



LEADING INTO THE FUTURE

Valhalla Community School

Annual Education Results Report 2022-2023
Terri Corbett, Board Chair
Dr. David Peat, Superintendent of Schools

Table of Contents

Introduction	3
Message from the Board Chair	
Message from the Superintendent	
Accountability Statement	
Public Disclosure Statement	
Who We Are	6
Foundational Statements	
Guiding Philosophies and Principles	
Charter Profile	
Trends, Issues and Challenges	9
Summary of Accomplishments	10
Stakeholder Engagement	11
Results Analysis	12
Priority 1: Academic Success	
Priority 2: Skilled Staff and Effective Governance	
Priority 3: Charter Goals	
Financial Statements	31
Capital Plan	32
The Year Ahead - Future Challenges	33
Learn More About VCS	34

MESSAGE FROM THE BOARD CHAIR

The Valhalla School Foundation was thrilled to renew our Charter in January this year! We are so thankful to the Minister of Education for the opportunity to continue to further the mission and vision of the school.

Our mission “*to instill a readiness for leadership by equipping students with both knowledge and skills necessary for success in a rapidly changing economy in the communities they serve,*” and our vision of “*students will become well-educated and engaged citizens, with strong civic and democratic standards, who are committed to their families, school, communities, province and country,*” are rooted in our communities heritage of entrepreneurship, problem solving, partnership and resilience. Our area's founders were known for their strong connections and ability to work as a united group for the success of our community. The Valhalla School Foundation believes offering the opportunity for our youth to learn these skills will create great leaders and partners who choose to invest in their communities wherever they go.

The Board of Directors is committed to continued learning about governance and effective oversight. The Directors held a Board Governance workshop this year, where the Directors were able to utilize the services of a consultant to learn more about establishing excellent policies, processes, learning to ask good questions and striving to become more effective in our role. Our group of Directors has also been utilizing the Alberta Government Community Development Unit's webinar series on Non Profit Board Development. As a group of volunteers, we appreciate the opportunity to learn more about our role through the resources the Government of Alberta has made available.

We were able to award our first bursary through the Northwestern Alberta Foundation and we look forward to offering bursaries to post secondary students each year for students who finished Grade 9 in Valhalla.

Having the right team is essential to meeting and exceeding our Charter goals. We acknowledge the Board of Directors is a very small part of this team. Our students, families, teachers and support staff are fundamental to the success of the school.

We continue to strive to provide students the opportunity to excel at leadership and civic engagement. We are exceptionally proud of our students and staff. We are incredibly thankful to the parents and families that choose our school for their children.

Looking forward to a great year,

Sincerely



Mrs. Terri Corbett, Board Chair

MESSAGE FROM THE SUPERINTENDENT

Welcome to the Valhalla Community School's Annual Education Results Report for the 2022/23 school year. This year has been characterized by the continuation of administrative support directed towards the improvement of the school at all levels. Current processes have been examined and goals set to ensure that all aspects of VCS are at or above the standards and practices that are expected of excellent schools in Alberta.

Of particular note is the improvement in the assessment processes of both students and teachers, the enhancement of technology and its support for learning throughout the school, professional development that has been offered to school staff and board members, the flourishing of multiple partnerships with community groups and individuals including the Western Cree Tribal Council, and the establishment of projects which show the school's dedication to environmental stewardship. The details of these accomplishments are documented in other sections of this document. They would not have been possible without the collaboration and support of board, school administration and the Secretary Treasurer/Transport Director.

At the school level, I congratulate the Principal, Mr. Harmon Lee and the teachers for continuing to keep the students' academic, social/emotional and behavioral needs at the forefront of their planning and teaching. Building on accomplishments of the previous year, 2022/23 has continued to be a year of re-building and improvement.

This AERR complies fully with the requirements of the Ministry of Education and provides transparent, concrete information about the school's operation, accomplishments and future goals.

Sincerely,



Dr. David Peat, Superintendent

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the **2022/23** school year for **Valhalla Community School (VCS)** was prepared under the direction of the Board in accordance with its responsibilities under the Education Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to improve student learning and results. The Board approved this Annual Education Results Report for the 2022/23 school year on November 28, 2023. The report is accessible through VCS' public website.



Mrs. Terri Corbett, Board Chair

Dr. David Peat, Superintendent

Board of Directors

Terri Corbett, Chair
Jerry Shepelwik, Vice Chair
Sarah Miller, Secretary
Reanna Stockman, Treasurer

Therron Braseth
Joe Lowen
Maurissa Hietland

Senior Officials

Dr, David Peat, Superintendent of Schools
Jenine Sym, Secretary Treasurer/Transportation Director

PUBLIC INTEREST DISCLOSURE

Pursuant to section 32 of the Public Interest Disclosure Act (2013), Valhalla Community School did not receive any disclosures during the 2022/23 school year.



WHO WE ARE

Foundation Statements

Vision - At Valhalla Community School (VCS), students will become well-educated and engaged citizens, with strong ethical, civic and democratic standards, who are committed to their families, school, community, province and country.

Mission - Students will become well-educated and engaged citizens, with strong ethical, civic and democratic standards, who are committed to their families, school, community, province and country.

Values - At VCS, it is our firm conviction that we must effectively develop in our students the competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. We further view rural education as possessing unique and beneficial characteristics with the potential to maximize student learning. We value:

Value 1 - VCS recognizes the central role of parent and guardian in the life of a child and therefore sees itself as a partner commissioned to foster academic success as part of the overall process of child development.

Value 2 - Because rural life is rooted in an entrepreneurial culture, bolstered by sharing and supportive relationships, rural students develop unique, personal ties to members of their family and community. As such, the connectedness of a community has a significant impact on the “parent-orientation” of a child and, by extension, contributes to their success in school.

Value 3 - VCS holds strongly to the belief that rural schools must provide students with the opportunity to develop the knowledge, skills and attitudes necessary for success in both urban and rural settings.

Value 4 - VCS believes the unique aspects of rural education that distinguish it from its urban cousin, call for a diligent focus on structured teaching practices that maximize opportunities for all students in the rural classroom.

Value 5 - VCS believes that the long-term goal of rural education is to develop the skills, knowledge and values that will enable students to become strong and contributing leaders of tomorrow.

Value 6 - VCS views self-confidence as a product of competence. With this in mind, it commits to student success in academics and leadership in an atmosphere of supportive encouragement.

Value 7 - VCS believes that mastery of outcomes through effective grouping of students leads to success for all.

Guiding Philosophies and Principles

The Valhalla School Foundation(VSF) views rural education as possessing unique and beneficial characteristics with the potential to maximize student learning. In general, rural students approach life from an entrepreneurial perspective and have close, personal ties to members of their family and community.

According to the work of Gordon Neufeld (*Hold onto your Kids: Why Parents Need to Matter More Than Peers*, Vintage Canada, 2005) the connectedness of a community has a significant impact on the "parent-orientation" of a child and, by extension, contributes to their success in school. Similarly, multi- grade groupings contribute to an environment that encourages this same sense of community connectedness.

