



W.G. Murdoch School

School Education Plan 2024/25



December 2024



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

Dear W.G. Murdoch School Community,

As we begin the new school year, we are thrilled to share our focused approach to advancing our students' literacy and numeracy skills, while also preparing them to thrive in the future, in a safe, inclusive, and caring environment. This fall, our commitment to these divisional goals remains unwavering. Through dedicated committee work, our teams will diligently be evaluating and implementing best practices in literacy and numeracy. This collaborative effort aims to ensure that every student at W.G. Murdoch School develops a strong foundation in these critical areas, setting them up for success both now and in their future academic and career pursuits.

In addition to our focus on literacy and numeracy, we are dedicated to building future-ready students by offering a wide array of career education opportunities. Our students will have numerous chances to explore various career paths, gaining insights and experiences that will help guide their future choices. These opportunities are designed to engage students actively, encouraging them to envision and work towards their future aspirations. By connecting academic learning with real-world applications, we aim to empower students with the skills and knowledge needed for a dynamic and ever-evolving job market.

Creating an inclusive, engaging, and healthy learning environment is at the core of our mission. This fall, we are continuing to enhance our school culture through Positive Behaviour Interventions and Supports (PBIS). This work is designed to further solidify the positive and supportive environment that defines W.G. Murdoch School. Our goal is to ensure that every student feels valued and motivated to contribute to our school community, fostering both academic and personal growth.

Together, with the support of our dedicated staff, students, and families, we are poised for a successful and impactful year. Let us move forward with optimism and commitment as we work to achieve our shared goals. Thank you for your continued support and partnership in making W.G. Murdoch School a place where every student can excel and reach their full potential.

Sincerely,

Mr. Colin MacDonald & Mr. Cody Kempster

The W.G. Murdoch Administrative Team

School Profile

<p>Principal: Colin MacDonald Assistant Principal(s): Cody Kempster Website: https://wgmurdoch.rockyview.ab.ca</p>	<p>Motto: Passion, Belonging, Success Vision/Purpose/Beliefs: Passion We believe that passionate people make W.G. Murdoch a place where students and staff want to come to learn every day. Belonging In order to learn, students and staff must feel a sense of belonging. Success We desire to see all of our students achieve success.</p>
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Total Number of Students: 418

Grades Served: 6-12

Total Number of:

- Classroom Teachers: 18
- Learning Support Teacher(s): 1
- Learning Assistant(s): 2
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 4

School Diversity Profile

As with all Rocky View Schools, W.G. Murdoch School reflects a rich and diverse learning community.

Notably, 7 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 5 per cent of our school population. The most common first language for these students is Spanish.

Additionally, our school offers a variety of extracurricular activities, in both athletics and the arts, which significantly bolster school culture. We also have an amazing leadership group who make a positive difference through initiatives which connect our students to each other, our neighbour school Crossfield Elementary School, as well as the community at-large.

Student Feedback from Spring 2024

What do students think are some things that are going well?

- Positive student interactions
- Excellent extracurricular activities

What do students think could be worked on or improved?

- An increase in respectful behaviour
- A decrease in vandalism

Parent Feedback from Spring 2024

What do parents think are some things that are going well?

- Students are enjoying their classes
- Good communication from staff to families

What do parents think could be worked on or improved?

- Continued improvements to systems and structures to support our growing student population

RVS Assurance Results

	Data Source	Most Recent Results
EICS Math Assessment grades 4-10	ECIS Math Assessment 2024	Gr. 6 – 76% Gr. 7 – 72% Gr. 8 – 69% Gr. 9 – 74% Gr. 10 – 74%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 6.	BAS	17%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 7 and 10.	RVS Writing Assessment	53%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	27
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	3
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	16%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	78%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	54%

What does this data tell us is going well?

- Students attend W.G. Murdoch School regularly

What does this data tell us could be improved or worked on?

- Positive Behaviour Interventions and Supports must be improved
- Reading achievement must be improved

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	58%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	50%
The average score for relevance, rigor and effective learning time.	6.1
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	70%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	19%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	6.2
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	54%

What does our data indicate is going well?

