



LEADING INTO THE FUTURE

Valhalla Community School

Annual Education Results Report 2021-2022
Terri Corbett, Board Chair
Dr. David Peat, Superintendent

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MESSAGE FROM THE BOARD CHAIR

The Valhalla School Foundation (VSF) is committed to its mission “to instill readiness for leadership.” The past few years have been highlighted with the need to be flexible, resilient and resourceful while navigating through the unpredictability in the world. The Valhalla School Foundation is very proud of the students, staff and our whole school family for their perseverance and commitment to overcoming these exercises in resilience and problem solving.

The VSF Board of Directors has gathered comprehensive feedback from our stakeholders and are committed to continuing and improving sharing and communication processes and information gathering with our members. Our goal is to make targeted informed decisions in the governance of the school so that the students and staff can excel at implementing the foundations of the Charter including structured teaching practises that maximize opportunities for all students, mandatory second language learning and student leadership development.

These foundations have been key parts of building strong work ethics and resilience in our students as well as achieving the goal of raising critical thinkers who are able to contribute positively to their communities wherever they are. Building resilience and critical thinking skills are some of the keys that will help this generation become successful in their future endeavours.

On behalf of the Charter School Board I want to extend my thanks to our exceptional students who we are so proud of, the families who choose to be part of the Valhalla Community School family as well as our staff who do such an incredible job of sharing the vision of the Charter and always work toward improving, meeting and exceeding our goals.

We deeply appreciate your partnership and support.

Sincerely,



Mrs. Terri Corbett, Board Chair

MESSAGE FROM THE SUPERINTENDENT

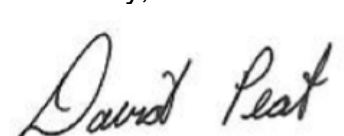
Welcome to the Valhalla Community School's Annual Education Results Report for the 2021-22 school year. The past four months as the new Superintendent has been one of rapid learning. I have learned that the school is supported by a passionate group of parents, that the *volunteer* School Board are highly committed to supporting the school through good governance, and that the School Council has the heart of the school in mind as the strongly support multiple activities and raise funds for the 'extras' that are needed. I've observed people who see what is needed or required for the school and who then step in to make it happen. It is truly a privilege to work with such people.

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 even when, due to major administrative turn-over, little support was provided. It has been a year of re-building supported by other new administrative staff beside myself, specifically, the Secretary Treasurer/Director of Transport, Jenine Syme.

After an extended period of Valhalla Community School being without a superintendent, I would like to thank Dianne McBeth for stepping in, faithfully and with much expertise, working with the Board and the administration, assessing what needed to be done, making a plan, and passing on to me much valuable information and knowledge that allows me in my new role to continue the process she began.

This AERR is an anomaly – different from those in the past, and from what will be prepared in the future. Due to Covid, and the lack of both a Superintendent and Secretary Treasurer, coupled with Mr. Harmon Lee being a new principal without the level of support required, the **only** data collected for the 2022 Alberta Education Assurance Measures was from a small group of parents. In light of this, the Board, myself, the Principal, and supported by the School Council, has collected data from parents, teachers and students that provides insights about how the school is meeting the Charter Goals.

Sincerely,

A handwritten signature in black ink that reads "David Peat". The signature is written in a cursive, flowing style.

Dr. David Peat, Superintendent

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the **2021-2022** 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 2021/2022 school year on January 23, 2023. The report is accessible through VCS's 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 2021/22 school year.

WHO WE ARE

Foundation Statements

Vision and Purpose

The Valhalla Community School (VCS) aims to instill a readiness for leadership by equipping its rural students with both knowledge and skills that will enable them to make positive contributions at their future places of employment, as well as in the communities or groups with which they choose to associate.

Mission

The Valhalla Community School (VCS) prepares students with the attitudes, knowledge and skills necessary for success in a rapidly changing economy. Students will develop strong ethical and civic standards, a solid commitment to their families, neighbourhood, school, province, and country.

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 structured teaching practises that maximize opportunities for all students. In addition, direct community involvement will underscore the importance of civic commitment and participation for the students of VCS. The VSF believes it must provide students with opportunity to develop the knowledge, skills and attitudes necessary for success in both urban and rural settings.