The VSF believes the unique aspects of rural education that distinguish it from its urban cousin call for a diligent focus on research-based and theoretically sound teaching practises that maximize opportunities for **all** students. In addition, direct community involvement underscores the importance of civic commitment and participation for the students of VCS. The Valhalla School Foundation (VCF) believes it must provide students opportunities to develop the knowledge, skills and attitudes necessary for success in both urban and rural settings.

The VSF recognizes the central role of parents and guardians in the life of a child and therefore sees itself as a partner commissioned to foster academic success as part of the overall process of child development. It is a priority that parents form a majority of the Foundation's representatives.

The VSF recognizes that it is in the students' best interest for the Foundation to support its educators by clearly defining all goals and expectations and providing the means necessary for them to be carried out. The VSF views self- confidence as a product of competence. It commits to student success in academics and leadership in an atmosphere of supportive encouragement.

The VSF holds in high regard for its students, the skills of memorization of prose, mental calculations, well-designed, excellent presentations, and the role of diligent practise and perseverance in fostering these skills. The VSF strongly supports the teaching of critical and creative thinking as important aspects of student development, crucial tools for developing logical thinking. The Foundation purports that the mastery of skills and the acquiring of knowledge formulate a basis for critical analysis. As students advance, the focus on skills and knowledge naturally leads to more opportunities for abstract reasoning, logic, motivation to learn, and self-reliant thought processes.

Charter Profile

Valhalla Community School (VCS) is located in the hamlet of Valhalla Centre, located approximately 60 km north west of Grande Prairie, Alberta. The first school was opened in 1916. At that time parent volunteers built a log school house, and the Board required each parent to build school desks for their own children. The current school building was built in 1954 and is today owned and operated by the Valhalla Heritage Society.

VCS was started by a group of parents and local residents when adjustments were made to the local school boundaries in early 2008, and the school was slated to close at the end of June 2008. Parents and supporters formed a steering committee to explore and develop initiatives that would keep the school open and provide the kind of education wanted for their children. They began a series of meetings with stakeholders in the local education system, and the opportunity to start a charter school emerged. In the space of a few months, and with the help of Alberta Education the charter process was completed, and Valhalla Community School commenced classes on September 2nd, 2008.

VCS offers a Kindergarten to Grade 9 program. We recognize that the charter focus and the learning/teaching process at VCS will be most successful if students experience success starting in their formative years. To foster this, our communication plans have a particular focus on helping the community understand the charter goals and attract students to the school, beginning in Kindergarten. This has borne fruit with the registration numbers in the kindergarten, the first cycle elementary years and our partner pre-school programme in Valhalla are strong, which bodes well for the future stability and success of our school and our students.

Valhalla Community School continues to improve the support offered to a diverse range of students through services provided by a psychologist, speech-language pathologist, and counsellor. In addition, collaborating with the Western Cree Tribal Council provides students from Horse Lake First Nation with the opportunity to choose our Charter School. At the present time, we have five treaty students attending. This also enables all students and staff to appreciate that our school is on traditional Dene territory.

Over the years, the schools in Valhalla Centre have been strongly supported by the community; this has been the cornerstone of the Valhalla School Foundation and the Valhalla Community School, in partnership with the local Valhalla Heritage Society, which owns the school building. This year was a rebuilding year – a year of Charter Renewal. *We were thrilled to receive a five-year renewal of our Charter in January of this year, based upon an evaluation of our school completed by the Ministry of Education.*

We strive to ensure our decisions are made in the spirit of our Charter and in the best interests of student learning. We continue to emphasize leadership skills, attitudes and knowledge that can be applied to both rural and urban settings as a practical articulation of our core values. Program needs at the Valhalla Community School will continue to be met creatively as we strive to ensure stakeholder satisfaction with the quality of basic education and timeliness of services for students.

TRENDS, ISSUES, AND CHALLENGES

We consistently strive to provide a stable foundation of high expectations that best assists students to prepare for their futures as well-adjusted, contributing citizens, following the Charter Goals. We support the continued commitment of staff to engage in reflective practice, continuous improvement and collaborative decision-making.

We value our students as learners and encourage them take ownership of their learning, to develop solid foundations and competencies, and to take leadership to solve real-life problems. Through the application of sound pedagogy, we create learning environments where our students are supported with differentiated instruction and the flexible grouping students according to their achievement level in various subject areas. Reflecting research-based instruction, we continue to develop effective strategies and practices to ensure successful student learning through clear objectives and routines, scaffolding learning through appropriate scope and sequence, and continuous formative assessment.

Technology to support student learning continues to be emphasized in VCS. Through the hard work and perseverance of our Secretary Treasurer and with help from a grant from

An agreement has been reached with *Fledge* will be an exciting addition to the educational experience of students in our lower grades, to be gradually expanded upwards. *Fledge* is a gamified platform that teachers, students and parents can use to facilitate social-emotional learning and mental health knowledge and skills what will serve them both in and out of the classroom! This was a need clearly identified last year post-covid, that is being addressed in this manner and also supported through specific instruction and reinforcement of 'pro-social' behaviors by teachers and the administration.



2022/23 SUMMARY OF ACCOMPLISHMENTS

- Continued to expand our rural leadership program including a rotating Student Council, providing all junior high students with the opportunity to experience membership and work in Student Council.
- The Student Council planned and implemented programs such as School Spirit Days, in school fundraisers, celebration activities, and canteen operating every Wednesday
- Increased leadership/citizenship instruction and practice takes place in all grades which includes student planned, led and performed productions: Remembrance Day, Christmas, Spring Sing Talent Show, etc.
- Provided multiple opportunities for staff, student and parent volunteerism, for example, splicing the toe cable at Spring Lake Ski Hill, serving at Hythe Legion suppers, school hot lunch programme and recycling activities.
- Continued the "Enhanced Learning Opportunity" class for all Junior High students comprised of 30 minutes daily of teacher supervised time to learn and practice study skills and work on homework assignments
- Partnerships with Family and Community Support Services and Alberta Health Services for student support services
- Partnership with Western Cree Tribal Council to provide support, funding, and transportation for First Nation students
- Continued programs to enhance parental involvement in school life:
 - Supporting an active School Council
 - Improved registration process using Ed Sembli student information management system which has improved the accuracy, and timeliness of the student registration process
 - A continued emphasis on improving communication processes between parents and the school. This will be an on-going emphasis as parents become familiar with this use of Ed Sembli
 - Continued implementation of the strategy to increase participation in the School Council. This involves class assignments requiring all classes from grades 3-9 to attend one School Council meeting per year with a parent as per a charter requirement. Each class zooms in to a Council Meeting during the year. The School Council's meeting is held during the day once a month for this purpose.
- Participation in transition meetings with the local high school to coordinate curriculum and expectations for supporting success of VCS students when they graduate into high school.
- Partnered with Northwest Alberta Community Foundation to provide the first of many educational bursaries for former VCS students.
- Through hard work and perseverance of our Secretary/Treasurer, and a generous contribution by Canadian Natural Resources Limited, purchased and installed new Promethean Smart Boards in our classrooms during the summer.
- Collaborated with the Beaverlodge Research Center to launch a Garden Plot project. This venture not only aligns with the curriculum established by Gary Christopherson in 2021/22 but also serves as a testament to our unwavering dedication to environmental stewardship.
- Forged another remarkable partnership with the Government of Alberta for the "Fish in Schools" (FinS) program. This initiative was spearheaded by our ECS provider and one of our Educational Assistants. Thanks to the diligent care provided by our students and staff, we successfully completed the program and had the learning experience of releasing the fish into Spring Lake.
- Learning experiences included trout, chicken and pheasant hatching programmes.

