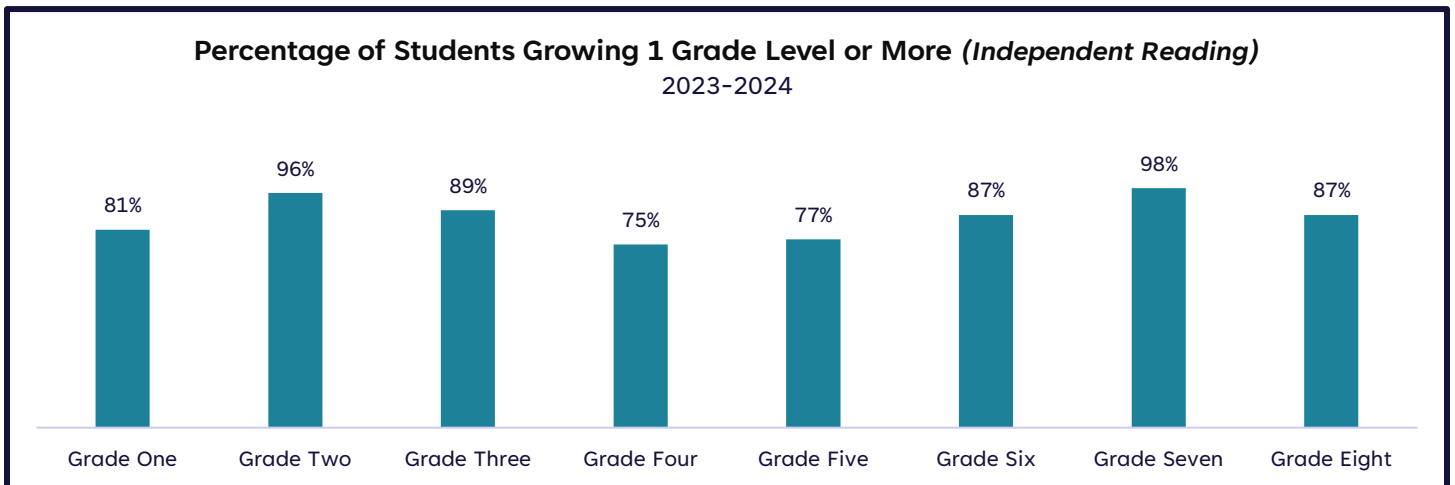


Chart 3



*Growth in grade 6, 7 and 8 is calculated to include students who remain at an Independent Level Z.
*You may notice that a set of percentages don't always add up to exactly 100%. This is an expected result of rounding.

Outcome: Student Mastery of Grade Level Math Facts.

Strong numeracy skills, like literacy, empower students to think critically, communicate effectively, and solve real-world problems. By focusing on instructional strategies that emphasize grade-level math facts, we aim to strengthen overall numeracy achievement.

Evidence

Counting Principles

- Kindergarten Students 'Below' decreased from 42% in Period 1 to 13% in Period 2, indicating significant progress in foundational skills.
- Kindergarten Students 'At' increased from 58% in Period 1 to 87% in Period 2.
- Grade 1 Students 'Below' dropped from 36% in Period 1 to 32% in Period 2.
- Grade 1 Students 'At' increased from 64% in Period 1 to 68% in Period 2.
- Grade 2 Students 'Below' fell from 43% in Period 1 to 36% in Period 2.
- Grade 2 Students 'At' increased from 57% in Period 1 to 64% in Period 2.

Provincial Numeracy Assessment

- Grade 1 Students 'At Risk' decreased from 30% in the 1st Period to 16% in the 2nd Period.
- Grade 1 Students 'Not At Risk' increased from 70% in the 1st Period to 84% in the 2nd Period.
- Grade 2 Students 'At Risk' dropped significantly from 30% in the 1st Period to 3% in the 2nd Period.
- Grade 2 Students 'Not At Risk' rose from 70% in the 1st Period to 97% in the 2nd Period.
- Grade 3 Students 'At Risk' decreased from 19% in the 1st Period to 9% in the 2nd Period.
- Grade 3 Students 'Not At Risk' increased from 81% in the 1st Period to 91% in the 2nd Period.