The VSF 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. 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 both prose and arithmetic, mental calculation and dignified visual presentation of written work in the form of excellent penmanship and recognizes the role of diligent drill and practise in fostering regular, automatic presentation of said mastered skills. The VSF strongly upholds the skill of critical thinking as an important part of child development. It is a crucial tool for developing logic and the Foundation purports it is through the mastery of skills and the acquiring of knowledge that one formulates a basis for such critical analysis. As students advance, the focus on skills and knowledge can naturally lead to more opportunities for abstract reasoning, logic 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 Kindergarten to Grade 9 and while registration varies as is the case in many small rural schools, although this could improve, we have had a steady registration in Kindergarten over the last number of years, with a carry-over effect to the elementary grades. We recognize that the charter focus and programming at VCS will be most successful if students follow the program starting in their formative years. In order to foster this, our communication plans have had a particular focus to help the community understand the charter goals and attract students to the program beginning in Kindergarten. This has borne fruit and 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 has worked extensively with Western Cree Tribal Council to provide 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. As you will see from the results of questionnaires later in this document, this tradition of Valhalla being a strong community school has been somewhat shaken as a result of Covid lock downs and the instability of senior leadership. This year is a rebuilding year – a year of Charter Renewal. We are obtaining much input from parents, teachers and community members in order to continue the tradition of integration and support of the community, and are emphasising transparent and honest communication amongst all involved in VCS education.

We continue to build our student body from the early years, we are seeing a continuation of the successes already experienced and the fulfillment of the promise which our rural community school holds for all students. 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 rural leadership as an practical articulation of our core values. Program needs at the Valhalla Community School will 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 structured programming and the grouping students according to their achievement level. 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. An additional focus has been to ensure the alignment of the "Writing Road to Reading" and the "Reading Mastery" programs as well as the "JUMP" and "Saxon", introduced in grade 9 to align math programs with the Alberta Program of Studies.

Valhalla School Foundation has provided students and staff with the support of teaching aides to support inclusion of students who have a variety of learning challenges, and to address the ac/m and behavioral needs exacerbated though covid. To improve the abilities of teachers to deal with these issues in the classroom, VSF teachers are

experiencing ongoing staff development about how to identify and provide support to those students who are experiencing stress and anxiety arising from being back in the classroom after covid lockdowns, yet still dealing with an on-going pandemic.

Over the past five years, numerous initiatives have been implemented at Valhalla Community School to meet the needs of our students with special needs, those behind in their studies, and the need for higher parental involvement in the education of their children. By all accounts, including local surveys, local assessments, prior PAT results, these initiatives have met with success.

Charter School Renewal

This year is a milestone year in that it is required that the Charter be renewed; this happens every five years. The process has begun with notice being sent to the Minister of Education that our intent is to renew the Charter. Comprehensive input is being sought from all educational stakeholders in preparation for developing of a comprehensive Charter Renewal Document for submission to the Minister for approval.



SUMMARY OF ACCOMPLISHMENTS - 2021-2022

- 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, canteen operating every Wed
- 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.
- 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 FCSS and AHS for student support services
- Partnership with Western Cree Tribal Council to provide support, funding, and transportation for First Nation students
- 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.
- Staff development of about how they can support their students with mental health issues exacerbated by Covid and school closures such as anxiety and depression and in First Nation issues, culture and education
- Providing education opportunities for 5 First Nation Students
- Enhanced focus on environmental and outdoor education including:
 - Raising awareness about the background to First Nation culture in Valhalla area
 - School Council obtained \$25,000 in grants for the implementation of Outdoor Education and Environmental Studies program.
 - Establishing a garden plot which to be tilled in the spring of 2023.

- Initiated a new **major research project** through the formation of a partnership with the Beaverlodge Agricultural Research Station to measure carbon sequestration across various plant and fertilizer types
- Formed a partnership with Spring Lake to allow for use of the area for pertinent instruction, field trips, and outdoor education curriculum development
- Partnered with Northwest Alberta Community Foundation to establish an educational bursary for former VCS students.
- Installation of Ed Sembli as our new student information system.
- Continued to creative address bussing issues arising from the disparity between other public schools and charter schools.



