

Sunnyside School 2024-2025



Sunnyside School Annual Education Results Report

School Motto:

“Embracing kindness, play, creativity, and the outdoors to learn
and grow!”

School Mission

The following 4 slogans represent Sunnyside School's mission:

"Once a Sunnysider, Always a Sunnysider"

We encourage and value community. We want students to understand that they are valued, even after they leave our school. The community support for this school is part of what makes it great. Whether someone has attended Sunnyside for years or is brand new to the school, we desire for all students to feel like they belong in our school community. We love it when former Sunnysiders come back to the school to volunteer, to coach, to run a wellness group, or to be celebrated. We are small enough to allow everyone to be connected but big enough to make a difference!

"Weather Warriors"

We believe that the outdoors, nature, and the land can be one of our greatest teachers. At Sunnyside, students spend close to 2 hours outside a day, learning, playing, discovering, and exploring. This time is vital to their success as students - whether they are engaging in formal learning opportunities, playing on the playground, or participating in PE class, we believe that the outdoors enable students to grow and be healthy emotionally, physically, socially, and academically.

"Work Hard, Play Hard"

We believe that when it's time to work, we work hard to grow as much as possible. This includes formal instruction in the classroom, field trips, instruction outside, and a wide variety of other creative learning opportunities. Growth, in all forms, is central to all that we do. We also believe that when it's time to play, we play hard as well! At Sunnyside, students are able to participate in a wide variety of excellent play opportunities - including building forts, skating on our outdoor rink, playing outside on our beautiful schoolyard, or spending time with friends in any of our great hang out spaces.

"Kind People are our Kind of People"

We believe that kindness is key to a thriving and vibrant community. This doesn't mean that we have to be friends with everyone, but it does mean that we strive to treat everyone with kindness and respect. It starts with kindness and care from staff members to students and flows through every relationship - between staff, parents, students, bus drivers, volunteers, grandparents, and anyone who comes into our school. By encouraging and modeling kindness, we want to prioritize hope and joy through the ups and downs of life. Kindness and care is a vital part of everything we do at Sunnyside.*

*updated Spring 2024

Elements That Provide Assurance

At Sunnyside School, we are committed to engaging with all stakeholders to determine the best route forward for us as a school. Our education goals connect with the 14 desired states that Palliser Regional Schools have created in conjunction with stakeholders. Palliser's goals of improving literacy, numeracy, and wellness fall within these 5 main domains, as do Sunnyside's similar goals. Below are the 14 desired states that Palliser Regional Schools is striving to provide.

Within the Domain of Student Growth and Achievement

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
3. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

Within the Domain of Teaching and Leading

1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
4. Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

Within the Domain of Learning Supports

1. Infrastructure (including all central office departments) supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Within the Domain of Governance

1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.
3. The Palliser Board will continue to advocate for the success of all learners.

Within the Domain of Attending to Local and Societal Context.

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Assurance Measure Results

Assurance Domain	Measure	Sunnyside School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.0	91.5	84.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	91.4	94.2	90.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	84.2	92.9	92.9	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	15.8	28.6	28.6	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	98.9	96.7	94.5	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.0	94.8	90.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.6	91.6	83.0	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	90.4	85.8	66.2	79.5	79.1	78.9	Very High	Improved	Excellent

Areas of celebration

- Extremely strong results from parents and teachers.
- Our number of parents who filled out the survey was still quite strong (from 6 in 2022 to 15 in 2023 and 14 in 2024).
- Our acceptable standard for PATs continues to be very high.
- Parents, students, and teachers all feel that the quality of education the students receive is very high. Students also feel that their teachers are “Very Good” and that their school is also “Very Good”.

Areas of Concern

- Student reporting of feeling safe/belonging at school decreased from 2023.
- Our standard of excellence for PATs decreased from “Very High” to “Intermediate”.

