



# School Results Report

## 2023-2024 School Year

### Normandeau School



# **The Year in Review**

## **Fast Facts:**

Normandeau School  
61 Noble Ave Red Deer, Alberta T4P 2C4  
403-342-0727  
403-343-0321  
<https://www.rdpsd.ab.ca/normandeau>

Principal: Kim Kirkwood  
Vice-Principal(s): Sue Merry, Trevor Pikkert

## **Student Profile:**

- Pre-Kindergarten: 26
- Kindergarten: 29
- Grade 1: 26
- Grade 2: 41
- Grade 3: 26
- Grade 4: 31
- Grade 5: 28
- Grade 6: 53
- Grade 7: 45
- Grade 8: 50
- Total Student Population: 355
- EAL Students: 31
- First Nations; Métis; Inuit Students: 52

## **Staff Profile:**

- Teachers: 26
- Classified Staff: 13
- Facility Services Staff: 2
- Total Staff: 41

## **New Directions:**

In 2023-2024, a kindness focus was introduced at Normandeau School. The school was rebranded with #makekindnessthenorm as our motto. We infused kindness into every aspect of school life. Assemblies were focused on kindness, with students being recognized for their kindness photos that were shared with the whole school community at the assemblies. We also created special t-shirts for each month that students could win. The kindness photos were displayed throughout the school on bulletin boards. At our start-up staff meeting, we defined what kindness meant to our staff, and then asked the staff to define kindness with the students. By October we had agreed on our whole school definition and we used this definition in discussions with students about discipline and the consequences of their actions.

## **Opportunities and Challenges:**

The staff had identified a lack of kindness in the school community, so the admin team used this opportunity to make kindness the focus of the school year. This resulted in noticeable improvement in kindness from all members of the school community: teachers, students, and other members of the school team.

Challenges were presented by a refresh of policies of Red Deer Public School Division. We presented policies 350 and Appendix A, as well as Board Policy 20. Staff reviewed and discussed these policies.

## **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."

The grade 8 students of our school provided us with detailed feedback about what they felt needed to stay the same at Normandeau School. They loved Smart Fridays, which happened every second Friday and provided an afternoon of fun and options for the elementary students. Opportunities

included crafts, environment club, and going to the pool. The students also appreciated the opportunities presented with the variety of sports offered at Normandeau, in particular basketball, volleyball, badminton, and the recreation education program.

The greenhouse was very important to our students as they valued the ability to learn how to plant. They also like the garden. Students appreciated Computer Science classes that allowed them to learn more about computers. Other popular options included Art, as they had the opportunity to make projects and take them home to their families, and Foods, as they had the opportunity to take recipes home to teach to their families. The students valued the library program and all of the reading opportunities provided to them at Normandeau School.

The sense of community at Normandeau was very important to the students. They emphasized the importance of the Winter Carnival and the Christmas dinner, as well as concerts that give students the chance to show their skills. Students valued the beautiful grounds of Normandeau and appreciated the many options available to them for recreational activities in the outdoors.

The students also had suggestions for improvement for our school. They suggested that there should be more making of food and more food given to eat. They wanted the school to bring back hot lunches and add microwaves back to the classrooms. The students believed that the playground needed a refresh, particularly the little park. They suggested a spinning apparatus as well as a spider web and a big circle swing. The students that the school was in need of a physical refresh. The walls need to be painted, and the hallways need to be fixed. There are places where there is just plywood and screws. They also asked for larger lockers in the grade 8 wing.

Finally, to build more community, the students suggested more dress up days and to get a mascot.