2021/2022 CHARTER GOALS / STAKEHOLDER ENGAGEMENT

To partially compensate for the lack of available data, the Board produced questionnaires that were distributed throughout November and December to parents and teachers. The results provide an accurate view of their perspectives and will assist in both setting VCS instructional goals and directions in this year of Charter renewal. The results from these questionnaires are summarized below. They also represent a concrete step in enhancing communication between the Board and parents.

Communication Skills

One of our charter goals is to facilitate students becoming excellent communicators. 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.).

Community Involvement & Leadership

Another Charter goal is to prepare students for community involvement and leadership. Do you feel that the current strategies (students planning performances, managing the school store, management of the school 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?

	Teachers	Parents
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

The Charter talks about developing community minded, engaged and entrepreneurial citizens. Opportunities to engage in the community exist daily within the school and include becoming engaged with other local organizations in the greater country community. 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.

Communication with Parents & Foundation

The School Board has been aiming to increase communication with parents and members of the Foundation. We continue to be committed to meeting the communication needs of our school families and are forming a communication committee to address this need. 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 boarded 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” (4)
- “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 School 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

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

Transportation is a big challenge for any rural school division. What has been working well, or not working well with regard to our transportations

Teacher Comments:

- “You’re doing the best you can.”
- “I Recognizes 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.

Rural Education

The Valhalla School Foundation (VSF) views rural education as possessing unique and beneficial characteristics with the potential to maximize student learning. As stated in VSF’s Charter:

- The VSF recognizes the central role of parent and guardian in the life of the child and sees itself as a partner commissioned to foster academic success as part of the overall child development.
- 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, this connectedness of a community has a significant impact on the “parent orientation” of a child, and, by extension, contributes to their success in school (Hold on to Your Kids by Gordon Neufeld.)

- The VSF believes the unique aspects of rural education that distinguish it from its urban, call for a diligent focus on structured teaching practices that maximize opportunities for students in the rural classroom.
- The VSF 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.
- The VSF believes that mastery of outcomes through effective grouping of students leads to success for all.

Parents were asked: Do you agree with the following 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.

Additional Comments

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 sowing 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, outdoor education and science.

Overall Summary

An emerging message from the overall survey responses is that more attention needs to be given to communication within the school community. It may be timely now to conduct a review of the curriculum and extracurricular activities with active participation from both teachers and parents.

Charter Goals Student Satisfaction Survey (Grades 5 - 6)

January 2023 N=22

How satisfied are you that,	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You and your classmates communicate with intelligence, using grammatically correct language in both spoken and written word?	1 4.5%	13 59%	1 4.5%	1 4.5%	6 27.3%
You have achieved an acceptable standard in a public speaking event?	12 54.5%	6 27.3%	1 4.5%		3 13.6%
You have improved your skills and understanding in mathematics?	9 40.9%	10 45.6%		1 4.5%	2 9.1%
You have improved your skills and understanding in science?	10 45.6%	9 40.9%	1 4.5%		2 9.1%
You have improved your skills and understanding in language arts?	10 45.6%	9 40.9%	1 4.5%		2 9.1%
You have improved your skills and understanding in social studies?	5 22.7%	12 54.5%	2 9.1%		3 13.6%
You can communicate with confidence on a broad range of subjects?	4 18.2%	9 40.9%	4 18.2%		5 22.7%
You can express yourself in an articulate manner when public speaking?	7 31.8%	12 54.5%	1 4.5%		2 9.1%
You are developing proficiency in a second language?	6 27.3%	3 13.6%	6 27.3%	2 9.1%	5 22.7%
You recognize the importance of community involvement?	5 22.7%	8 36.4%	1 4.5%		8 36.4%

You have increased in your ability and willingness to participate in leadership roles (i.e., dram, public speaking, public service)?	8 36.4%	9 40.9%	3 13.6%		2 9.1%
You model the characteristics of active citizenship?	4 18.2%	13 59.1%			5 22.7%
You are taught attitudes and behaviors that will make you successful at work when you finish school?	13 59.1%	9 40.9%			
*You are safe at school?	13 59.1%	5 22.7%	1 4.5%	1 4.5%	2 9.1%
*You are safe on the way to and from school?	7 31.8%	9 40.9%	3 13.6%	1 4.5%	1 4.5%
*Students treat each other well at your school?	4 18.2%	11 50%	4 18.2%	3 13.6%	
*Teachers care about you?	12 54.5%	7 31.8%	3 13.6%		
*You are treated fairly by adults at your school?	10 45.6%	9 40.9%	3 13.6%		
*Students at your school help each other when they can?	5 22.7%	11 50%	4 18.2%	1 4.5%	1 4.5%
*Students at your school respect each other?	5 22.7%	7 31.8%	7 31.8%	2 9.1%	1 4.5%
*You can get help at school with problems that are not related to school work?	7 31.8%	6 27.3%	3 13.6%	2 9.1%	4 18.2%
When you need it, teachers at your school are available to help you?	12 54.5%	7 31.8%	2 9.1%	1 4.5%	