- Recognizing the importance of social-emotional skills, we identified a growing need among our students. In response, we initiated a pilot program in collaboration with *Fledge Health* to proactively address these concerns. Fledge Health's innovative approach, integrated into daily instruction from Kindergarten to Grade 6, offers a preventative, rather than reactive, method to address social-emotional events, fostering a supportive and inclusive school environment.



VCS' education plans and annual education results reports are built upon Alberta's Assurance Framework, which seeks to enhance public trust and confidence that the education system is meeting the needs of students. During the 2022/23 school year, VCS involved its stakeholders in a wide variety of consultative initiatives, leading to the presentation of its Annual Education Results Report. Activities included:

Students: Students participated in VCS' student satisfaction survey and the Ministry's Assurance survey to inform student success and well-being.

Teachers: Teachers were engaged in planning discussions, meetings, formal and informal conversations, and surveys aimed at identifying their satisfaction levels, professional learning needs, and pedagogical practices.

Parents & School Council: VCS' families connected with the charter school's leadership team at school council meetings to provide feedback on school and priorities, planning, and challenges. Parents also participated in both VCS' parent satisfaction survey and the Ministry's Assurance survey.

Community Partners: VCS continued to engage its partners in research discussions on student needs, often resulting in enhanced innovative programming initiatives.

Ongoing Communication: Over the course of the year, VCS kept its stakeholders abreast of significant milestones, directly communicating with parents through newsletters and its website.

RESULTS ANALYSIS

Priority One: Academic Success

Outcome: First Nations, Métis and Inuit students experience academic success, and all students, teachers and school leaders learn about First Nations, Métis, and Inuit perspectives, treaties, agreements, and the history and legacy of residential schools.

Outcome: All of our students are successful in meeting the outcomes of the Program of Studies.

Provincial Results

Provincial Achievement Tests for First Nations, Métis, and Inuit Students

Performance Measure: Percentage of First Nation, Métis, and Inuit students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests.

Analysis: Since the 2018/19 school year, results for this population of students have been suppressed by Alberta Education.

Provincial Achievement Tests By Number Enrolled

Performance Measure: Percentage of students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests.

Acceptable Standard

ABed	2019/20*		2020/21*		2021/22		2022/23	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
English Language Arts 6	n/a	n/a	n/a	n/a	91.7	76.1	63.6	76.2
Math 6	n/a	n/a	n/a	n/a	66.7	64.1	36.4	65.4
Science 6	n/a	n/a	n/a	n/a	75.0	71.5	54.5	66.7
Social Studies 6	n/a	n/a	n/a	n/a	83.3	67.8	27.3	66.2
English Language Arts 9	n/a	n/a	n/a	n/a	*	69.6	62.5	71.4
Math 9	n/a	n/a	n/a	n/a	25.0	53.0	25.0	54.4
Science 9	n/a	n/a	n/a	n/a	37.5	68.0	37.5	66.3
Social 9	n/a	n/a	n/a	n/a	62.5	60.8	12.5	58.4

*Alberta Education suppressed these results. Participation in the Provincial Achievement Tests were not written in 2019/20 and 2020/21 due to the COVID-19 pandemic, as illustrated by n/a.

Analysis: Overall, (32.6%) VCS students achieved the acceptable standard on PATs. VCS's results met or exceeded provincial expectations at the acceptable level in zero of eight tests reported. In relation to their provincial counterparts, VCS students did not outperform their peers on all eight tests. With the exception of English Language Arts 9, Math 9 and Science 9, VCS' results for the 2022/23 reveal a significant decline over the previous year on English Language Arts 6, Math 6, Science 6, Social Studies 6, and Social 9. Student academic achievement needs to be a major focal area moving forward.

Standard of Excellence

ABed	2019/20*		2020/21*		2021/22		2022/23	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
English Language Arts 6	n/a	n/a	n/a	n/a	25.0	18.9	9.1	18.4
Math 6	n/a	n/a	n/a	n/a	0.0	12.6	0.0	15.9
Science 6	n/a	n/a	n/a	n/a	41.7	23.7	0.0	21.8
Social 6	n/a	n/a	n/a	n/a	8.3	20.1	0.0	18.0
English Language Arts 9	n/a	n/a	n/a	n/a	*	12.9	12.5	13.4
Math 9	n/a	n/a	n/a	n/a	0.0	16.7	0.0	13.5
Science 9	n/a	n/a	n/a	n/a	0.0	22.6	0.0	20.1
Social 9	n/a	n/a	n/a	n/a	0.0	17.2	0.0	15.9

*Alberta Education suppressed these results. Participation in the Provincial Achievement Tests were not written in 2019/20 and 2020/21 due to the COVID-19 pandemic, as illustrated by n/a.

Analysis: Overall, (2.3%) VCS students achieved the standard of excellence on PATs. VCS students met or exceeded provincial expectations at the standard of excellence in zero of eight tests reported. In comparison to provincial performance, VCS students did not outperform their peers on all eight tests. With the exception of English Language Arts 9, VCS' results for the 2022/23 reveal a significant decline in English Language Arts 6, Science 6 and Social 6, and no growth in Math 6, Math 9, Science 9, and Social 9. Reflective of achievement at the acceptable level, student academic achievement needs to be a major focal area moving forward.

Provincial Achievement Tests for English as an Additional Language (EAL)

Performance Measure: Percentage of EAL students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests.

Analysis: The results for this population of students are not applicable as no EAL students wrote the tests.

Student Learning Engagement

Performance Measure: Percentage of students, parents, and teachers who agree students are engaged in learning at school.*

ABed	2019/20		2020/21		2021/22		2022/23	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	n/a	n/a	79.4	85.6	81.8	85.1	77.6	84.4
Parent	n/a	n/a	66.7	89.0	81.8	88.7	84.3	87.3
Student	n/a	n/a	71.5	71.8	n/a	71.3	70.8	70.9
Teacher	n/a	n/a	100.0	96.0	n/a	95.5	*	95.1

*Alberta Education introduced this measure during the 2020/21 school year. In 2021/22, student and teacher results were not available. In 2022/23, teacher results were suppressed by the province.

