



**PARKLAND**  
SCHOOL DIVISION

Woodhaven Middle School  
**2021/2022 Care, Respect and Safety  
Development Plan Results Report**



Principal: Nealle Dickson

Assistant Principal: Marcie Enders

**Our Vision:**

*Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.*

**Our Mission:**

*We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.*

**Our Ultimate Goal:**

*Student Success and Well-being*

**Our Values:**

- *Learning opportunities that are purposeful, essential, relevant, authentic and responsive;*
  - *Excellence in achievement;*
  - *Trustworthy, respectful relationships; and,*
  - *Resilience and self-awareness*



## MESSAGE FROM THE PRINCIPAL

Student success and well-being is at the core of the work we do at Woodhaven Middle School. As a collective staff we have shown that we are committed to learning, growing and appreciating the complex nature of a school and school environment. Creating a safe, caring and respectful learning environment for all students seems like a fairly straightforward task. However, the complexities of ensuring this lives out in a school each and every day are far reaching without the added complexity of a \$22 million dollar renovation in the midst of a global pandemic. Our team at Woodhaven Middle School includes Teachers, Educational Assistants, Office Staff, Custodial Staff, Students and Parents. It is because of this team that we can confidently say our school is a welcoming, safe, caring and respectful place for all to learn and grow and we are committed to continuing to ensure our students' needs are met each and every day.

### Our Context:



Woodhaven Middle School is a grade 5 to 9 school with approximately 490 students located within The Parkland School Division in Spruce Grove, AB. The vast majority of our students reside within the city of Spruce Grove, however we are also very proud to offer the Parkland Christian Program as a program of choice to students throughout the Parkland School Division. As well, we are also home to one of PSDs STEPS classrooms focused on supporting students in junior high who need targeted social/emotional support in a small group setting. Our school has also just completed a major renovation that will allow for a near doubling of the student capacity over the next few years.

Given our diverse student population combined with the large increase in student population to come, it was imperative that we focus our work over that past couple of years on ensuring we have an environment that is safe, caring and respectful for students, staff and parents. A safe and caring environment is essential to ensuring students are able to learn, grow and thrive to the best of their potential.

### School Council Summary:

At Woodhaven Middle School we are blessed to have a very active and involved School Council. This group of dedicated volunteers has worked tirelessly to ensure our students have what they need to learn. This past year, on average 5-10 dedicated parents met each month from September, 2021 through to May, 2022. Last year's work centred on re-establishing the role of school council in the school without the significant restrictions COVID had placed the year previous. Our School Council works very closely with Woodhaven Fundraising Society to help meet the basic needs of the students attending Woodhaven including supporting our school's breakfast and lunch programs.

## Development Plan Summary:

The goal of this past year's work was to support students in developing and possessing the skills necessary to self-monitor and self-regulate prior to becoming dysregulated or engaging in disruptive behavior. Further, our goal was to help staff of Woodhaven Middle School learn the skills necessary to address students who may become or who have become dysregulated. Some of the key supports included: trauma informed practices, development of self esteem and social skills, support for grief and loss, and providing education to promote civil, school-wide approaches to supporting students with regulation and behavior. Ultimately, we know and research supports that when students feel safe, cared for, are respected and respect others they are in an optimal state for learning. This work is essential to ensuring student success and well-being at Woodhaven Middle School in all that we value at Parkland School Division.

## Summary of Results & Changes Observed:

*"I truly believe that the staff in our school care deeply for the students. As a staff member, I also feel appreciated by the administration. It's the little things that matter!" ~Woodhaven Staff Member*

### Data Sources:

- Alberta Education Assurance Measure Results Report (AEAM)