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
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*Slated for February and June

Charter Goals Student Satisfaction Survey (Grades 6 - 7)

January 2023 N=21

How satisfied are you that,	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
You and your classmates communicate with intelligence, using grammatically correct language in both spoken and written word?	1 4.8%	11 52.4%	3 14.3%	1 4.8%	5 23.8%
You have achieved an acceptable standard in a public speaking event?	6 28.6%	11 52.4%	3 14.3%		1 4.8%
You have improved your skills and understanding in mathematics?	4 19.0%	11 52.4%	1 4.8%	2 9.5%	3 14.3%
You have improved your skills and understanding in science?	2 9.5%	9 42.9%	6 28.6%	4 19.0%	
You have improved your skills and understanding in language arts?	6 28.6%	13 61.9%	1 4.8%		1 4.8%
You have improved your skills and understanding in social studies?	6 28.6%	5 23.8%	4 19.0%	5 23.8%	1 4.8%
You can communicate with confidence on a broad range of subjects?	1 4.8%	7 33.3%	6 28.6%	1 4.8%	5 23.8%
You can express yourself in an articulate manner when public speaking?	5 23.8%	10 47.6%	4 19.0%		2 9.5%
You are developing proficiency in a second language?	2 9.5%	5 23.8%	7 33.3%	5 23.8%	2 9.5%
You recognize the importance of community involvement?	4 19.0%	12 57.1%	1 4.8%		4 19.0%
You have increased in your ability and willingness to participate in leadership roles (i.e., drama, public speaking, public service)?	8 38.1%	5 23.8%	3 14.3%	3 14.3%	2 9.5%
You model the characteristics of active citizenship?	1 4.8%	13 61.9%			7 33.3%
You are taught attitudes and behaviors that will make you successful at work when you finish	3 14.3%	12 57.1%	4 19.0%		2 9.5%

school?					
*You are safe at school?	7 33.3%	11 52.4%	2 9.5%		1 4.8%
*You are safe on the way to and from school?	9 42.9%	11 52.4%	2 9.5%		1 4.8%
*Students treat each other well at your school?	2 9.5%	8 38.1%	7 33.3%	3 14.3%	1 4.8%
Teachers care about you?	10 47.6%	9 42.9%			2 9.5%
*You are treated fairly by adults at your school?	8 38.1%	7 33.3%	3 14.3%		5 23.8%
*Students at your school help each other when they can?	2 9.5%	13 61.9%	5 23.8%		4.8%
*Students at your school respect each other?	1 4.8%	9 42.9%	4 19.0%	4 19.0%	3 14.3%
*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%
When you need it, teachers at your school are available to help you?	11 52.4%	8 38.1%	1 4.8%		1 4.8%

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

Co-curricular Activities

How important is it to continue the following activity or type of activity during school hours?	IMPORTANCE				
	Very Important		Not Important		
	1	2	3	4	5
Terry Fox Run	6	8	3	2	2
Remembrance Day Service	13	5	1	11	
Out of Region Field Trips	3	11	6		
Out of Province Field Trips	7	8	4		2
Fine Arts Performance Opportunities (such as Missoula Theatre)	6	6	6	2	1
Christmas Concerts	2	12	4	3	
Classroom Christmas Party	2	7	7	4	
Home Sports Tournaments	6	6	5	3	1
Regional Sports Tournaments	4	7	8	2	
Easter Celebration Party		8	9	3	1
Spring Sing	7	6	7	1	
A Variety of Junior High Options	11	7			1
Year End Community BBQ	9	6	6		

Overall Analysis: Much of the information above will be used by the Principle, in collaboration with the teachers, for planning purposes. The perspective of the students is important in knowing what their needs are and how to meet those academic, social/emotional and behavioral needs. As well, it will be important for the students to see that their voices have been heard, so these results will also be discussed with them, and ideas generated by them.