Analysis: VCS' results reveal increased parental satisfaction that students are highly engaged in their learning, with an increase of 2.5 percent over the previous year. Although student satisfaction has decreased slightly over the 2020/21 school year (last results reported), they are on par with provincial results and trend levels.

Access to Supports and Services

Performance Measure: Percentage of teachers, parents and students who agree students have access to appropriate supports and services at school.

ABed	2019/20		2020/21		2021/22		2022/23	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	n/a	n/a	76.9	82.6	72.2	81.6	69.3	80.6
Parent	n/a	n/a	60.7	78.9	72.2	77.4	57.6	75.7
Student	n/a	n/a	73.3	80.2	n/a	80.1	80.9	79.9
Teacher	n/a	n/a	96.7	88.7	n/a	87.3	*	86.2

*Alberta Education introduced this measure during the 2020/21 school year. In 2021/22, student and teacher results were not available. In 2022/23, teacher results were suppressed by the province

Analysis: Satisfaction with the range of supports and services offered by VCS declined significantly among parents in 2022/23, but increased among its student population and in fact surpassed provincial satisfaction rates. VCS will need to investigate parents' perceptions in this area.

Parental Involvement

Performance Measure: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

ABed	2019/20		2020/21		2021/22		2022/23	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	90.0	81.8	84.1	79.5	70.9	78.8	72.5	79.1
Parent	90.0	73.9	83.9	72.3	70.9	72.3	72.5	72.5
Teacher	*	89.6	84.3	86.7	n/a	85.2	*	85.7

In 2020/21 teacher results were not available. In 2022/23, teacher results were suppressed by the province.

Analysis: Satisfaction with parental involvement in decisions about their child increased over the previous year and are on par with provincial results.

Literacy & Numeracy Assessments

Performance Measure: The total number of students: assessed, identified as being at-risk at the beginning and end of the school year at each grade level; the average number of months behind grade level after the administration of the initial assessments for at-risk students; the average number of months gained at grade level after the administration of the final assessments for at-risk students.

Literacy:

Screening Assessments:

Gr. 1: LeNS

Gr. 2: LeNS

Gr. 3: Castles & Coltheart 3

ABed	Assessed	At-Risk Beginning	At-Risk End	Average Months Behind – Initial Assessment	Average Months Behind – Final Assessment
Gr. 1	6	2	0	4	4
Gr. 2	6	1	0	4	4
Gr. 3	5	1	0	7	7

Support Strategies for At-Risk Students:

Gr. 1: focused one-on-one support in areas of need, extra practice in Reading Mastery

Gr. 2: focused one-on-one support in areas of need, extra practice in Reading Mastery

Gr. 3: focused one-on-one support from teacher in areas of need

Numeracy:

Screening Assessments:

Gr. 1 - 3: Provincial Numeracy Assessment

ABed	Assessed	At-Risk Beginning	At-Risk End	Average Months Behind – Initial Assessment	Average Months Behind – Final Assessment
Gr. 1	6	4	0	3	3
Gr. 2	6	3	0	4	4
Gr. 3	5	2	0	4	4

Support Strategies for At-Risk Students:

Gr. 1: focused one-on-one support in areas of need

Gr. 2: focused one-on-one support in areas of need

Gr. 3: focused one-on-one support in areas of need, extra time booklets for skill development

Analysis: VCS literacy and numeracy screening assessments in Gr. 1 to 3 reveal there was a decrease in the number of at-risk students from the beginning to the end of the school year, indicating positive progress in identifying and addressing literacy challenges. However, the average number of months behind grade level for at-risk students remained consistent. This suggests that while progress is made in identifying at-risk students, more focused interventions may be needed to close the literacy gap, particularly for Grade 3 students.

Local Results

Academic Progress

Performance Measure: Percentage of student who are satisfied with their academic success.

Grades 4 – 5 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You have improved your skills and understanding in mathematics?	40.9%	45.6%	-	4.5%	9.1%
You have improved your skills and understanding in science?	45.6%	40.9%	4.5%	-	9.1%
You have improved your skills and understanding in language arts?	45.6%	40.9%	4.5%	-	9.1%
You have improved your skills and understanding in social studies?	22.7%	54.5%	9.1%	-	13.6%
You are developing proficiency in a second language?	27.3%	13.6%	27.3%	9.1%	22.7%
You are taught attitudes and behaviors that will make you successful at work when you finish school?	59.1%	40.9%	-	-	-

When you need it, teachers at your school are available to help you?	54.5%	31.8%	9.1%	4.5%	-
--	-------	-------	------	------	---

Grades 6 – 7 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You have improved your skills and understanding in mathematics?	19.0%	52.4%	4.8%	9.5%	14.3%
You have improved your skills and understanding in science?	9.5%	42.9%	28.6%	19.0%	-
You have improved your skills and understanding in language arts?	28.6%	61.9%	4.8%	-	4.8%
You have improved your skills and understanding in social studies?	28.6%	23.8%	19.0%	23.8%	4.8%
You are developing proficiency in a second language?	9.5%	23.8%	33.3%	23.8%	9.5%
You are taught attitudes and behaviors that will make you successful at work when you finish school?	14.3%	57.1%	19.0%	-	9.5%
When you need it, teachers at your school are available to help you?	52.4%	38.1%	4.8%	-	4.8%

Analysis: In Grades 4-5, a substantial majority of students express satisfaction with their improvement in mathematics, science, language arts, and social studies, with over 40 percent indicating they are "Satisfied" or "Very Satisfied" in these subjects. However, there is room for improvement in the development of proficiency in a second language and teaching attitudes and behaviors for work success, with lower satisfaction levels in these areas. In Grades 6-7, the satisfaction levels with academic improvement vary. While a significant percentage of students are satisfied with their progress in language arts and attitudes for work success, there is lower satisfaction in mathematics and science. Interestingly, the availability of teachers for help when needed receives a relatively high satisfaction rating in both grade groups. Overall, these results highlight the need for targeted strategies to enhance satisfaction levels in specific academic subjects and areas related to future employability skills.