Ways to address areas of concern

- Continue to solicit input from parents through email, phone calls, and School Council.
- Work with students and parents to promote inclusion. As a staff, we are incorporating a number of processes to ensure that all students feel safe and that they belong. We have student’s notes of gratitude shared over the announcements daily, we are implementing Shine awards (focusing on positive character traits), and adjusting our recess/wellness policies and procedures to better ensure student inclusion, safety, and belonging. We have also created family groups to build students’ sense of belonging and togetherness. We have created a new safe and caring school policy that has been shared with parents. We also continue to push adults and students to build long-lasting connections. Our Making Connections Worker, Allyssa Ockerman, is also creating

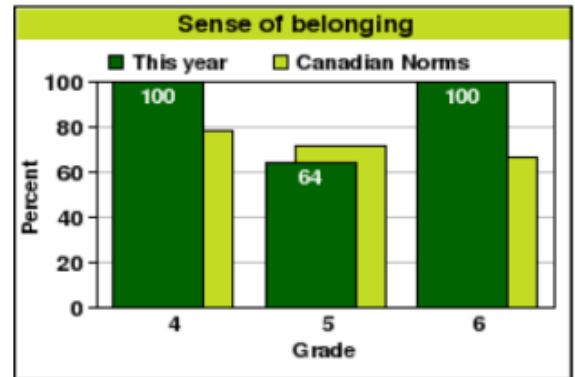
presentations for each class that focus on social-emotional learning. Lastly, we are implementing words of the month to help students build their social-emotional capacity.

Our School Survey Results

Sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

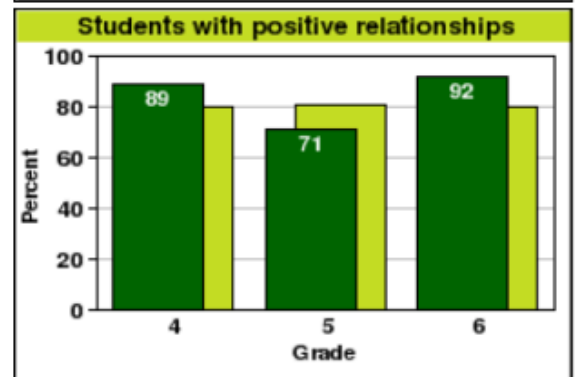
- 89% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 82% of the girls and 96% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

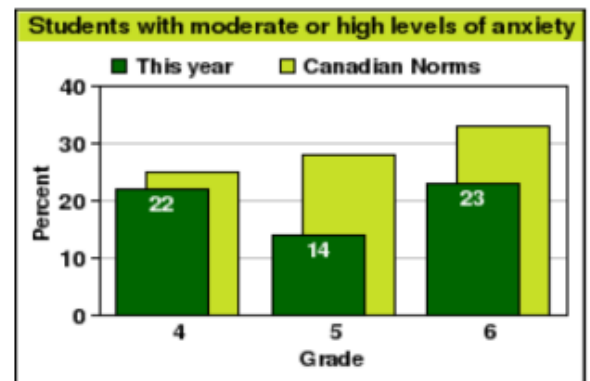
- In this school, 84% of students had positive relationships; the Canadian norm for these grades is 80%.
- 91% of the girls and 78% of the boys in this school had positive relationships. The Canadian norm for girls is 83% and for boys is 78%.



Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

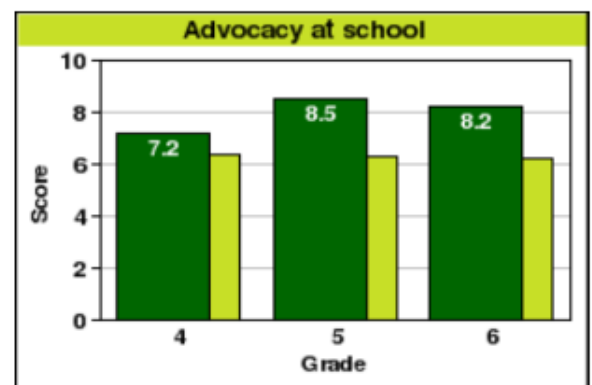
- 20% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 29%.
- 23% of the girls and 17% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 21%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 7.9 out of 10; the Canadian norm for these grades is 6.3.
- In this school, advocacy at school was rated 7.8 out of 10 by girls and 7.9 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.2.