Strengths: Most of the answers dealing with academic performance show that the majority of students are satisfied with their progress. Teaching also emphasizing the Charter goals is strongly reflected in the responses. For example, they see themselves as communicating well. The vast majority of students recognize that they are not only instructed in academics, but that they also are taught attitudes and behaviours that will make them successful at work with they finish school; their learning and applying active leadership and citizenship are strongly endorsed and most recognize the importance of community involvement.

Issues to Address: The starred items are those that relate to the students perception of the safety and whether they can access the social/emotional support needed at school. The results indicate that too many students do not feel safe nor do they perceive that they are supported in social/emotional areas. This data identifies what should be an area of focus for the school. These results point to a need for a full-time counsellor and the systematic implementation of a school-wide approach to ensuring a safe and caring environment for **all** students, by employing proven approaches to character building such as *Roots of Empathy*, *Circle of Courage* or *Virtues*.



2021/2022 PROVINCIAL (AEAM) RESULTS ANALYSIS

Student Learning Engagement

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

ABed	2018/19		2019/20		2020/21		2021/22	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	n/a	n/a	n/a	n/a	79.4	85.6	81.8	85.1
Parent	n/a	n/a	n/a	n/a	66.7	89.0	81.8	88.7
Student	n/a	n/a	n/a	n/a	71.5	71.8	n/a	71.3
Teacher	n/a	n/a	n/a	n/a	100.0	96.0	n/a	95.5

*Alberta Education introduced this measure during the 2020/21 school year. In 2021/22, student and teacher results were not available. Note that the small parent sample size means that the validity is questionable.

Analysis: VCS' results reveal that parents believe students are highly engaged in their learning. Small incremental gains were made over the previous year.

Citizenship

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

ABed	2018/19		2019/20		2020/21		2021/22	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	86.9	82.9	81.7	83.3	77.7	83.2	74.5	81.4
Parent	82.7	81.9	93.3	82.4	73.1	81.4	74.5	80.4
Student	77.9	73.5	70.0	73.8	60.0	74.1	n/a	72.1
Teacher	100	93.2	*	93.6	100	94.1	n/a	91.7

*Alberta Education suppressed these results. In 2021/22, student and teacher results were not available. Note that the small parent sample size means that the validity is questionable.

Analysis: VCS' overall results over the four years show decline indicating citizenship is an area for investigation in the upcoming year.

Provincial Achievement Tests

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

Acceptable Standard

ABed	2018/19		2019/20*		2020/21*		2021/22	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
English Language Arts 6	100.0	83.2	n/a	n/a	n/a	n/a	91.7	76.1
Math 6	77.8	72.5	n/a	n/a	n/a	n/a	66.7	64.1
Science 6	100.0	77.6	n/a	n/a	n/a	n/a	75.0	71.5
Social Studies 6	77.8	76.2	n/a	n/a	n/a	n/a	83.3	67.8
English Language Arts 9	*	75.1	n/a	n/a	n/a	n/a	*	69.6
Math 9	*	60.0	n/a	n/a	n/a	n/a	25.0	53.0
Science 9	*	75.2	n/a	n/a	n/a	n/a	37.5	68.0
Social 9	60.0	68.7	n/a	n/a	n/a	n/a	62.5	60.8

*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.

Standard of Excellence

ABed	2018/19		2019/20*		2020/21*		2021/22	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
English Language Arts 6	11.1	17.8	n/a	n/a	n/a	n/a	25.0	18.9
Math 6	0.0	15.0	n/a	n/a	n/a	n/a	0.0	12.6
Science 6	55.6	28.6	n/a	n/a	n/a	n/a	41.7	23.7
Social 6	44.4	24.4	n/a	n/a	n/a	n/a	8.3	20.1
English Language Arts 9	*	14.7	n/a	n/a	n/a	n/a	*	12.9
Math 9	*	19.0	n/a	n/a	n/a	n/a	0.0	16.7
Science 9	*	26.4	n/a	n/a	n/a	n/a	0.0	22.6
Social 9	0.0	20.6	n/a	n/a	n/a	n/a	0.0	17.2

*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: Acceptable Standard – Overall, (65.0%) VCS students achieved the acceptable standard on PATs. VCS's results met or exceeded provincial expectations at the acceptable

level in five of eight tests reported. In relation to their provincial counterparts, VCS students outperformed their peers on five out of eight tests. Strong performance was observed in English Language Arts 6, and Social Studies 6 at the acceptable level. An area of concern is Math and Science 9.

