



Our Learning Success Story 2024-2025

Pipestone School

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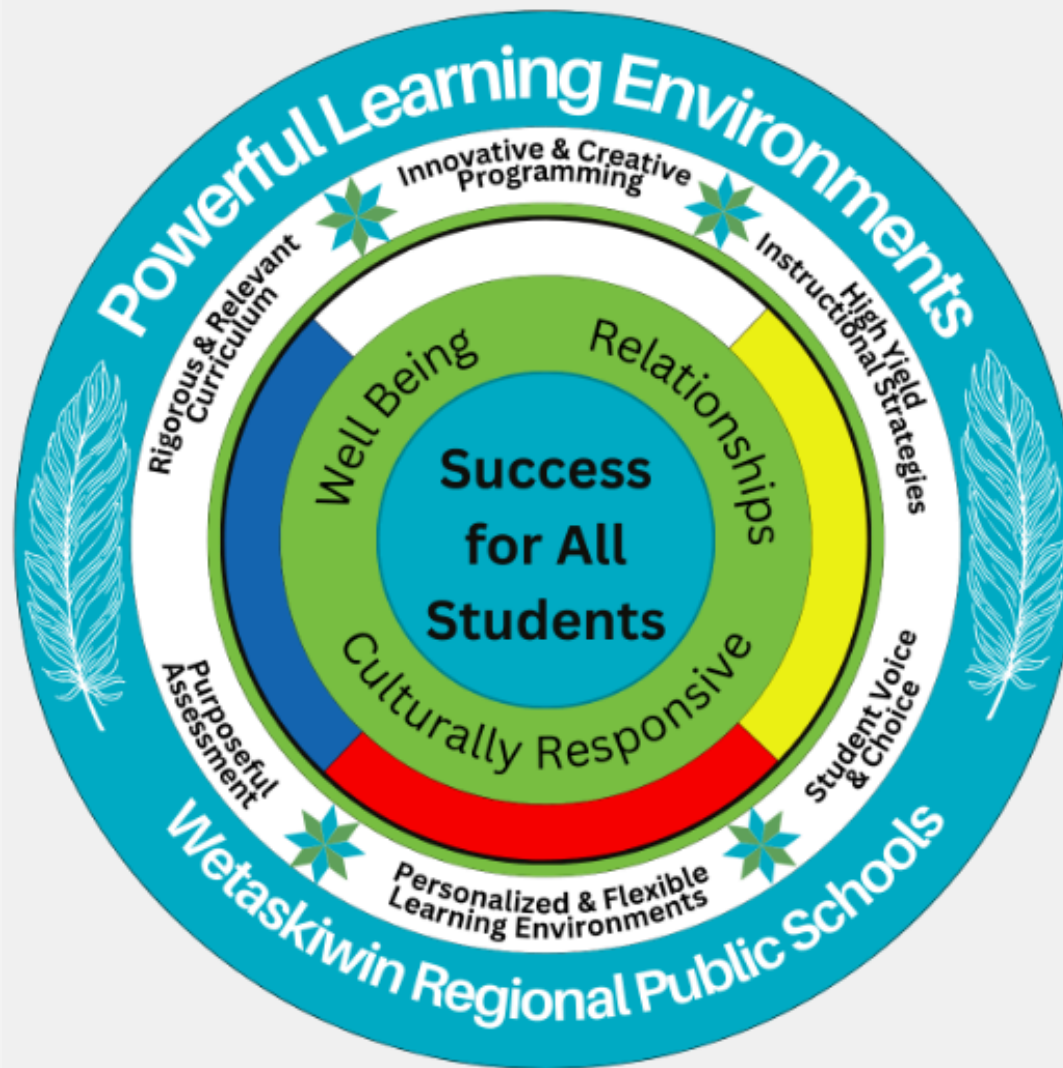
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Look for us and WRPS on Instagram

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Note: Each school within the school board must develop an education plan that reflects and aligns with the school board's education plan. Schools must also prepare a report of the school's results.