Social Emotional Learning

Performance Measure: Percentage of student who are satisfied they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school

Grades 4 – 5 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
-----------------------------	----------------	-----------	---------------	--------------------	------------

You model the characteristics of active citizenship?	18.2%	59.1%	-	-	22.7%
You are safe at school?	59.1%	22.7%	4.5%	4.5%	9.1%
You are safe on the way to and from school?	31.8%	40.9%	13.6%	4.5%	4.5%
Students treat each other well at your school?	18.2%	50%	18.2%	13.6%	-
Teachers care about you?	54.5%	31.8%	13.6%	-	-
You are treated fairly by adults at your school?	45.6%	40.9%	13.6%	-	-
Students at your school help each other when they can?	22.7%	50%	18.2%	4.5%	4.5%
Students at your school respect each other?	22.7%	31.8%	31.8%	9.1%	4.5%
You can get help at school with problems that are not related to school work?	31.8%	27.3%	13.6%	9.1%	18.2%

Grades 6 – 7 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You model the characteristics of active citizenship?	4.8%	61.9%	-	-	33.3%
You are safe at school?	33.3%	52.4%	9.5%	-	4.8%
You are safe on the way to and from school?	42.9%	52.4%	9.5%	-	4.8%
Students treat each other well at your school?	9.5%	38.1%	33.3%	14.3%	4.8%
Teachers care about you?	47.6%	42.9%	-	-	9.5%
You are treated fairly by adults at your school?	38.1%	33.3%	14.3%	-	23.8%
Students at your school help each other when they can?	9.5%	61.9%	23.8%	-	4.8%
Students at your school respect each other?	4.8%	42.9%	19.0%	19.0%	14.3%
You can get help at school with problems that are not related to school work?	33.3%	28.6%	14.3%	-	23.8%

Analysis: In Grades 4-5, a majority of students express satisfaction with feeling safe at school and on their way to and from school, with over 50 percent indicating they are "Satisfied" or "Very Satisfied." However, there is room for improvement in modeling the characteristics of active citizenship and the perception of students treating each other well. In Grades 6-7, the satisfaction levels with safety at school and on the way to school are slightly lower compared to

Grades 4-5, but still significant. Interestingly, there is a notable increase in the satisfaction level related to modeling active citizenship, with 61.9% of students in this grade group indicating satisfaction. However, there is room for improvement in students' perception of how well they treat each other and the level of respect among students. Overall, these results suggest that while there is generally a positive perception of safety at school, there is an opportunity to further enhance the promotion of active citizenship and improve students' interactions and respect for each other, especially among older students in Grades 6-7.



Priority Two: Skilled Staff & Effective Governance

Outcome: Our school has excellent teachers, school leaders, and school authority leaders.

Outcome: Our school authority is well-governed and managed.

Provincial Results

Education Quality

Performance Measure: Overall teacher, parent, student satisfaction with the overall quality of basic education.

ABed	2019/20		2020/21		2021/22		2022/23	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	90.9	90.3	82.1	89.6	72.7	89.0	80.7	88.1
Parent	90.7	86.7	65.0	86.7	72.7	86.1	76.5	84.4
Student	91.0	87.8	84.2	86.3	n/a	85.9	84.9	85.7
Teacher	*	96.4	97.2	95.7	n/a	95.0	*	94.4

*Alberta Education suppressed these results. In 2021/22, student and teacher results were not available. In 2022/23, teacher results were suppressed by the province.

Analysis: VCS' results shows a fluctuation in overall satisfaction with the quality of basic education. During the pandemic, overall satisfaction dropped significantly, however 2022/23 results have begun to show some recovery with 80.7 percent of stakeholders expressing satisfaction. Parent and student satisfaction also experienced variations, with parent satisfaction decreasing from 90.7 percent to 76.5 percent over the same period, while student satisfaction remained relatively stable.

Learning Supports

Performance Measure: Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

ABed	2019/20		2020/21		2021/22		2022/23	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	n/a	n/a	81.7	87.8	78.4	81.6	76.9	84.7
Parent	n/a	n/a	73.0	88.2	78.4	86.9	83.3	85.6
Student	n/a	n/a	73.3	79.8	n/a	77.7	70.6	76.6
Teacher	n/a	n/a	100.0	95.3	n/a	93.6	*	92.0

*Alberta Education introduced this measure during the 2020/21 school year. In 2021/22, student and teacher results were not available. In 2022/23, teacher results were suppressed by the province.

Analysis: VCS' learning environments are seen as safe, respectful, and caring by parents, with a 4.9 percent increase over the previous year. Student data was not available in 2021/22, but in 2022/23, 70.6 percent of students agreed with this measure.

Local Results

Rural Education

Performance Measure: Do you agree with VCS values and beliefs? Are there any that you thinking should be changed, clarified, added to and/or updated?

Parents Comments:

- "I very much agree. These values are what creates healthy citizens, and are essential for the moral and cultural vitality of Canada."
- "These are great values and beliefs, but if a portion of the staff does not uphold this belief system it is hard for students to learn from them. You cannot have structured teaching practices if certain teachers continually show up late and put no effort into being in class. The overall morale of the staff drops and no one wants to put in the extra effort required for these beliefs to become a reality."
- "There should be more emphasis on whether the students "get the lesson" rather than ticking off the box and moving on to the next lesson."
- "Thank you for your persistence and hard work to keep the school going in spite of challenges. Our family is most grateful for the QUALITY education and community feel of the school."
- "Basic life skills need to be learned. A home economics class would be great."
- "Science is still lacking proper notes and mental health should be discussed by qualified individuals."
- "We have lost the connectedness in the school. The feeling of being like a big family has changed in the last year. Not sure how to fix that."
- "Lacking speech support and guest speaker presentations"
- "I'd just like to know when all these fancy words are going to be turned into actions? My child has been in the school long enough to know when things are working well and when they are not working at all. Where we currently are with the day-to-day is NOT WORKING. I have never been more disheartened with the state of things as I have been recently. The teachers put too much on the plates of the administrative staff. The school council is far too invested in the inner workings of the school and not just on doing fun things to assist the school and students. Everyone is talking behind everyone's backs with no solutions being put on the table and no one (and I mean no one) is communicating with parents."

Analysis: Overall, concerns were expressed not so much about the values themselves but rather how these values were being put into practice. Notably, there were only two positive comments about how the values and beliefs were informing teaching and learning practices within the school. Seven responses indicated dissatisfaction with the way teaching and learning is being conducted at Valhalla. As one respondent indicated, there has been a loss of connectedness in the school.

Communication with Parents & Foundation

Performance Measure: What information are you most interested in with regard to the Board's governance of the Valhalla Community School (e.g. financial management, fund raising, significant purchases, governance, learning opportunities, government relations, monthly board highlights...)

Teacher Comments:

- "I'd like to know what is going on. I find teachers are often left in the dark and do not know what is going on."
- "Fund-raising for updating the aesthetics of the school."
- "Purchases."
- "All of the above."

Parent Comments:

- "Learning opportunities."
- "Fundraising and purchase."
- "Avoid using public funds."
- "Better communication on when the meetings will be held (i.e. updates if meeting dates and times have been changed) and easy access to the Zoom codes, financial management, significant purchases, and board highlights."
- "All examples in your list are helpful. Maybe provide those quarterly."
- "Government relations."
- "Board highlights."
- "All of it and information about fees and waivers of fees."
- "The monthly board highlights are much appreciated."
- "Monthly update on what is going on with the board."
- "Fundraising."
- "All of the above since little to no communication exists."

Analysis: It is evident from the responses that parents and teachers would like the Board to improve communication on many aspects of administration and governance. These responses could be addressed by the communication committee that is being formed. The communication committee would also provide a forum for stakeholders to ask questions and raise issues about communication and connectedness within the community.