Standard of Excellence - Overall, (11.3%) VCS students achieved the standard of excellence on PATs. VCS students met or exceeded provincial expectations at the standard of excellence in two of eight tests reported. In comparison to provincial performance, VCS students outperformed their peers in two of eight tests. Like the acceptable level, English Language Arts 6 is exceptional. Students also excelled in Science 6. Areas of concern are Math, Science and Social 9.

Provincial Achievement Tests – English as a Second Language (ESL) & First Nations, Métis, and Inuit Students

Performance Measure: Percentage of ESL and 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 these two populations of students have been suppressed by Alberta Education.

Education Quality

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

ABed	2018/19		2019/20		2020/21		2021/22	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	93.6	90.2	90.9	90.3	82.1	89.6	72.7	89.0
Parent	94.4	86.4	90.7	86.7	65.0	86.7	72.7	86.1
Student	85.1	88.1	91.0	87.8	84.2	86.3	n/a	85.9
Teacher	100.0	96.1	*	96.4	97.2	95.7	n/a	95.0

*Alberta Education suppressed these results. In 2021/22, student and teacher results were not available. Note that the small parent sample size means that the validity is questionable.

Analysis: Satisfaction with the quality of learning is below desired results and an area of focus in the upcoming school year.

Learning Supports

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

ABed	2018/19		2019/20		2020/21		2021/22	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	n/a	n/a	n/a	n/a	81.7	87.8	78.4	81.6
Parent	n/a	n/a	n/a	n/a	73.0	88.2	78.4	86.9
Student	n/a	n/a	n/a	n/a	73.3	79.8	n/a	77.7
Teacher	n/a	n/a	n/a	n/a	100.0	95.3	n/a	93.6

*Alberta Education introduced this measure during the 2020/21 school year. In 2021/22, student and teacher results were not available. Note that the small parent sample size means that the validity is questionable.

Analysis: Over both years, VCS' learning environments are seen as safe, respectful, and caring. VCS witnessed a slight increase among parents during the 2021/22 school year.

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

ABed	2018/19		2019/20		2020/21		2021/22	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	n/a	n/a	n/a	n/a	76.9	82.6	72.2	81.6
Parent	n/a	n/a	n/a	n/a	60.7	78.9	72.2	77.4
Student	n/a	n/a	n/a	n/a	73.3	80.2	n/a	80.1
Teacher	n/a	n/a	n/a	n/a	96.7	88.7	n/a	87.3

*Alberta Education introduced this measure during the 2020/21 school year. In 2021/22, student and teacher results were not available. Note that the small parent sample size means that the validity is questionable.

Analysis: Satisfaction with the range of supports and services offered by VCS remains consistent and acceptable, with incremental increases expressed by parents.

Parental Involvement

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

ABed	2018/19		2019/20		2020/21		2021/22	
	VCS	AB	VCS	AB	VCS	AB	VCS	AB
Overall	89.9	81.3	90.0	81.8	84.1	79.5	70.9	78.8
Parent	79.8	73.6	90.0	73.9	83.9	72.3	70.9	72.3
Teacher	100.0	89.0	*	89.6	84.3	86.7	n/a	85.2

Teacher results were not available. Note that the small parent sample size means that the validity is questionable.

Analysis: Satisfaction with parental involvement in decisions about their child took a dip during the 2021/22 school year.

FINANCIAL STATEMENTS

Presented to Valhalla School Foundation in November 2022, the AFS revealed total revenues of \$1,549,952 (actual) and expenses of \$1,514,095, for an operating surplus of \$35,857. For a complete copy of the [2021/22 Audited Financial Statement](#), please visit Valhalla Community School's public website. Alberta Education's roll-up of all [school authority AFS](#) is available on the ministry website.