MIPI Assessment

- Grade 8 students showed progress, with those 'Below' average decreasing from 61% in Term 1 to 50% in Term 3, and those 'Above' average increasing from 20% to 30%.

Provincial Achievement Tests (PAT) Analysis

- In Social Studies during the 2023-2024 school year, 68.4% of students achieved an acceptable standard and 10.5% achieved excellence, indicating a need for focused improvement. This is slightly below the provincial averages of 68.5% acceptable and 19.8% excellence. Over the three-year average, the school has achieved 75% acceptable and 15.6% excellence, compared to the provincial three-year averages of 66.2% acceptable and 18% excellence.

Strategies

To support our students in mastering math facts, our most significant strategy is leveraging assessments to drive targeted instruction. This involves addressing inconsistencies in assessment practices by collaborating regarding classroom and report card evaluations. At the same time, fostering teacher collaboration through professional learning remains essential, as it encourages the sharing of successful interventions and classroom practices. Professional development will continue to focus on differentiated instruction techniques and innovative strategies for teaching math concepts, empowering educators to meet diverse student needs effectively. By implementing these strategies, prioritizing foundational skills, and refining instructional practices, the school can make measurable progress toward achieving its numeracy goals while addressing areas that require continued focus.

Chart 4

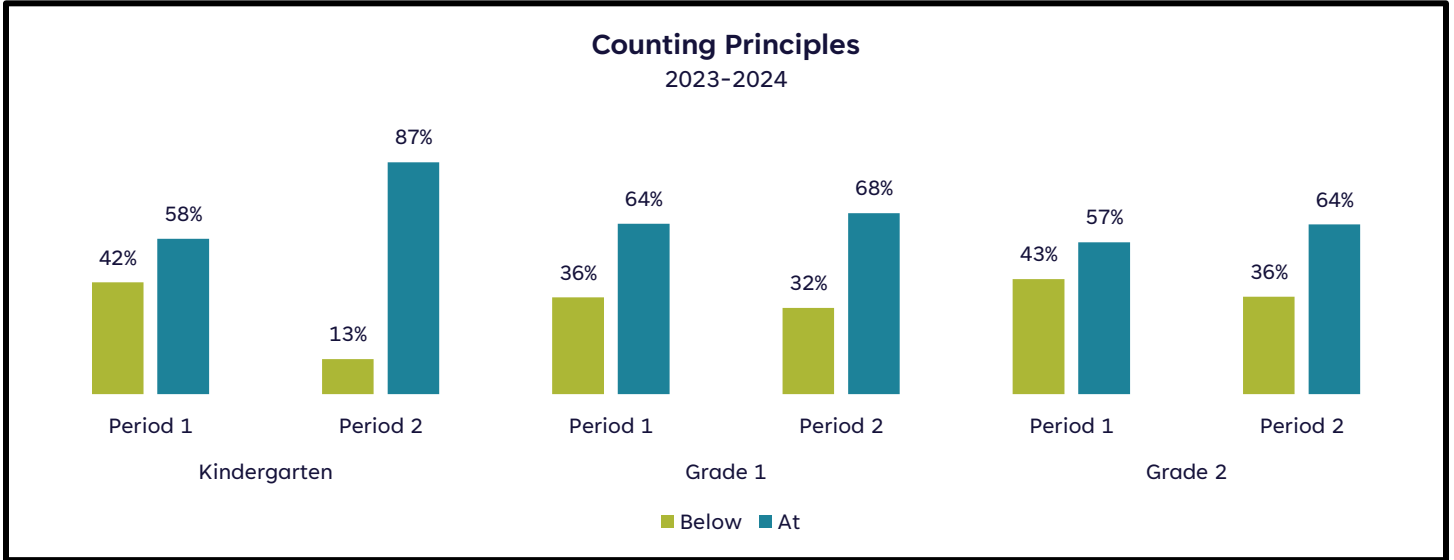


Chart 5

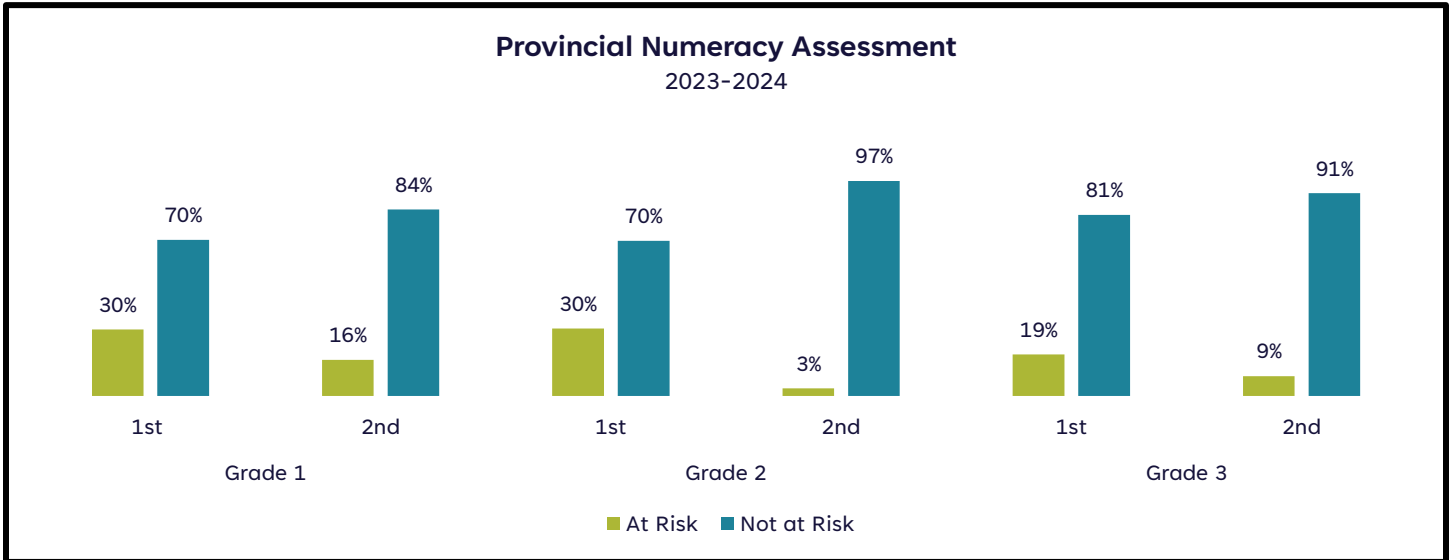


Chart 6

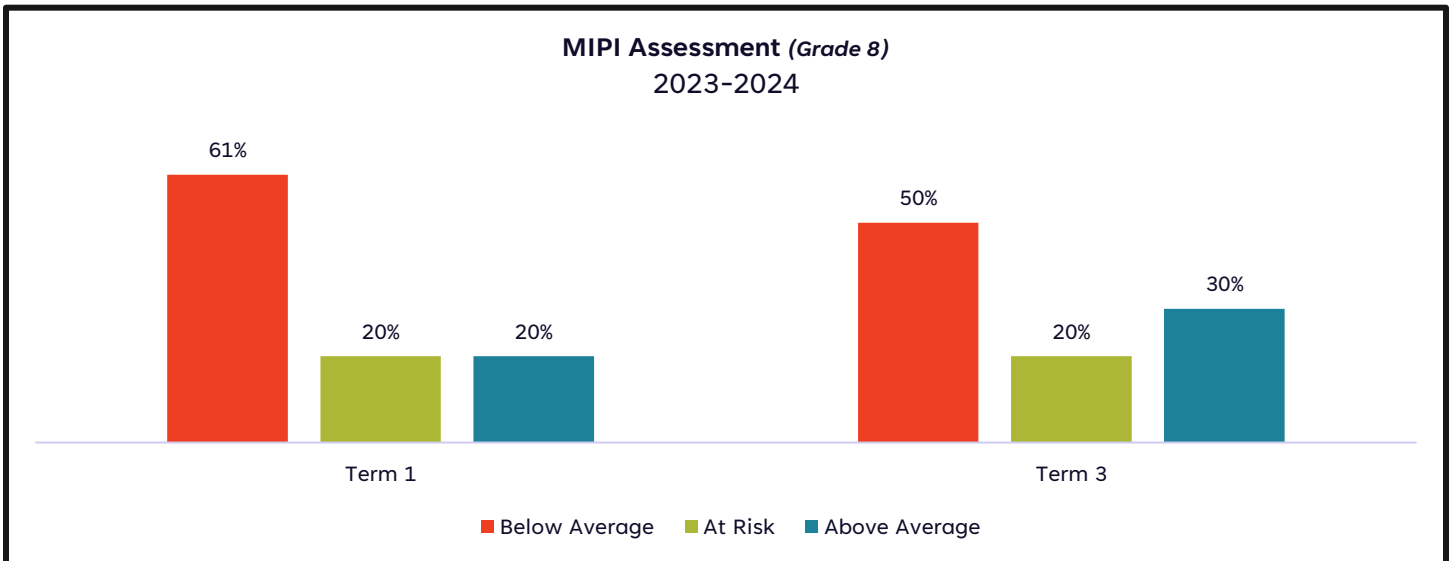


Table 1

Provincial Achievement Tests								
	Language Arts		Math		Science		Social Studies	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2023-2024	NA	NA	NA	NA	NA	NA	68%	10%
2022-2023	NA	NA	NA	NA	77%	25%	82%	17%
2021-2022	96%	14%	84%	18%	100%	31%	90%	25%
2020-2021	NA	NA	NA	NA	NA	NA	NA	NA
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA
2018-2019	92%	14%	84%	23%	81%	31%	84%	24%
2017-2018	78%	13%	66%	12%	83%	29%	70%	20%

Table 2

Division Assurance Survey												
Percentage of parents, students and staff agree that:												
	Parents				Students				Staff			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
We use consistent practices and structures to support the diverse needs of students	92	93	87	88	91	91	86	88	83	96	95	95
High expectations for student achievement	95	95	90	91	95	96	94	94	94	100	95	97
Quality of education continues to improve at our school	94	95	92	96					94	100	95	92



Outcome: Professional Learning and Inquiry Focused on Literacy and Numeracy.