Communication Medium

Performance Measure: What type of communication is best for you?

	Teachers	Parents
Email	4	12
Social Media	0	3
Printed Newsletters sent home	1	4
Other (Please specify)	1	1

Analysis: Email is the most preferred type of communication for both teachers and parents. It would probably be best to continue using email as the main channel of communication along with newsletters and social media.

Transportation

Performance Measure: What concerns or comments would you have in relation to VCS' rural transportation system.

Teacher Comments:

- "You're doing the best you can."
- "I recognize your central role - the text updates are fantastic!"
- "Cancelled buses."
- "The toll-free communication with parents and staff has worked well so far this year."

Parent Comments:

- "There have been many times over the course of several years where there was no bus even when there hasn't been adverse weather. This made it difficult for our kids to get to school as we work out of the area and can't commute our children without the help of friends or family. It would be helpful to have more bus drivers, but I do understand that this is a difficult recruitment and retention in our area. I do appreciate the great, timely communications to advise us of changes in the routes. Good job!"
- "No communication when bus route changes – frustrating. Adapting to new routes has been fine and I think handled gracefully. We just need to know about it as parents."
- "Troubles finding drivers/spare."
- "Communication with drivers."
- "Need to find spare drivers so we don't have kids missing school."
- "The lack of sub drivers and I totally understand it's hard to find anyone willing."
- "Not having substitute drivers."
- "Tough with lack of subs."
- "Avoid using public funds."
- "I appreciate our drivers very much but there needs to be something done with regard to having easy communication between parents and drivers. As well, I would like to see the drivers do a daily attendance and if a child is away and no contact has been made for the driver to reach out and confirm the child is not going to be on the bus."

Analysis: Timely communication about changes in bus routes were appreciated and the success of the toll-free communication with parents and staff was noted. Text updates were also appreciated. The biggest frustration reported by parents related to the lack of substitute drivers and the effect this has on the ability of parents to ensure that their children get to school. Concern was expressed that communication between drivers and parents needs to be improved.

VCS' Education System

Performance Measure: What additional comments would you have about VCS' education system.

Teacher Comments:

- "School needs updated and new furniture, primarily student desks, tables, chairs"

- “More involvement and focus on the outdoor ed program and science would be beneficial.”

Parent Comments:

- “I think there should be more emphasis on the roots of learning rather than the distractions such as Missoula Theatre, camping trips (where the kids lost two weeks of school) and spirit days.”
- “The budget could also be modified to encompass more of the needs rather than the wants such as transportation and school supplies. My kids go to school to learn.”
- “Some things should be extracurricular such as theatre.”
- “Communication is lacking as well – it has gotten better but still a lot of room for improvement.”
- “Some of the options that would be nice to see are cooking, sewing and photography. We had these activities over the past and the kids really enjoyed them.”
- “It would be really great to teach the kids how to cook over a fire, learn not just Cree cooking but other nationalities as well.”
- “Teach them how to sow leather by hand and make mittens, teach them how to use a sewing machine.”
- “Show the students how to capture the beauty of the world around them with photography, while teaching them preserve that beauty for future generations.”
- “It would be great if music class was brought back to the school, whether it is an after school program or part of classes it would be great to see the students to be able to pick up an instrument and be able to learn it.”
- “A typing class would also help the students out for future endeavours, but there are only so many hours in the week!”

Analysis: It is evident from the comments above that parents and teachers would like to see more attention given to curriculum content, especially practical life skills such as cooking, sewing, and typing. Comments were also made about extending the curriculum to include photography and music classes, and expanded outdoor education and science programmes.

Professional Development

Performance Measure: Teachers’ professional development opportunities are support their capacity to meet the Teacher Quality Standard.

Analysis - Our dedicated staff made significant strides in their professional growth throughout the year. They received comprehensive training in identifying and managing anxiety in children, incorporating calming strategies within the classroom, and applying self-modeling techniques. Furthermore, our educators enthusiastically participated in professional development events hosted by the North Regional Learning Consortium. Notably, we have observed an uptick in the engagement of our teaching staff with the Alberta Teachers’ Association, demonstrating their commitment to honing their skills and fulfilling their responsibilities.

Priority Three: Charter Goals

Outcome: Our school engages in research related to our Charter purposes and shares our findings with other schools.

Outcome: To produce students who are excellent communicators, and active participants and leaders in the community.

Provincial Results

Citizenship

Performance Measure: Overall teacher, parent, and student agreement that students model the characteristics of active citizenship.

ABed	2019/20		2020/21		2021/22		2022/23	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	81.7	83.3	77.7	83.2	74.5	81.4	66.1	80.3
Parent	93.3	82.4	73.1	81.4	74.5	80.4	65.9	79.4
Student	70.0	73.8	60.0	74.1	n/a	72.1	66.4	71.3
Teacher	*	93.6	100	94.1	n/a	91.7	*	90.3

*Alberta Education suppressed these results. In 2021/22, student and teacher results were not available. In 2022/23, teacher results were suppressed by the province.

Analysis: Since 2019/20, VCS' results have declined among parents and overall. The percentage of students who agree they model the characteristics of active citizenship increased by 6.4 percent over the last year results were available in 2020/21. A decline in performance is consistent with provincial results in this area, suggesting citizenship be a focal area for improvement, locally and provincially.

Local Results

Research

Performance Measure: VCS is actively engaged in research related to its Charter Goals.

Analysis: Currently, VCS is undertaking three research initiatives:

- i) The Outdoor Education programme's partnership with Beaverlodge Research Center's scientist;
- ii) Fledge pilot programme involving the on-line instruction of pro-social skills, and
- iii) Classroom-based research supported by the the "Fish in Schools" (FinS) program, and the trout, chicken and pheasant hatching programmes.

Student Communication and Leadership

Performance Measure: Student, parent and teacher satisfaction that students are developing strong communication skills and are become active participants and leaders in the community.

Grades 4 – 5 Students

How satisfied are you that:	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You model the characteristics of active citizenship?	18.2%	59.1%	-	-	22.7%
You and your classmates communicate with intelligence, using grammatically correct language in both spoken and written word?	4.5%	59%	4.5%	4.5%	27.3%
You have achieved an acceptable standard in a public speaking event?	54.5%	27.3%	4.5%	-	13.6%
You can communicate with confidence on a broad range of subjects?	18.2%	40.9%	18.2%	-	22.7%
You can express yourself in an articulate manner when public speaking?	31.8%	54.5%	4.5%	-	9.1%
You recognize the importance of community involvement?	22.7%	36.4%	4.5%	-	36.4%
You have increased in your ability and willingness to participate in leadership roles (i.e., drama, public speaking, public service)?	36.4%	40.9%	13.6%	-	9.1%
You can get help at school with problems that are not related to school work?	31.8%	27.3%	13.6%	9.1%	18.2%

Please indicate yes or no for the following:	Yes	No
I have actively participated in two or more community or student groups or events during this school year?	19	3
My understanding of the role and function of the community and student groups improved this year?	18	4
I have participated in at least one school event this year. (Example: School Christmas Concert, Terry Fox run, Spring Sing, Track and Field)	22	-
I attended at least one School Council or Board meeting with a parent.	-	22

Analysis: Grades 4-5 students' satisfaction regarding the development of strong communication skills and active participation in the community shows a mix of responses. While

a significant percentage of students express satisfaction in some aspects, such as achieving an acceptable standard in public speaking and recognizing the importance of community involvement, there are areas where satisfaction levels are relatively lower, such as communicating with confidence on a broad range of subjects. Overall, it suggests that there is room for improvement in fostering students' confidence in communication and encouraging more active participation in community and student groups. Additionally, the data indicates that there is a positive impact on students' understanding of the role and function of community and student groups, with 18 out of 22 students indicating improvement in this aspect.