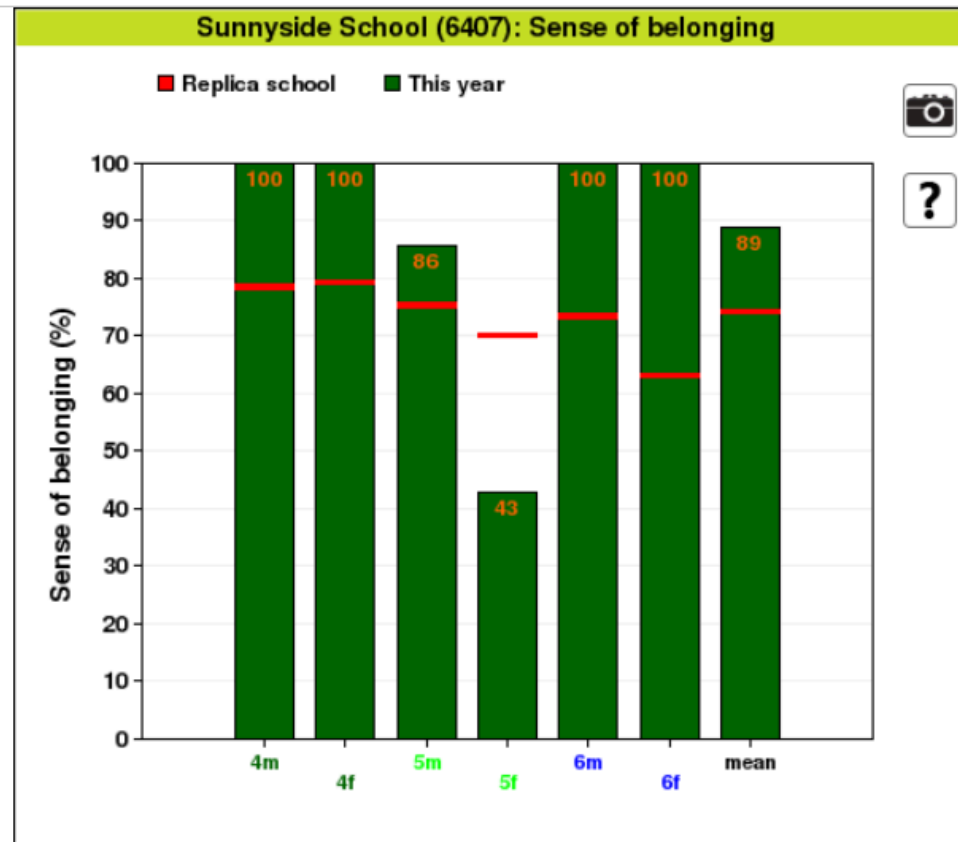


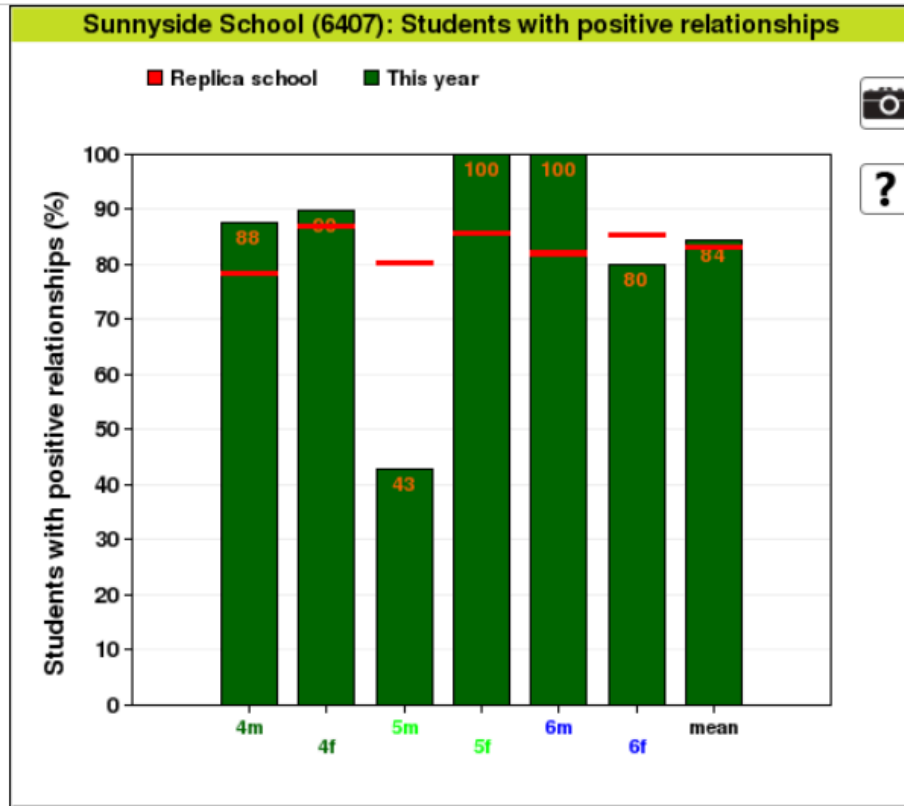
Areas of Celebration

- Students have a high sense of belonging, particularly in grades 4 and 6.
- Students' anxiety levels are lower than Canadian norms.

Areas of Concern

- Grade 5's scored significantly lower than grades 4 and 6 in the "sense of belonging" category. In particular, females in grade 5 scored much lower than all of their peers in other grades.
- Boys in grade 5 scored significantly lower on 'students with positive relationships'.





Ways to Address Areas of Concern

- Continue to utilize family groups to enhance student's sense of belonging
- We continue to implement ideas to enhance and intentionally discuss student wellness. Students are able to participate in "Wellness Fridays" to choose activities that make them feel well.
- Continue to promote and teach social-emotional learning.
- Communicate regularly with parents about their students' academic, social, and emotional growth.
- The grade 5 class has had many new students over the last 2 years. This evidence shows that we need to continue to support our grade 5 students to feel like they belong and to have connections with others. We will utilize our FSLC and Making Connections workers to add additional support for our grade 5 classes.

Provincial Achievement Test Results

Student Growth and Achievement (Grades K-9)

Grade 6 PAT Results By Number Enrolled Measure History

School: 6407 Sunnyside School

Province: Alberta