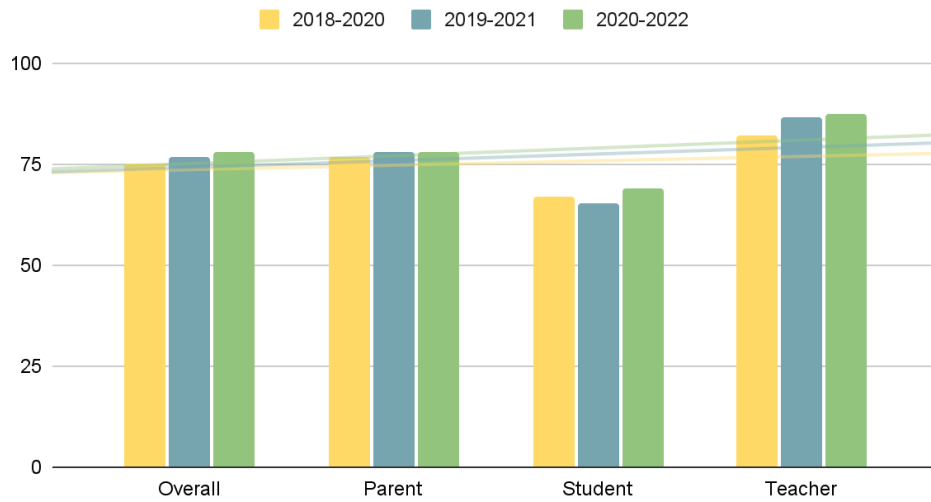
### Factors to Consider when Interpreting Results:

- Parent Survey Sample Size
  - AEAM- 10 parents completed the survey for a school population of 419 students
  - Safety, Care and Respect Parent School survey had less than 5 parents participate in 2022 out of a population of 480 students
- Modernization was completed this past year and although Woodhaven now has a beautiful new building for teaching and learning, it has taken 3 years of upheaval, construction and disruption to get to where we are today. This would have undoubtedly impacted how staff, students and parents felt with regards to the school environment.
- COVID restrictions were removed which could have impacted how safe or not students and staff were feeling at school.
- Students were still readjusting to life at school after spending long periods of time learning from home.

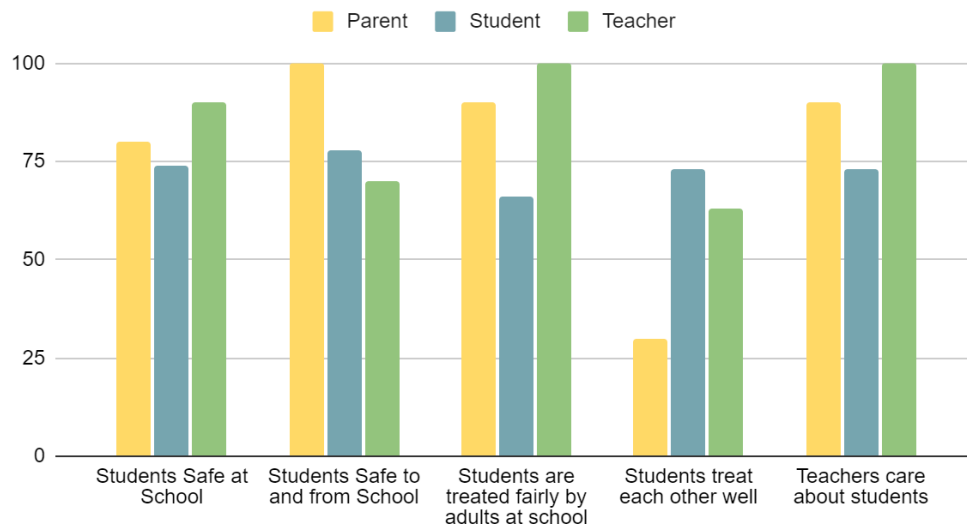
## Alberta Education Assurance Measure Data Summary:

Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect and are treated fairly in school.

### Safe & Caring 3 Year Rolling Average



### Safe & Caring Breakdown



## School Created Staff, Student and Parent Survey Data Summary

*“All the teachers step in if they think something is not right. They all helpout. Most people follow the rules so it feels safe.”  
~Woodhaven Student*

	2021	2022	Change
<b>School Created Stakeholder Survey Data</b>			
<b>Safety</b>			
1. % of parents who feel their children are safe at WMS	83.3%	N	--
2. % of staff who feel WMS is a safe school	91%	87%	-4%
3. % of students who feel that WMS is a caring school	77%	75%	-2%
<b>Caring</b>			
1. % of parents who feel WMS is a caring environment	100%	N	--
2. % of staff who feel WMS is a caring school	82%	93%	+11%
3. % of students who feel WMS is a caring school	76%	72%	-4%
<b>Respect</b>			
1. % of parents who feel people at WMS treat each other with respect	83%	N	--
2. % of staff who feel people at WMS treat each other with respect	86%	87%	+1%
3. % of students who feel people at WMS treat each other with respect	62%	71%	+9%