Revenues & Expenditures

STATEMENT OF OPERATIONS For the Year Ended August 31, 2022 (in dollars)

	Budget 2022	Actual 2022	Actual 2021
REVENUES			
Government of Alberta	\$ 1,272,553	\$ 1,377,312	\$ 1,308,515
Federal Government and other government grants	\$ 47,322	\$ 115,882	\$ 94,596
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 10,000	\$ 9,500	\$ 12,178
Sales of services and products	\$ -	\$ -	\$ -
Investment income	\$ -	\$ 74	\$ 83
Donations and other contributions	\$ 8,600	\$ 21,720	\$ 4,369
Other revenue	\$ 63,100	\$ 25,464	\$ 32,194
Total revenues	\$ 1,401,575	\$ 1,549,952	\$ 1,451,935
EXPENSES			
Instruction - ECS	\$ 20,982	\$ 20,982	\$ 20,982
Instruction - Grades 1 to 12	\$ 1,028,608	\$ 790,069	\$ 819,694
Operations and maintenance (Schedule 4)	\$ 103,860	\$ 255,469	\$ 254,426
Transportation	\$ 141,511	\$ 315,247	\$ 310,625
System administration	\$ 105,839	\$ 132,328	\$ 99,092
External services	\$ -	\$ -	\$ -
Total expenses	\$ 1,400,800	\$ 1,514,095	\$ 1,504,819
Annual operating surplus (deficit)	\$ 775	\$ 35,857	\$ (52,884)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ 775	\$ 35,857	\$ (52,884)
Accumulated surplus (deficit) at beginning of year	\$ 94,397	\$ 94,397	\$ 147,281
Accumulated surplus (deficit) at end of year	\$ 95,172	\$ 130,254	\$ 94,397

The accompanying notes and schedules are part of these financial statements.

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
2021-2022 Lease	164,000
2022-2023 Lease	164,000
2023-2024 Lease	164,000

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

COMMUNICATION PLAN

Charter schools have an obligation to share their effective practices and innovative approaches for the benefit of Alberta's education system as a whole. Charter Schools are required by Alberta Education to design and implement a plan of how to communicate the innovations adopted, and effective practices and results, with other interested parties. The Valhalla School Foundation has a unique opportunity to share the vision for charter schools and the principles of its own charter by being located in an area where general public knowledge of charters is in the formative stages. The Valhalla School Board has established a communications committee which, in collaboration with school personnel and the School Council will enhance communication and revise the following plan as required.

Objectives

- awareness building
- accountability and transparency
- sharing successes
- media relations

Key Messages

- VCS is a tuition-free public education alternative focused on rural leadership and strong academic skills through structured teaching practices and a focus on community service and civic responsibility.
- VCS utilizes instructional practices which are theoretically sound and proven to be beneficial towards meeting the needs of a diverse range of student needs.
- VCS strives to teach and prepares students for adulthood in a safe and caring environment.
- VCS has a strong and developing Rural Leadership program.
- VCS is focused on offering a choice to all those who are interested in this distinctive approach to education. VCS students are well prepared for lifelong learning, employment, and engaged, ethical citizenship.

Current and Potential Initiatives

- Developed documents informing parents of the charter, charter goals, school programming and parent and student expectations
- Changed registration process to invite parents into the school and participate in a more community-based and informative session
- Developed interview and commitment procedures for new families registering at the school.
- Developing compilation and maintenance of mailing lists, online communication tools and board policies to Increase number of informed families on the wait list.
- Teachers developing use of online biogs, emails and texting for communication with parents

- Shifted hiring advertisement practices to post job information in complete form on the website and use newspaper/paid advertisements {i.e. kijiji, jobbank.ca, newspapers) to direct interested applicants to the school's website for further information as a means of increasing traffic to the site, providing the public with the opportunity to become informed about the school's charter and gathering job applicants who are more informed of the specific unique aspects of the school's charter.
- All key documents are posted on website.
- Improved communication and shared decision-making with Valhalla Heritage Society
- Initiated communication between grade nine teachers and teachers from the local high school
- Provide practicum experiences for student teachers with Grande Prairie Regional College .
- Sharing of Action Research Initiatives with Grande Prairie Regional College.
- Hosting of semi-annual meetings of The Association of Alberta Public Charter School.
- Arrange meetings held with local MLA's and Board Chair, as well as a meetings with the Ministry Officials.
- Participation in community events including Communities in Bloom and Canada Day Parade