	Sunnyside School					Measure Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
N	n/a	n/a	9	14	19	n/a	n/a	n/a
Acceptable Standard %	n/a	n/a	77.8	92.9	84.2	Very High	Maintained	Excellent
Standard of Excellence %	n/a	n/a	11.1	28.6	15.8	Intermediate	Maintained	Acceptable

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 6407 Sunnyside School

Course		Measure		Sunnyside School						
				Achievement	Improvement	Overall	2024		Prev 3 Year Average	
							N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Science 6	Acceptable Standard	Very High	Maintained	Excellent	19	94.7	14	92.9		
	Standard of Excellence	Very High	Maintained	Excellent	19	36.8	14	28.6		
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	19	84.2	14	92.9		
	Standard of Excellence	Intermediate	Maintained	Acceptable	19	15.8	14	28.6		

Celebrations:

- Our Science and Social PAT results for acceptable standard were very high.
- Despite the fact that our grade 6 students were taught the grade 6 Social curriculum in the previous school year (2022-2023), 84% of the students achieved acceptable standard
- *Note - LA and Math PATs were not written in 2024.

Areas to work on:

- Our excellence score for the Social PAT was 5 percent less than the provincial average. This could be due to students not receiving grade 6 Social Studies curriculum instruction in the year of the PAT (they were taught it in grade 5 during the 2022-2023 school year).
- Continue to evaluate the 5/6 multi-age classroom to determine if it is best for student success.