- The number of students who have a purpose in life and who are goal oriented is positive

What does our data tell us could be improved on?

- Career exploration and readiness needs to be improved
- The percentage of students who value school outcomes and have positive homework and studying habits needs to be improved

Alberta Education Assurance Measure Results



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 5225 W. G. Murdoch School

Assurance Domain	Measure	W. G. Murdoch 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	73.7	78.3	77.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	56.9	72.4	74.0	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	3-year High School Completion	88.2	93.0	91.4	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	92.4	97.8	95.0	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	53.4	53.4	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	1.7	1.7	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	39.4	39.4	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	2.4	2.4	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	75.3	75.3	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	21.6	21.6	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	67.1	74.2	76.9	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	62.1	79.3	80.5	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	51.7	70.6	74.5	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	56.0	58.7	68.7	79.5	79.1	78.9	Very Low	Declined	Concern

What does our data indicate is going well?

- The 5-year High School Completion Rate is Excellent
- The 3-Year High School Completion Rate Good

What does our data tell us could be improved on?

- Citizenship
- Education Quality
- Welcoming, Caring, Respectful, and Safe Learning Environment
- Access to Supports and Services
- Parental Involvement

Advancing students numeracy and literacy skills



Outcome: Students are literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Increase the number of students reading at or above grade level 25% over the next three years

<p>School Goal 1: By June 2025 we will increase the number of students reading at or above grade level by 10% using the Fountas and Pinnell Benchmark Assessment System as a measure.</p>
<p>Data that informed this goal: Benchmark Assessment System (Fountas & Pinnell) score of 16%</p>
<p>Connection to the practice guide(s):</p> <p>Shared Vision: Stakeholders share an understanding of and commitment to intended outcomes (Professional Learning Practice Guide, p. 7)</p> <p>Research and evidence-informed: Critical reflection plays a significant role in establishing high quality professional learning and professional practice (Professional Learning Practice Guide, p. 8)</p> <p>Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Research and data-informed critical reflection play a significant role in establishing high quality professional learning and professional practice. (Professional Learning Practice Guide, p. 9)</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Daily Reading (Scaffolded Silent Reading) • Students will read each class (10-15 mins, flexible – Weekly for high school courses) using personally chosen books. • Teachers will help support students in identifying interests for reading (reading surveys, appeal factor) • Teachers will use conferences with students to ensure that students are choosing level and age-appropriate reading material for them, and to help track student progress. • Teachers will specifically teach reading frameworks that allow students to further develop their reading and interpretive skills. • Teachers will establish the purpose for reading in class and during ScSR time to help students determine the purpose for their reading. • The 6-minute solution will be used on a daily basis from Monday-Thursday for Grade 6 students
<p>Measures:</p> <ul style="list-style-type: none"> • Benchmark Assessment System (Fountas & Pinnell) data • Students will self-report on their reading in a variety of ways, using self-evaluation rubrics or summaries of what they have read which can then be emailed home to parents as well.

<ul style="list-style-type: none"> Teachers will use conferences with students to ensure that students are choosing level and age-appropriate reading material for them, and to help track student progress. 		
Parents can: <ul style="list-style-type: none"> Support our literacy practices by discussing your child’s progress in reading 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> The Literacy Committee finalized their instructional strategies and accountability measures. 	<ul style="list-style-type: none"> The next step is to fully implement the instructional strategies and measures. Many strategies and measures are already in place.
April 4	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Advancing students numeracy and literacy skills



Outcome: Students are literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Increase the number of students writing at or above grade level 25% over the next three years