Action Plan Initiatives:

- An enhanced communication plan continues to be improved for communicating, to parents, details of the curriculum, news about program developments, and opportunities to discuss and be involved in their children's education.
- Photos of school activities are placed on our Facebook page as well as on our website.
- Charter Renewal will provide the Valhalla school community with renewed opportunities to impact students and families with focused literacy initiatives and strong academic and character development.
- Publicize the Initiation of the major research project through the formation of a partnership with the Beaverlodge Agricultural Research Station to measure carbon sequestration across various plant and fertilizer types.
- Develop communication policy and guidelines. (i.e. degree of public input online, privacy, online posting frequency, method for selecting targeted communication "campaign" messages, board expectations for measurement of success)
- Compile formal contact lists of interested internal and external parties who wish to be kept informed about the school and charter. (i.e. parents, alumni families, members of the community, former residents of the community, members of educational profession, politicians)
- Manage spontaneous communication needs as they arise.
- Communicate charter goals and programs to board and parents through special presentations
- Newspaper articles at strategic times during the year
- Involvement of Parents and Community Members:

- Post all key documents on VCS website, including Valhalla Community School Student-Parent Information Handbook
- Communicate charter goals and program details to parents in written and verbal form
- Send a message from the Board and Superintendent to parents at least 2 times per year.
- Send regular newsletters home to parents with highlights of school activities and future planning
- Administer surveys to parents to gauge satisfaction with the school, the staff and student learning.
- Invite parents and the community to special evening presentations and concerts.
- Build relationships with MLA's and municipal representatives.
- Partnering with Organizations:
- Continue development of partnership with Grande Prairie Regional College, focused on partnering in action research projects, the sharing of the charter school story with education students, and hosting education students for their practicums.
- Communicating operational circumstances and goals with Valhalla Heritage Society and Valhalla Community.
- Library for purposes of optimizing educational use of this shared building through regularly scheduled meetings.
- Regular communication and consultation with School Council on school plans and decisions.
- Build relationships with educational and media groups.
- Nurture partnerships with the local high school and post-secondary education programs.
- Reach out to communities served by VCS through acts of student and staff community service.
- Hosting special events such as appreciation evenings for staff and parents
- Regular news release distribution highlighting school and student activities including student council
- elections and community service-learning projects, as well as general information on charter schools.
- Continue to work with Valhalla's Communities in Bloom committee to share the vision of the charter and the school's successes with local municipal associates, national CIB judges and residents from other participating communities across Canada.

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.

As all schools have, Valhalla Community School has been negatively impacted by the Covid restrictions of the last three years. As we move forward, VCS notes the need to implement the means to support students in recovering from these impacts. Students' mental health and well-being is being supported as we emerge from pandemic challenges. A sense of normalcy is occurring, and student attendance is largely restored. As previously mentioned, dealing with the negative effects of Covid has been an on-going emphasis of professional development for the teachers this year, as they watch and discuss videos that provide practical information about how they can support their students with mental health issues exacerbated by Covid and school closures such as anxiety and depression. The strategies also can be applied to the teachers' own overall wellness.

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 Covid school closures and a lack of consistency in senior leadership has taken its toll. As a result the Board & School Council are learning new ways to communicate and to work together for the good of all concerned, especially the students.

Valhalla Community School has now overcome the serious challenges with its student information service (SIS). Under the direction of the Secretary Treasurer, comprehensive training has been undertaken by both the Secretary Treasurer and the School Secretary in order to implement Ed Sembli, a new information management system. This allows information to be smoothly communicated between parents, the school and Alberta Education. The final update will take place in June.

Bussing continues to be an issue due to the disparity between other public schools and charter schools. In order to address this, VCS has had to take funds from instruction to pay some of the transportation costs. In order to reduce costs and to increase safety, a regular maintenance schedule has been established, routing has been examined, and a real-time messaging system has established whereby messages concerning routing, road conditions, and student needs are instantly transmitted to parents and the secretary treasurer by the bus drivers. This new system has been well-received by all involved. The shortage of bus drivers has been addressed by the training and the hiring of two new spare drivers.



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