Grades 6 – 7 Students

How satisfied are you that,	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You model the characteristics of active citizenship?	4.8%	61.9%	-	-	33.3%
You and your classmates communicate with intelligence, using grammatically correct language in both spoken and written word?	4.8%	52.4%	14.3%	4.8%	23.8%
You have achieved an acceptable standard in a public speaking event?	28.6%	52.4%	14.3%	-	4.8%
You can communicate with confidence on a broad range of subjects?	4.8%	33.3%	28.6%	4.8%	23.8%
You can express yourself in an articulate manner when public speaking?	23.8%	47.6%	19.0%		9.5%
You are developing proficiency in a second language?	9.5%	23.8%	33.3%	23.8%	9.5%
You recognize the importance of community involvement?	19.0%	57.1%	4.8%	-	19.0%
You have increased in your ability and willingness to participate in leadership roles (i.e., drama, public speaking, public service)?	38.1%	23.8%	14.3%	14.3%	9.5%
*You can get help at school with problems that are not related to school work?	7 33.3%	6 28.6%	3 14.3%	-	5 23.8%

Please indicate yes or no for the following:	Yes	No
I have actively participated in two or more community or student groups or events during this school year?	18	3
My understanding of the role and function of the community and student groups improved this year?	17	4

I have participated in at least one school event this year. (Example: School Christmas Concert, Terry Fox run, Spring Sing, Track and Field)	16	2
I attended at least one School Council or Board meeting with a parent.	1	15

Students in Junior High

I am satisfied that..	Yes	No
My participation in Student Council has improved my appreciation of the role of community organizations as well as my skills and regarding involvement in community organizations.	13	5

Analysis: A notable percentage of Gr. 6 and 7 students express satisfaction in areas such as modeling the characteristics of active citizenship, achieving an acceptable standard in public speaking, and recognizing the importance of community involvement. However, there are areas where satisfaction levels are lower, particularly in the ability to communicate confidently on a broad range of subjects and expressing themselves articulately when public speaking. Additionally, the data shows that a significant portion of students has actively participated in two or more community or student groups or events (18 out of 21 students responded "Yes"), indicating their engagement in extracurricular activities. Overall, there is a positive trend in students' understanding of community involvement and leadership roles, but there is room for improvement in their communication skills and confidence in speaking on various subjects.

Parents and Teachers

Do you feel the current strategies to meet this goal (for example, public speaking, opportunities to be involved in dramatic performances, class presentations, memorization and recital) adequately provide the opportunity for our students to learn this set of skills?	Teachers	Parents
Yes	5	18
No	0	2
Other	1	0

Parent Comments: "I would like to see more time and effort put in to the Christmas Concert and the Spring Sing as they build those skills in front of the biggest audiences."

Analysis: There is consensus amongst teachers and parents that the current strategies and learning events are meeting the goal of enhancing student communication skills. It may be beneficial to do an analysis of the specific communication skills to check that all children are given opportunities to participate and to develop the specific goals (e.g. preparing notes, presenting to an audience, etc.).

Do you feel that the current strategies (students planning performances, managing the school store, management of the school	Teachers	Parents
--	----------	---------

grounds, plan for the upcoming year for the school garden, as well as event opportunities like partnership and workdays with Spring Hill Ski Hill) adequately provide the opportunities for our students to learn these skills?		
Yes	5	14
No	1	2
Other	-	4

Parent Comments: No comments were received for this item.

Analysis: The teachers and parents largely concur that the current strategies for preparing students for community involvement and leadership provide adequate opportunities for students to learn these skills.

Community Minded, Engaged and Entrepreneurial Citizens

Performance Measure: What opportunities or experiences would you find most beneficial for our students in meeting the goals of creating community minded, engaged and entrepreneurial citizens?

Teacher Comments:

- “volunteering in the community”
- “bake sales”
- “involving all grades in helping the community – i.e. making Christmas cards for the community, helping in the library, shoveling driveways, raking leaves.”
- “A community-based volunteer program, a children Christmas market, posting about students who are participating in entrepreneurial endeavors on the Facebook Page.”

Parent Comments:

- “It would be nice to have career days where some local businesses or entrepreneurs come to speak to the children about what career opportunities in the area (including farmers, agronomists, bankers, restaurant owners, oil field workers, just to name a few). I know there is way more that we could investigate.”
- “Students may benefit from shadowing local businesses for a day to help serve and see how various local businesses work.”
- “Volunteer work at the old folks home.”
- “More field trips to see how businesses and organizations run.”
- “More field trips to local businesses in the country”
- “I think it would be nice to find more things for the elementary students to do and not just the junior high students.”
- “There could be more involvement from the younger grades.”
- “I think if there are plans in place...parents don’t know anything. There should be more engagement with the families about this”
- “I would like to see the teachers more involved in helping the students plan for the events. It seems like they are last minute rush jobs and it is important to teach the students that proper planning and foresight can reduce chaos. Event planning is a very important role in small communities. Proper time for planning also entices more volunteer participation. I would like to see teachers talk about this in class and lead by example.”
- “More field trips to see how businesses and organizations run”

- “I don’t think they are getting enough opportunities in Valhalla to do that. I think the school should reach out to other communities to see what we could get our children engaged in.”
- “The Spring Lake involvement has been a great start so far! As the community has aged, we have noticed a significant decrease in younger adults interested in directorship and committees. It would be worthwhile to look at local organizations and maybe learn how they can become involved.”
- “Startup ‘building business’ activities (branding/marketing, podcast), budgeting”
- “I would love to see them have an entrepreneurial experience.”
- Summary