<p>School Goal 2: By June 2025 we will increase the number of students writing at or above grade level by 10% using the RVS Writing Assessment as a measure</p>
<p>Data that informed this goal: RVS Writing Assessment data of 53% of Grade 7 students who are at or above grade level and 53% for Grade 10 students who are at or above grade level</p>
<p>Connection to the practice guide(s):</p> <p>Shared Vision: Stakeholders share an understanding of and commitment to intended outcomes (Professional Learning Practice Guide, p. 7)</p> <p>Research and evidence-informed: Critical reflection plays a significant role in establishing high quality professional learning and professional practice (Professional Learning Practice Guide, p. 8)</p> <p>Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Research and data-informed critical reflection play a significant role in establishing high quality professional learning and professional practice. (Professional Learning Practice Guide, p. 9)</p>
<p>Strategies:</p>

<ul style="list-style-type: none"> • Students will write each class (10-15 mins, flexible – Weekly for high school courses) using a variety of different writing prompts, including visual prompts in the same style as the RVS Writing benchmarks. • Teachers will specifically instruct on text structures to help students develop their foundational literacy skills, supporting students writing with scaffolds like graphic organizers and checklists. 		
<p>Measures:</p> <ul style="list-style-type: none"> • Teachers will use the RVS writing benchmarks (or writing continuum for grade 6) to track improvements in student writing over time, reported in PowerSchool and Dossier. 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Support our literacy practices by discussing your child’s progress in writing 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • The Literacy Committee finalized their instructional strategies and accountability measures. • Collaborative structures are in place with Grade 6 teachers and the learning support team to support literacy strategies 	<ul style="list-style-type: none"> • The next step is to fully implement the instructional strategies and measures. Many strategies and measures are already in place.
April 4	•	•



Advancing students numeracy and literacy skills

Outcome: Students are numerate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Increase the number of students achieving at or above grade level in numeracy by 25% over the next three years

<p>School Goal 3: Increase our overall Elk Island Catholic Schools assessment score by 10% during the next assessment period</p>
<p>Data that informed this goal: Elk Island Catholic Schools Numeracy Assessment scores of 76% for Grade 6, 72% for Grade 7, 69% for Grade 8, 74% for Grade 9, and 74% for Grade 10. The Synergy in Action Committee: <i>Building Math Numeracy Synergy for Grades 6-12 at W.G. Murdoch School</i></p>
<p>Connection to the practice guide(s): Shared Vision: Stakeholders share an understanding of and commitment to intended outcomes (Professional Learning Practice Guide, p. 7)</p>

Research and evidence-informed: Critical reflection plays a significant role in establishing high quality professional learning and professional practice (Professional Learning Practice Guide, p. 8)

Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Research and data-informed critical reflection play a significant role in establishing high quality professional learning and professional practice. (Professional Learning Practice Guide, p. 9)

Strategies:

- Middle School: - Numeracy Ninjas 3x a week.
- Bi-Monthly Math Talks (Thinking classroom)
- High School: - Numeracy Ninjas (10-3) Daily
- Going over answers and solutions - 10 Minutes/class
- Every second Friday for a Thinking Classroom style Math Talk
- Release time for observational time of colleagues' instructional practice

Measures:

- Elk Island Catholic Schools Numeracy Assessment
- Student tracking sheet for numeracy ninjas
- Master tracking sheet to record student averages

Parents can:

- Support our numeracy practices by discussing your child's progress in numeracy with your child.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • The Synergy in Action Committee for Building Math Numeracy Synergy for Grades 6-12 at W.G. Murdoch School completed their instructional commitments and also create accountability and tracking measures. 	<ul style="list-style-type: none"> • The next step is to implement these measures with fidelity starting in semester 2.
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We: Increase the number of students who explore career opportunities 25% over the next three years