The single most important factor in students' success is skillful, informed teaching. Prioritizing Teacher Quality Standard 3 (TQS #3)—a teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student—is therefore essential to achieving high levels of student achievement.

Evidence

- In general, Roy Bickell consistently outperforms the Alberta provincial average in terms of satisfaction with professional development.
 - 2023-2024: Roy Bickell at 91%, higher than the Alberta average of 81%.
 - 2022-2023: Roy Bickell at 90%, again higher than Alberta's 82%.
 - 2021-2022: Roy Bickell was at 100%, substantially outperforming Alberta at 84%.
- The evidence shows a steady and mostly high percentage of satisfaction with professional development at Roy Bickell, peaking in 2021-2022 and maintaining strong levels in subsequent years.
- At Roy Bickell, satisfaction with how we use Professional Learning Fridays to support professional growth that focuses on student achievement was at 83% in 2021, then improved to 100% in 2022, and has stayed at 100% through 2024.
- Roy Bickell demonstrated strong agreement regarding collaboration on professional growth inquiry questions during Professional Learning Fridays, with 94% in 2021 and a consistent 100% agreement from 2022 to 2024.
- Roy Bickell achieved positive results in administrative feedback on instructional practices, increasing from 94% in 2021 to 100% starting in 2023 and beyond.