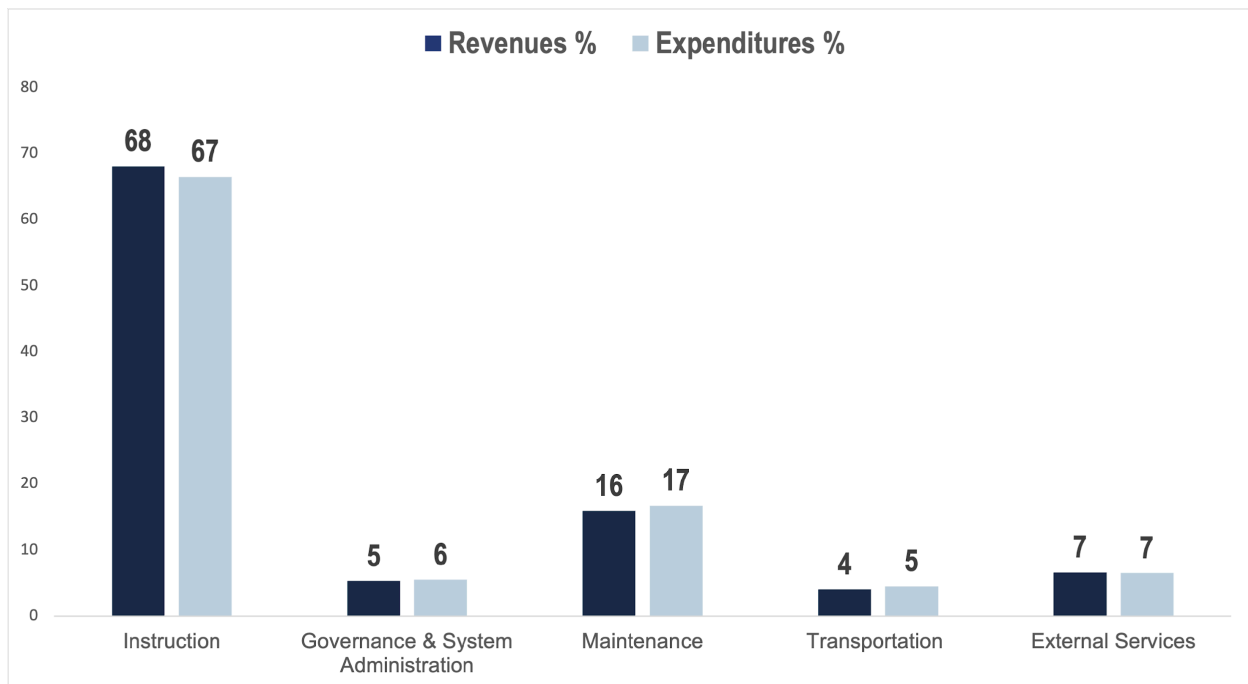
Analysis: A major theme that emerged is that parents would like to see closer connections between the school, businesses and entrepreneurs within the community. Some suggestions on how this could be achieved were: bringing speakers into the schools to talk about career opportunities; taking students on field trips; and, volunteering experiences in the community. It was suggested that this be extended to all grade levels and that the Valhalla could collaborate with other school communities to see how they engage students. The point was made that there needs to be more careful planning of events and that students could be more directly involved in helping to plan these events.



UNAUDITED FINANCIAL STATEMENTS

VCS remains committed to providing our students with the best education possible with a focus on student’s academic success and communication, citizenship and leadership skills. As illustrated by our Unaudited Financial Statement, the Board continues to prioritize putting funding, supports and resources directly into student learning. Once the audited statement is presented to the Board, a complete copy of the [2022/23 Audited Financial Statement](#) will be posted to Valhalla Community School’s public website. Alberta Education’s roll-up of all [school authority AFS](#)’ is available on the ministry website.

Unaudited Revenues & Expenditures



	Revenue	Expenditure	Variance
Instruction	\$967,736	\$907,439	\$60,297
Governance & System Administration	\$200,000	\$196,755	\$3,245
Operations & Maintenance	\$243,412	\$240,725	\$2,687
Transportation	\$113,014	\$256,661	-\$143,647
External Services	\$177,161	\$16,834	\$160,327
Total	\$1,701,323	\$1,618,414	\$ \$82,909

Summary

- Funding for all registered students, including five Federal First Nation’s student
- Valhalla School Foundation employs five teachers and five teaching assistants
- One full time Administrative Assistant
- Own 4 buses serviced by three bus drivers, and two spare drivers
- One part time Superintendent / one full time Secretary Treasurer/Director of Transport

- Valhalla School Foundation continues to receive generous support from, individuals, community groups and corporate donors.
- The Valhalla School Foundation continues to collaborate with Peace Library Systems, in housing the Valhalla Public Library in Valhalla Community School. The Valhalla Public Library in return purchases and maintains a comprehensive collection of children's and young adult literature to enrich our school curriculum.
- Our fiscal strategy continues to be one of producing a balanced budget annually, in spite of inequitable transportation funding.
- Continued refinement of roles in shared use and operation of the school facility by Valhalla School Foundation, Valhalla Community Library and Valhalla Heritage Society.

CAPITAL PLAN

Each year, VCS receives funding from the Alberta Government to lease its facility. The actual and projected costs are:

Year	IMR Funding Received
2023-2024 Lease	164,000
2024-2025 Lease	164,000
2025-2026 Lease	164,000

For further information please contact: Jenine Syme at 780-356-2370 or by email to: secretarytreasurer@valhallacommunityschool.ca.

THE YEAR AHEAD – FUTURE CHALLENGES

Supporting our students adequately is an ongoing challenge due to funding inequities that we are constantly facing. Funding initiatives that do not include charter schools and inequitable transportation funding have had a negative impact on our financing.

Attracting new staff, at all levels, remains a challenge for administration. The registered number of students is now increasing, and we would like to continue to attract more students at the upper elementary and junior high school. Funding is always a challenge.

The Board, senior administration, the principal and the school council are all working toward improving communication and building stronger relationships between VCS and stakeholders. The harm caused by a lack of consistency in senior leadership has taken its toll. As a result the Board & School Council will continue to work together for the good of all concerned, especially the students.

Based on what VCS learned from its 2022/23 Annual Education Results Report, considerations for its 2024/25 Education Plan are:

Priority 1 – Academic Success

- Focus on student achievement across all subject areas and in particular in language arts and math.
- Focus on students' social-emotional needs, recognizing that academic catch-up can occur when students are emotionally ready.
- Continue to support teachers in fostering effective instruction, improving relationships and establishing inclusive learning environments as defined by the Teaching Quality Standard (TQS)
- Continue to promote and support involvement of parents in decision making for their children's education.

Priority 2 – Skilled Staff & Effective Governance

- Continue to ensure all collaborative opportunities support teachers in advancing their understanding of the Teaching Quality Standard (TQS)

Priority 3 – Charter Goals

- Explore how Valhalla could collaborate with other school communities to see how they engage students.



Learn More

Valhalla Community School is committed to working collaboratively with its stakeholders in the planning and delivery of educational services. In addition to copies and/or highlights of its Annual Education Results Report, Three-Year Plan, Capital Plan, Budget, and Audited Financial Statement being shared with school councils, staff, and educational partners, these documents are accessible through our website at <https://valhallacommunityschool.ca/> and by hard copy at our school at 9702-100 Ave. Valhalla Centre, AB