### Interpretation of our Results:

#### Alberta Education Assurance Measure Data:

- Our 3 year rolling average indicates that parents, students and teachers agree Woodhaven is continuing to show growth in the area of safety, care and respect.
- This data also indicates that COVID has had a direct impact on parent awareness of how their child is being treated by other students in the school as 40% of our survey respondents said “they didn’t know” if their child was being treated well by other students. It is important that moving forward, we reestablish ways for parents to be involved. What is interesting to note is that out of all 3 survey respondent groups, the group that scored this area the highest were the students.
- This data also showed that there is room for improvement to ensure students are feeling safe on their way to and from school. We need to better understand why they are feeling unsafe so we can better target that area for growth.

#### School Created Staff, Student and Parent Survey Data

- Overall our school created survey indicates that our parents, teachers and students are feeling safe, cared for and respected, and we expect this to improve as the implementation strategies outlined below become solidified into our school culture and our way of being.

### Strategies Implemented to Support with Safety, Care and Respect

The data from both of our surveys indicate room for improvement with respect to parental awareness of how their children are doing at school socially, with helping students to feel safe on their way to and from school, and while at school. As a result of our data, we have begun to implement the following key strategies:

- Established continuums of academic supports, behavioral supports, and socio-emotional supports, services, and interventions for students as well as promote efficacy amongst staff.
- Reallocation of resources to have the return of a 0.5FTE counselor to support students both in small groups and one on one.
- Established Collaborative Support Team including, admin, school counselor, counseling students, social work students, as well as a community connector through Change Health.
- Provided Professional Development to support teachers understanding trauma as well as to provide opportunities to share best practices related to dysregulation and behavior.
- Began implementing Collaborative Response Model to begin establishing and promoting collaborative structures and practices amongst staff.
- Woodhaven Middle School created a bi-weekly, after school Directed Learning Room (DLR) modeled on both Spruce Grove Composite and Memorial Composite High Schools, to support students in assignment completion, examination re-writes, and as a consequence for minor misbehaviors.

#### **Unexpected or Outlier results:**

- 30% of parents feel their children are treated with respect by other students, however 40% of those parents did not know how their children were being treated at school.
- Our suspension data (not included here) showed an increase in the percentage of suspensions in the 2021/2022 school year, however this could be in support of students feeling more safe overall at school as issues are being dealt with

#### **Our Learning:**

Although there is still much to be learned with respect to improving school culture in the areas of safety, care and respect, what we did learn is that this journey is one that takes time and is multifaceted and should include a focus on academic well-being as well. We are so blessed to have a fully remodeled school with double the capacity it had prior. However, to get to this point, students and staff were expected to learn and teach amidst a construction zone for 3 years, which would have absolutely impacted these survey results. Our 3 year journey of prioritizing safety, care and respect at Woodhaven Middle School has created a strong foundation for our students, staff and parent community. We have learned that our students, staff and parents are committed, resilient and strong people who will ultimately do what is needed to ensure our school is a good place to learn and work. To continue to ensure this type of environment, we must:

- Intentionally involve our parent community,
- Clearly communicate and model safe, caring and respectful behaviour,
- Maintain high standards for behaviour,
- Be compassionate, empathetic and understanding leaders within our school community as these skills are learned and needed now more than ever.

We are now settled in our new building, with key strategies to support safety, care and respect within our school, therefore, we have taken a close look at our Provincial Achievement Data, which indicates we have areas for growth in both literacy and numeracy in grade 6 and grade 9. We believe appropriate programming in literacy and numeracy significantly contributes to student well-being at school. Thus we will be increasing our focus, time and energy toward ensuring our teaching practices are supported in research and targeted toward students' specific learning needs. We are excited to collaborate with other schools and leaders within the Parkland School Division to support us in this journey.