Strategies

Roy Bickell's approach to supporting staff professional growth is anchored in two key strategies:

1. Division Professional Learning Days: These days bring together all staff to collaborate on achieving the goals outlined in the school's three-year education plan. These sessions are designed to align professional learning with the school's priorities.
2. Professional Inquiry: Teachers engage in individualized professional inquiry questions that focus on improving instructional practices and enhancing student achievement. This multi-year focus on inquiry deepens the impact of professional learning, ensuring sustained growth in teaching quality.

Through these strategies, Roy Bickell ensures that its professional learning environment supports continuous growth, fostering excellence in teaching and, ultimately, student success.

Table 3

Provincial Survey		
The percentage of teachers reporting that in the past 5 years the professional development received from the Division has been focused, systematic, and contributed significantly to their ongoing professional growth.		
	Roy Bickell	Alberta
2023-2024	91%	81%
2022-2023	90%	82%
2021-2022	100%	84%
2020-2021	86%	85%
2019-2020	92%	85%

Table 4

Division Assurance Survey								
Percentage of teachers agree that:	RBPS				GPPSD			
	2021	2022	2023	2024	2021	2022	2023	2024
	We use Professional Learning Fridays to support professional growth that focuses on student achievement	83	100	100	100	89	94	94
We use Professional Learning Fridays for collaboration related to our professional growth inquiry questions	94	100	100	100	90	94	96	90
Administration provides feedback to staff on instructional practices using multiple strategies	94	95	100	100	86	91	92	91

Priority: Inclusion

Outcome: School communities are welcoming, caring respectful and safe environments where students, staff, and families have a strong sense of belonging.

Our school must ensure students feel welcome, cared for, respected and safe. When students feel like they are safe and cared for, they are better able to know and understand how to care and show respect for themselves and others. It is our belief that if we intentionally focus on increasing the sense of belonging within our school community we are giving our students the best possible foundation for student learning.

Evidence

- The overall agreement on whether students feel safe, cared for, respected, and treated fairly has declined at the school level from 92% in 2020 to 86.9% in 2024. This decline mirrors a similar trend at the Division and Provincial levels, which have seen a slow decrease in satisfaction since 2020. However, the school's performance remains on par with the authority and province in 2024.
- The evidence reveals a significant decline in students' perceptions of care, respect, and safety within the school community. Only 45% of students agree that their peers care about each other, and 55% believe that students respect one another.
- Parents' agreement that students care about each other has remained stable (from 82% in 2022 to 81% in 2024).
- Parents' perceptions that their children are treated fairly by adults remains strong at 94%.
- Students' perceptions of fairness has improved from 81% in 2023 to 89% in 2024.
- Regarding whether the school is a welcoming place, both parents (69%) and students (80%) report declines in 2024, while staff report consistent positivity (100%). This suggests that while staff see the school as a welcoming environment, students and parents may not be experiencing it as such, indicating a potential gap in communication or engagement strategies.
- Expectations around student conduct appear to be clear to students and staff, as shown by the 88% agreement from students and 95% from staff.
- Students seem to feel well-supported in terms of health and well-being, as reflected in the high agreement levels from staff (100%) and parents (97%).

Strategies

The most critical area to address is the decline in students' perceptions of care, respect, and safety. With only 45% of students agreeing that their peers care about each other and only 55% agreeing on mutual respect, targeted efforts are needed to improve student relationships and social climate. It is also important to note that nearly half of the students identified 'Don't Know' in their responses. This suggests uncertainty or lack of clarity regarding the school environment and peer interactions, indicating that many students may not be fully aware of, or connected to, initiatives that foster respect and care. This uncertainty underscores the need for clearer communication, stronger engagement strategies, and initiatives that promote peer support, empathy-building, and restorative practices to create a more inclusive and connected school community.

While staff report high levels of confidence in creating a welcoming, caring, and respectful environment, this is not reflected in student feedback. A stronger focus on student voice, regular feedback, and collaborative solutions may help bridge the gap between what staff believe they are achieving and what students are experiencing.