# Alberta Education Assurance Measures: Overall Summary

School: 4458 Normandeu School

Assurance Domain	Measure	Normandeu 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>	87.5	84.3	85.1	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	81.3	72.2	76.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	54.9	54.9	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	9.8	9.8	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.6	87.7	87.8	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	86.0	80.1	82.6	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	90.0	81.9	86.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	80.7	80.6	79.0	79.5	79.1	78.9	High	Maintained	Good

# Alberta Education Assurance Measures: Indigenous Summary

School: 4458 Normandeu School (FNMI)

Assurance Domain	Measure	Normandeu School (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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	58.6	57.0	59.5	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	25.0	25.0	n/a	45.3	45.3	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	12.5	12.5	n/a	6.5	6.5	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	39.4	39.4	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	5.3	5.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	74.8	74.8	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	11.3	11.3	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

# Alberta Education Assurance Measures: EAL Summary

## Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Normandeau 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	87.5	84.3	85.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.3	72.2	76.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	54.9	54.9	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	9.8	9.8	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.6	87.7	87.8	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	80.1	82.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.0	81.9	86.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.7	80.6	79.0	79.5	79.1	78.9	High	Maintained	Good

## 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.

## Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	88.0	76.5	?
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	10.0	2	?

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	58.0	60.9	?
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	4.0	8.7	?

### Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

### Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **23**
- Grade 2: **37**
- Grade 3: **30**

### Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **14 (Literacy) 11 (Numeracy)**
- Grade 2: **11 (Literacy) 12 (Numeracy)**

- Grade 3: 10 (Literacy) 6 (Numeracy)

Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: 12 (Literacy) 16 (Numeracy)
- Grade 2: 12 (Literacy) 11 (Numeracy)
- Grade 3: 8 (Literacy) 2 (Numeracy)

## 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
25	13	52.00

- **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
41	33	80.49

- **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
26	19	73.08

- **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
31	26	93.87

- **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
28	25	89.29

- **Percentage of Grade 6 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
48	36	75.00

- **Percentage of Grade 7 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
46	31	67.39

- **Percentage of Grade 8 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
47	31	65.96

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	75.00	81.82	67.92	100
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	83.33	76.39	76.87	84.69
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	90.63	100	96.77	93.55

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	82.50	81.82	67.92	100
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	82.58	81.25	80.60	89.80
Overall percentage of staff who feel students are provided with appropriate programming and levels of instruction.	N/A	90.63	100	87.10	90.32

## Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- This year we focused our efforts on implementing Read Naturally Live at every grade level from 1-8. We saw strong results with this focus. 33 elementary students received this intervention, resulting in a median gain of 5.5 levels on the Fountas and Pinnell benchmarking tool. 26 middle school students received RNL. Their fluency did not increase very much, with an average gain of 0.23 in their fluency level. However, their comprehension skills increased 6.5%.

**Analysis:**

- 61% of grade one students were listed as “at-risk” in literacy and 48% “at-risk” in numeracy.
- 52% of Grade 1 students were reading/literate within one year of grade level.
- 67% of grade 7 students were reading literate within one year of grade level.

**Action:**

- Literacy and Numeracy interventions for grade 2 students will be imperative. By the end of October all of our at-risk students will be in Read Naturally Live, UFLI and/or Heggerty intervention groups.
- All lower primary students will be using Sounds to Spelling in their classrooms.
- Interventions for grade 8 students will also be necessary in order to ensure they are better prepared for the rigours of high school. All “at-risk” grade 8 students will be in Read Naturally Live intervention groups.
- Results from the Fall 2024 Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments will be used to determine next steps in regards to further interventions.



## 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	80.6	88.4	88.3	83.7	87.4

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	86.9	89.3	80.8	81.8	77.9

## Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	100	90.91	86.79	100
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	93.18	93.06	90.30	92.86
Overall percentage of staff who feel they have the skills to support the learning needs of students.	N/A	100	100	100	96.77

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	95.00	90.91	83.02	100
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	86.36	86.81	81.34	84.69
Overall percentage of staff who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	100	100	93.55	96.77

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	95.00	90.91	83.02	100
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	86.36	84.03	76.12	80.61
Overall percentage of staff who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	96.88	100	90.32	100

## Anecdotal Results, Analysis and Action

### Anecdotal Results:

- This year we began our Student Support Room intervention. In years past, Normandeau had created a sensory room and a movement room. As we added an SSR this year, staff and students were toured through the room at the beginning of the year and staff were encouraged to send students to the SSR proactively to help them regulate before an outburst occurred. We recorded 3459 separate visits to the SSR, with the highest number being 134 for one student. These data show that our SSR was highly utilized.