<p>School Goal 1: Increase the number of students who explore career opportunities 10% by June 2025 using the Our School data as a measure.</p>
<ul style="list-style-type: none"> • Data that informed this goal: W.G. Murdoch Career Explorations Survey, OurSchool Data, Conversations with Staff and Students
<p>Connection to the practice guide(s):</p> <p>Teachers also provide instruction and assessment in the eight competencies related to knowledge, skills and attitudes developed for successful learning. The competencies apply across contexts and subject areas and assist students in meeting challenges and problem solving while building skills to create and innovate in all aspects of their lives. (Instruction and Assessment Practice Guide, p. 6)</p> <p>Authentic tasks: Connecting learning to real life experiences makes learning meaningful. (Instruction and Assessment Practice Guide, p. 7)</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Increase the amount of career exploration opportunities available to students by adding new opportunities such as the SAIT career trip and the Agri-Trades experience. • Deepen the connection between careers and curricular outcomes for Career and Technology Foundations (CTF), and Career and Technology Studies (CTS). • Make “bullseye” posters regarding subject areas and careers available to each classroom/Trojan Hall . • Use data from the student survey to support planning for the Spring (Town) career fair and the Fall 2025 (WGM) career fair. • Each teacher will make a conscious effort to make career links in the courses they teach (i.e. discussions, guest speakers, use the bullseye posters, field trips, etc.)
<p>Measures:</p> <ul style="list-style-type: none"> • W.G. Murdoch Career Explorations Survey • OurSchool Data

<p>Parents can:</p> <ul style="list-style-type: none"> Connect with their children and discuss future career opportunities and help make connections between the skills and competencies students are learning at school and career readiness. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> The SAIT field trip, the Agri-Trades experience, as well as a post-secondary fair have occurred Classes have started to implement direct career to content areas connections. Ex. Communications Technology, Chemistry WGM Career Explorations Survey Data was Reviewed 	<ul style="list-style-type: none"> Implement the “bullseye” posters to further connections with courses and careers Plan the WGM Career Fair using the survey data and complete a second survey in the Spring for “post” data regarding the 10% increase in students who explore career opportunities goal Also complete the “Our School” survey as a comparative measure
<p>April 4</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We: Increase our Tiered Fidelity Inventory 50% over the next 3 years

<p>School Goal 1: Increase our Positive Behaviour Interventions and Supports (PBIS) Tiered Fidelity Inventory 25% by June 2025</p>
<p>Data that informed this goal: The PBIS Tiered Fidelity Inventory Score of 16%, Conversations with Students and Staff</p>
<p>Connection to the practice guide(s): Positive Behavioural Interventions and Supports (PBIS) is an evidence- based MTSS framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures. (Inclusion Practice Guide, p. 13)</p>

Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Research and data-informed critical reflection play a significant role in establishing high quality professional learning and professional practice. (Professional Learning Practice Guide, p. 9)

Strategies:

- Implement shared language about Respectful, Safe, and Responsible behaviour on announcements and explicitly pre-teach expectations
- Combine “student voice” with “teacher voice” to generate new items under each heading
- Create new DRAFT PBIS Matrix
- Share with Student Advisory (they will take back to their classes to discuss)
- Share final DRAFT with Parent Council
- Share new, approved version with W.G.M. Community (School-wide Matrix)
- Fall 2025 – teachers will flesh-out what each of the statements looks like, feels like, etc. with their classes in their unique spaces.

Measures:

- The Positive Behaviour Interventions and Supports Tiered Fidelity Inventory

Parents can:

- Connect with their child regarding the pillars of our PBIS Matrix

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • The PBIS Committee has worked with students and staff to refine the subcomponents of the matrix. • Explicit pre-teaching of expectations over the announcements and school-wide posters have been in-place since October. 	<ul style="list-style-type: none"> • Connect with School Council in January for feedback on the new subcomponents of the matrix. • Explicitly pre-teach the subcomponents of the matrix once the new matrix is complete.
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

School council comments:

- From the feedback received at our first few meetings, there has been encouraging optimism with regards to the focus on advancing our students' literacy skills.
- We'd love to see more focus on numeracy and math supports as well.

- The strategies already completed in 2024 with building future-ready students have been wonderful and we look forward to seeing more tangible and realistic career links and career exploration happen. This has been a very predominant topic and concern with parents in School council for the last few years.
- We are encouraged by the early results of strategies implemented by the framework Positive Behavioural Interventions and Supports and the shift in the school experience to a more positive one.

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of W.G. Murdoch School



Principal signature on behalf of students and teachers of W.G. Murdoch School