The high agreement that teachers care about students (100% staff agreement, 100% parent agreement, 73% student agreement in 2024) is a strength that the school can build upon. Continuing to foster strong teacher-student relationships will be vital in furthering a sense of belonging and improving overall student perceptions of the school environment.

Table 5

Provincial Assurance Survey															
Percentage of teachers, parents, and students' 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.															
	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	92.0	91.5	87.6	86.2	86.9	88.9	89.5	86.1	86.0	85.7	89.4	90.0	88.8	87.5	87.1
Parent	*	96.0	83.0	86.3	91.3	89.6	90.8	84.9	85.3	85.9	90.2	90.5	89.5	88.1	88.0
Student	89.5	82.8	83.0	79.4	72.7	90.9	82.6	80.9	80.2	79.5	82.6	84.0	82.5	81.5	80.4
Teacher	94.5	95.7	96.7	93.0	96.8	96.2	95.1	92.5	92.6	91.6	95.3	95.4	94.3	93.0	92.9

Chart 6

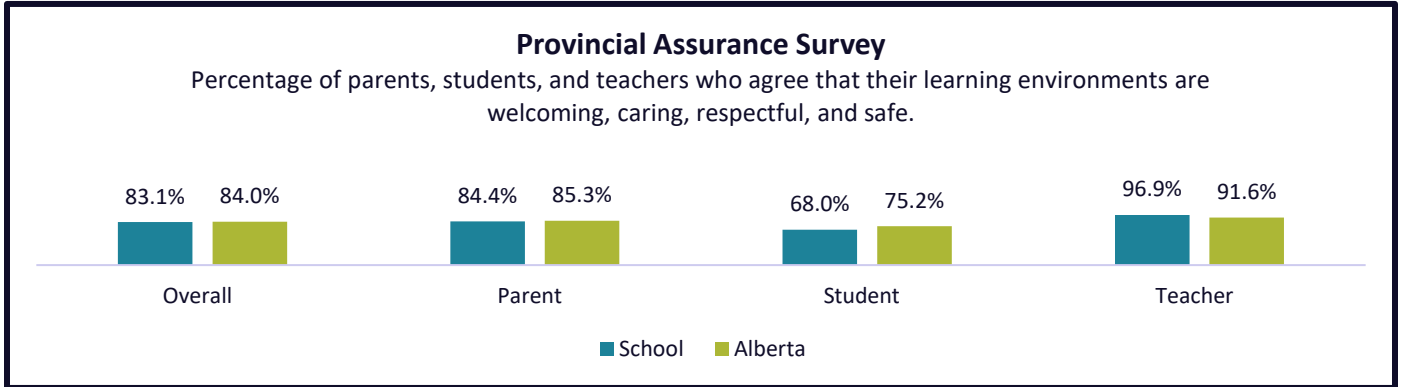


Table 6

Provincial Assurance Survey									
Percentage of parents, students and staff agree that:									
	Parents			Students			Staff		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Students at our school care about each other	82	86	81	72	65	45	100	100	100
Students at our school respect each other	64	79	69	61	47	55	94	95	94
Students at our school treat each other well	64	71	75	77	72	65	94	95	100
Teachers at our school care about students	91	100	100	76	80	73	100	100	100
Your child is treated fairly by adults at school	91	100	94	88	81	89	100	100	100
School is a welcoming place to be	91	93	69	83	88	80	97	100	100
Students are safe at school	91	71	88	85	78	80	100	95	100

Table 7

Division Assurance Survey									
Percentage of parents, students and staff agree that:									
	Parents			Students			Staff		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Teachers care about me	98	94	96	89	86	88			
Our school is welcoming, caring, respectful and safe	95	92	94				100	100	92
Students feel safe at our school	99	92	95	89	83	83	100	96	92
Expectations in our school are clear, and we use our Student Code of Conduct to communicate expectations				93	93	88	100	100	95
Students are supported at school to be active, healthy, and well	99	93	97				100	100	100