### Analysis:

- Only 77.9% of stakeholders believe the school has either improved or stayed the same in the last 3 years. Only 68.8% of staff believe this (a drop of 31% from the previous year).
- 80% of students indicated a sense of belonging at school (while 100% of the parents and teachers feel that students have a sense of belonging). There is a disconnect here.

### Action:

- Staff will be explicitly involved in setting the direction of the school by determining their desired school culture by leveraging our shared values. Throughout the year we will reflect on how we are doing.
- The administrators will set goals based on the staff's feedback and share the goals with the staff. We will ask staff for confidential feedback and share results with the staff.
- In Middle School we will begin to survey students to determine their well-being. We will ensure that every Middle School student will have a trusted adult.
- If, on their wellness check in, Middle School students report that they do not feel a sense of belonging, their trusted adult will check in with them.
- Every student in Middle School will have time with the principal at the beginning of the year to go over the Student Code of Conduct. All students will need to sign the Code of Conduct and the principal will share with parents.
- New students to the school will have lunchtime check-ins with the administrators to determine how they are settling in.
- Students will be surveyed to determine what Thursday lunch options they would like and the administrators will help ensure their requests are heard.
- Kindness Club will be reinstated and at the club the teacher facilitators will share the accountability survey data with the students and challenge them to come up with ways to tangibly ensure all students are feeling a sense of belonging.

- The Leadership students in Middle School will be asked to analyse the accountability survey data and will be challenged to come up with ways to tangibly ensure all students are feeling a sense of belonging.
- In Elementary School we will be starting an Elementary Leadership Team. This team will lead assemblies and come up with actionable ways to help the school and the community.

## 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

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	N/A	N/A	70.5	54.9	?
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	N/A	N/A	8.5	9.8	?

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.9	81.5	81.4	72.2	81.3

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	81.8	75.3	77.1	80.8	77

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	71.8	75.6	79.6	75.6	76.8

## 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).	32
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	82.50	81.82	83.02	100
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	85.61	79.86	85.82	85.71
Overall percentage of staff who feel the students will be prepared for the next grade level.	N/A	75.00	71.43	83.87	70.97

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	95.00	81.82	94.34	100
Overall percentage of students who feel they will complete high school.	N/A	93.18	95.14	91.04	94.49
Overall percentage of staff who feel that students are supported in the goal of finishing high school.	N/A	93.75	96.43	90.32	87.10

- 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	2023-2024
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	97.50	90.91	84.91	50
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	87.12	80.56	73.88	82.65
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	93.75	96.43	87.10	90.32

## Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- We facilitated transitions from Aspen Heights to Normandeau, and from Normandeau to Lindsay Thurber, by organizing and facilitating transition meetings from the incoming and outgoing schools. We also organized "Moving On Up Day," which was designed to familiarize students with their next grade level classes. We introduced a Drama program and emphasized PE courses, to enhance students' skills as they transition to high school. We implemented an attendance protocol to address attendance issues, based on the RDPSD model. Teachers were encouraged to develop relationships with parents to facilitate home-school communication, a proven strategy to enhance student completion and success.

**Analysis:**

- The 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 is only 75%

**Action:**

- We will survey all stakeholders to discern what attitudes and behaviours are essential to help them be successful when they finish school. We will use that data to work together as a staff to decide on next steps.

## Division Goal

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

## Outcome

- FNMI Students are engaged in learning.

## Anecdotal Results, Analysis and Action

- Our Grade 6 PAT results showed that 25% of our indigenous students met the acceptable standard on their PATs in 2023. This is down from 50% the year prior.
- In particular, the math and social students results for our indigenous students are coded as very low from Alberta Education.

### Actions:

We want to ensure that our indigenous students are getting the support they need. We want to ensure that if students qualify for extra supports through Jordan's Principle we are accessing and applying for those resources.

## Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Normandeau 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 **October** meeting of the School Council on October 29, 2024
- The School Results Report is posted on the school website at: <https://www.rdpsd.ab.ca/normandeau>



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