WRPS has adopted *Powerful Learning Environments* to help communicate the goals and priorities in our Three Year Plan for Education.

Listed below is a brief explanation of the elements of our model:

- **Success for all Students** - it is our belief that students will receive a quality education in a culture that is inclusive, supports mutual respect, celebrates diversity, and honours the dignity of those we serve and for those who serve.
- **Well Being-** a priority for WRPS is to champion student and staff well being.
- **Relationships** - we know the importance of fostering effective relationships with our students, parents, and community members through thoughtful and meaningful interactions.
- **Culturally Responsive-** WRPS acknowledges and honours the diverse lived experiences, beliefs, practices, customs and rituals that reflect the diversity of our families and students
- **Medicine Wheel** - “the circle shape represents the interconnectivity of all aspects of one’s being, including the connection with the natural world” (Indigenous Corporate Teaching Inc., 2022)
- **Student Voice and Choice** - We recognize the importance of partnering with students and parents to engage in effective processes that allow our student’s voices to be heard. We provide students with meaningful opportunities to make choices related to their learning experiences.
- **High-Yield Instructional Strategies** - Research based strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels (Marzano, 2001.)
- **Innovative and Creative Programming** - Innovative and creative programming creates learning opportunities that engage our students in a personalised, flexible, student-centred manner based on the needs of 21st-century students.
- **Rigorous and Relevant Curriculum** - Rigorous and relevant curriculum challenges students to integrate and apply their learning to real world situations. Students are challenged to use higher order thinking skills and to demonstrate mastery of discipline-specific concepts and skills.
- **Purposeful Assessment** - Assessment is merely the means of gathering information about student learning (Black, 2013). Purposeful assessment is using that information to inform instruction, guide student learning, and provide feedback.
- **Personalised and Flexible Learning Environments** - Our staff recognizes that all learners are unique, have distinct interests and this requires individualization in both programming and in the learning environment.

Priorities of the Ministry of Education of Alberta

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parental responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. Students will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work. They will become life-long learners, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope.

Vision: Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

Foundations for learning: Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.

Outcomes for learning: Knowledge development, character development, and community engagement.

Source: Ministerial Order - April 2024

Priorities of Wetaskiwin Regional Public Schools

WRPS Foundation Statements, Priorities and Beliefs can be found online [here](#).

District Priorities:

- Curriculum, Instruction and Assessment
- Sense of Belonging - Well Being, Relationship, and Engagement
- Indigenous Programming and Ways of Knowing

Our School's Learning Success Story

Our School's Learning Success Story is our Learning Success Plan and reflects the needs and priorities of our school, the district and the local community. This plan is designed to align with the priorities of Wetaskiwin Regional Public Schools and Alberta Education, including the Provincial Curriculum, the Leadership Leadership Quality Standard and the Teacher Quality Standard. Our School Learning Success Story ensures that priority areas drive plans for the upcoming year and continue to create a foundation of planning for upcoming years.

Supporting Information

- WRPS [Education Plan](#)
- WRPS [Principles of Assessment](#)
- WRPS K-12 Literacy Framework
- Collaborative Response: Understanding and Supporting Our Students
- Continuum of Supports

Our School

- **School Administration**
 - Mrs. Tanya McFarland, Principal
- **School Mission**
 - Our mission is to provide a safe and nurturing environment where every child feels valued and supported, empowering them to achieve their highest potential through engaging learning experiences.
- **School Vision**
 - To build an inclusive community where students are active participants in their education, supported in their individual journeys and nurtured in their development as lifelong learners.

Our Profile

Pipestone School is located approximately 30 km west and 10 km north of Wetaskiwin. Families located in Mulhurst Bay, Pipestone, west of QEII Along secondary highway 616, and the north of Falun area are served by Pipestone School. 95% of students are bussed to school . Located in an agricultural setting, many parents make their living farming or through self-employment. A number of parents work right in the Pigeon Lake area. Some travel to Wetaskiwin, Nisku and Edmonton for employment. Once students have completed Grade 6 at Pipestone, bussing is provided to Pigeon Lake Regional School for grades 7 to 12.

