




Alberta Education – School Accountability Pillar Report Card

Measure Category	Measure Category Evaluation	Measure	Joseph Welsh 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
Safe and Caring Schools	Excellent	Safe and Caring	89.7	88.5	89.3	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	85.7	83.6	85.4	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	96.3	92.3	92.9	89.5	89.2	89.5	Very High	Improved	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	n/a	74.0	75.0	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	n/a	19.0	19.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	n/a	85.4	84.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	n/a	21.0	19.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	85.7	79.2	83.3	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	84.1	91.2	87.1	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	78.6	75.9	80.5	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Good	School Improvement	77.8	83.9	81.7	79.6	79.8	80.1	High	Maintained	Good

For more information on the School Education Plan please contact the school principal.

School Logo



JOSEPH WELSH ELEMENTARY SCHOOL

School Education Plan 2015/16 to 2017/18

4401 37 Avenue
Red Deer, Alberta T4

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Principal: Bill Kwasny
Vice Principal: Teresa Tataryn

School Profile:
School Profile:

The community around Joseph Welsh Elementary School was a relatively new area in the late 1950's. It was first known as the Hillsboro Community and later became known as the Eastview area. Joseph Welsh Elementary School was built in 1960 with six classrooms, a junior gymnasium and a library. The school was named after Mr. Joseph Welsh (1889-1968), a teacher, principal and superintendent in the Red Deer Public School District from 1923 to 1954. Joseph Welsh was named one of the Red Deer Advocate's "CENTRAL ALBERTA'S TOP PERSONALITIES" Top Educators 1907 - 2007. When the 6 room school opened, the enrolment was 182 students – Grades 1 to 5 with a staff of 6. In 1961, an additional 6 rooms were built and the enrolment was 356 students – Grades 1 to 6. In June 1963, the enrolment was 397 – Grades 1 to 6 – the highest ever in the history of Joseph Welsh Elementary School. The average class size at that time was 33.

The Joseph Welsh Elementary School community consists of the old Eastview (Hillsboro) area which is about 50 years old, Michener area which is 30-40 years old, Clearview which is 25 years old and Eastview Estates which is 20 years old.

Strong parental and community involvement have always been an integral part of the education offered to children at Joseph Welsh Elementary School.

- Anticipated student enrollment = 340 FTE
- Anticipated Staff Profile:
 - 25 Teachers = 18.2 FTE
 - 9 Classified Staff = 9 FTE
 - 1.5 Facility Services Staff = 1.5 FTE
 - 35.5 Total Staff

School Education Plan Development and Communication:

The Joseph Welsh Elementary School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the *School Councils Regulation*. The Joseph Welsh Elementary School Education Plan is available at the school and is posted on our website at: www.rdpsd.ab.ca/jw.

Priority	Literacy	Equity	High School Completion and Transitions
Definition	<ul style="list-style-type: none"> Literacy is acquiring, creating, connecting and communicating meaning in a wide variety of contexts. 	<ul style="list-style-type: none"> Equity ensures that fair and inclusive education is available to students so that their diverse learning needs, personal situation and/or social circumstances are not an obstacle to achieving their educational potential. 	<ul style="list-style-type: none"> School is about creating life chances for students. The journey to high school completion and successful transitions after school begins the day students enter school and continues until the day they earn their diplomas or certificates.
Outcomes	<ul style="list-style-type: none"> Each learner is a proficient reader and writer across the curriculum. Each learner is numerate. Each learner will discover, develop and apply competencies across the curriculum. 	<ul style="list-style-type: none"> Each student is engaged in meaningful learning that is appropriate to his or her abilities that takes place in the most enabling environment. Each staff member has the ability to meet the diverse needs of all students. Each student is able to access the supports and services they need to achieve success. 	<ul style="list-style-type: none"> Students acquire the competencies needed for a changing and dynamic future. Students complete high school making successful transitions to lifelong learning, careers and active citizenship. All students from K to 12 are supported with the goal of high school completion and successful transitions.
Strategies	<ul style="list-style-type: none"> Provide diverse opportunities for real and meaningful stakeholder engagement that is focused on student success. <ul style="list-style-type: none"> Continue implementation of the Regional Collaborative Services Model. <ul style="list-style-type: none"> Implement the Supports for Students Model. Implement a Comprehensive School Guidance and Counselling Model. Continue to support Learning Assistance Teams to ensure a focus on FNMI students, diverse learners, literacy, numeracy and competencies. <ul style="list-style-type: none"> Implement a district-wide comprehensive school health strategy. Develop a plan to support the implementation of the provincial Learning and Technology Policy Framework. Increase targeted analysis and support of Provincial Achievement Tests, Student Learning Assessments and Diploma Exam results by subject areas and schools. 		
	<ul style="list-style-type: none"> Utilize professional learning and collaborative strategies to enhance literacy teaching practices across curricula. Implement Literacy and Numeracy Benchmarks (K to 12) when available. Provide programs throughout the school year to develop literacy and numeracy skills in families. Implement project-based learning and cross-cultural competencies through the support of the ID coach, the pyramid of support and collaborative planning time. 	<ul style="list-style-type: none"> Expand use of learner profiles. Collaborate with community support services to provide appropriate services for students and staff. Continue a universal approach to intervention for students with diverse needs. Develop school profiles to inform the allocation model. Implement support systems that are available for students using the pyramid of support including the school's Learning Team. Collaborate with community support services to provide appropriate services for students and staff. Build the capacity of the school learning team through professional development on the most promising practices in the areas of English Language Learners, First Nations, Metis and Inuit students, Cross-curricular competencies and Inclusive Education. Define role of the community liaison worker in accessing and coordinating services for students with identified needs. 	<ul style="list-style-type: none"> Implement year two of REFRESH, a local response to the transformations occurring in education in Alberta including, Curriculum Redesign and Moving Forward with High School Redesign. Support instructional design in schools to develop capacity with teachers to implement cross curricular competencies. Implement interventions to increase attendance across all grades Examine career exploration and development activities cross K to 12. Expand partnerships with post-secondary institutions. Instructional design coach in the school to develop capacity with teachers to implement cross curricular competencies through common cooperative planning time. Implement strategies to increase on- time behavior in students. Provide relevant and meaningful learning experiences for students through project based learning. Provide meaningful engagement within schools for at-risk students. Incorporate the Seven Habits as it relates to Joseph Welsh and The Grandfathers' Seven Teachings.
Performance Measures	<ul style="list-style-type: none"> Overall satisfaction with the quality of basic education. (AE) Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE) STARS (Student Tracking and Recording System) data for FNMI and targeted learners. (RDP) 		
	<ul style="list-style-type: none"> Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests, Student Learning Assessments and Diploma Exam. (AE) Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP) Survey result scores for literacy measurements by students, parents and staff. (RDP) 	<ul style="list-style-type: none"> 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. (AE) Survey result scores for equity measurements by students, parents and staff. (RDP) 	<ul style="list-style-type: none"> High school completion rate of students within three years of entering Grade 10. (AE) High school to post-secondary transition rate of students within six years of entering grade 10. (AE) Students identified with attendance issues. (RDP) Suspension rates. (RDP) Overall agreement that students model the characteristics of active citizenship. (AE) Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education. (AE) Survey result scores for completion measurements by students, parents and staff. (RDP)