Our Celebrations

As a small school in a rural community, Pipestone School endeavours to provide every opportunity for children to thrive academically, emotionally, and socially. We offer opportunities for increased student engagement through a variety of daily and weekly activities including intramurals, choir, open gym, crafts, themed playgroups and the breakfast club. Students benefit from daily Physical Education and twice weekly Music where they have the opportunity to learn to play a variety of instruments. Students' accomplishments are celebrated regularly with "Gotchas" which are then entered for weekly prizes. Strong relationships and collaboration between students, staff, parents, and the community have created a high level of participation in extracurricular activities, parent council and school events.

Our Demographics

- 79 students (Sept 30/2024)
- 4 full time teachers
- 5 Educational Assistants
- Admin assistant
- Custodian
- Family School Liaison Worker (at our school every day 4)
- Mental Health Capacity Building worker (at our school every day 3)
- Indigenous Support Worker (every other day 2)

Our Data Sets

- Alberta Education Assurance Survey Results
- Provincial Achievement Exam Data
- Assurance Framework
 - Safe and Caring Schools Information
 - Achievement Data (Grade 6 Provincial Achievement Tests)
 - First Nation, Metis and Inuit Data
 - Teacher Collective Efficacy survey results
- Local Data Sets

- Curriculum instruction and assessment
- Literacy:
 - Education Literacy Assessments (LeNS, PAST, CCS)
 - Fountas & Pinnell assessments
 - STAR
 - Writing achievement
 - UFLi data
 - Core reading
- Numeracy:
 - MIPI or Elk Island Catholic Schools assessment
 - WRPS math common assessment
 - Alberta Education mandatory Numeracy assessment
- Sense of Belonging
 - FSL info
 - Attendance data
 - Participation rates in activities and student survey results

We frame our work from an appreciative perspective which poses an overarching question,

“How can we ensure that every student in WRPS has an exceptional learning experience?”

This approach does not ignore the many learning challenges that exist; rather, we choose to focus on what is right with the world as opposed to what is wrong.

We inquire into our peak experiences and value the gifts each student and staff member brings to our schools.

Priority Area of Focus: Curriculum, Instruction and Assessment (Literacy / Numeracy)

What are specific areas that the school would like to focus on that connect to Curriculum, Instruction and Assessment?

Our Goal (SMART)	By June 2025, all students at Pipestone will demonstrate measurable growth in the areas of literacy and numeracy. Through data informed instruction and collaboration, we are committed to improving growth in all areas of the ELA and Math curriculums.
Alberta Education Assurance Domain(s)	<div> <input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input type="checkbox"/> Governance <input type="checkbox"/> Local and Societal Context </div>
Understanding the Context	Embedding collaboration planning time within our timetable will build on the knowledge and skills of the PLC process that have been developed at Pipestone. Teachers are able to meet regularly to share data and high

	yield instructional strategies. This then informs their classroom instruction while providing additional opportunities to move students into targeted groups for specific and differentiated instruction.			
Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
All Pipestone students will demonstrate measurable improvement in literacy and numeracy by year end.	<ul style="list-style-type: none"> - To support the review of data and the sharing of best practices, the Principal is responsible to ensure collaborative planning time and directed learning blocks are built into the timetable. - All teachers are responsible to regularly review data and differentiate instruction based on the information collected. - UFLI will be used in K-2 classes to build foundational literacy skills - The Rewards Reading Program 	All Staff	September 2024-June 2025	<ul style="list-style-type: none"> - Individual and class assessment results - Education Literacy Assessments (LeNS, PAST, CCS) - Fountas & Pinnell assessments - STAR - Writing achievement - UFLI data - Elk Island Catholic Schools math assessment - WRPS math common assessment - Alberta Education mandatory Numeracy assessment

	will be used in the grade 3 to 6			
(Report on Q1 Q2 Q3 Q4) or and				

Priority Area of Focus: Sense of Belonging: Well Being, Relationships, & Engagement

What are specific areas that the school would like to focus on that connect to Sense of Belonging

Our Inquiry Question or Goal	To what extent will the additional opportunities for Pipestone students to positively interact with one another and with staff in the form of daily/weekly activities and learning buddies improve students' sense of belonging?			
Alberta Education Assurance Domain(s)	<div> <input type="checkbox"/> Student Growth and Achievement <input type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input type="checkbox"/> Governance <input type="checkbox"/> Local and Societal Context </div>			
Understanding the Context	When students' basic needs are met, including feeling safe and connected, they are more open to learn and grow. By offering students more choice with opportunities to participate and engage in, we hope to build a greater sense of community within the school while improving individuals' sense of belonging.			
Grade / Division /	Strategies and Action	Who is	Target Date / Timeline	Evidence of Success /

Whole School Specific Goal (SMART)	Steps	Responsible	(Q1, Q2, Q3, Q4)	Effectiveness
Pipestone school staff will provide daily/weekly opportunities for students to positively interact with one another and with staff thereby giving students voice and choice throughout the school day.	<ul style="list-style-type: none"> - Intramurals twice a week for grades 3-6 - Breakfast club daily - Open gym every morning and two recesses a week alternating between grades K-3 and 4-6 - Creatology weekly for grades 5 and 6 - Lego club weekly on rotation for grade groupings - Indigenous crafts every other week - Learning buddies in cross grade groupings once every 4 day rotation - Grade 5 and 6 Leadership Group 	Pipestone Staff involved in organising and supervising activities	September 2024 - June 2025	<p>Attendance and participation rates in activities.</p> <p>Sharing of student voice through quarterly surveys.</p>

Alberta Education Assurance Measure Results:

- Citizenship

- Welcoming, Caring, Respectful and Safe Learning Environments
- School Attendance Data
Quarterly school surveys

Priority Area of Focus: Indigenous Programming and Ways of Knowing

What are specific areas that the school would like to focus on that connect to Truth and Reconciliation - Calls To Action ?

Our Goal	As we feel that knowledge is the starting point for all growth, we are committed to building on the education of our students, staff and community to foster understanding of Truth and Reconciliation and the Calls to Action.				
Alberta Education Assurance Domain(s)	<div> <div></div> Student Growth and Achievement <div></div> Teaching and Leading <div><input checked="" type="checkbox"/></div> Learning Supports <div></div> Governance <div></div> Local and Societal Context </div>				
Understanding the Context					
Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness	
To improve staff and student knowledge about Indigenous peoples culture and history as well as the negative impacts of colonisation.	<ul style="list-style-type: none"> - School wide participation in the Walk for Wenjack - Orange shirt day with a visit from a local Elder to share her knowledge about Residential Schools - Introduce a “gotcha” focus based on the 7 Sacred Teachings 	All staff	September 2024 -June 2025	<p>Students engage through learning with curiosity and openness.</p> <p>Participation in TRC activities like orange shirt day and Walk for Wenjack.</p> <p>Allotting time during PLC days for TRC activities and sharing</p>	

	<ul style="list-style-type: none"> - Display 7 Sacred Teachings in the school with some reference and teachings - Daily land acknowledgements during announcements - Indigenous Stories and resources in classrooms and the library - Individual classroom activities - ie. fable based on the 7 teachings, creation of an Inukshuk with teaching of its purpose - Ongoing cultural sharing by ISW through classroom visits and crafts with students 			
<p>Alberta Education Assurance Measure Results:</p> <ul style="list-style-type: none"> • Citizenship • Welcoming, Caring, Respectful and Safe Learning Environments <p>School Attendance Data</p>				