

**NUT
AWARE!**
LIVE SAFE

NOVEMBER

Nov. 3: WE Day

Nov. 4: Pumpkin Fling

Nov. 6: Remembrance Day

Ceremony @ 10:30am

Nov. 10 & 11: No School

Nov. 12: Picture Orders Due

Nov. 17-20: Book Fair

Nov. 18: Picture Retakes

Kindergarten pictures
will be included

Nov. 18-19: Parent Teacher
Interviews

Nov. 28: Term 1 Courses
End

Dec. 1: No School

Dec. 2: Term 2 Courses
Begin

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MISSION STATEMENT:

*The purpose of Indus School is to
build in students a multifaceted
personal foundation to carry them
successfully through life.*

SPRIT

SOME PERTINENT INFORMATION REGARDING INDUS TODAY

INDUS Student Council 2014/2015

Student Council planned our K – 6 Haunted House on Halloween. The Grade 7, 8 and 9 students constructed and manned the haunted house.

What a great way to share the fun for everyone. There were a few scary moments and some fabulous fortunes foretold.

Don't forget that every Friday is Indus Blue Day. Wearing **Indus Blue** is a great way to build spirit and connection to our school.

Learning Commons/Library News

It's **Book Fair** time! The fair will run from November 17-20 and we are open late during Parent/Teacher/Student conferences (Tuesday and Wednesday). Please invite your friends and neighbours! Watch for details that will be sent home. There is a wonderful preview video about the new books that will be featured at book fair at <http://www.scholastic.ca/bookfairs/>. Choose BookTube from the menu on the left side.

Book Fair Hours – November 17-20

Monday: 9 a.m. – 12 p.m.

Tuesday: 9 a.m. – 8 p.m.

Wednesday: 9 a.m. 12 p.m. and 4:30 p.m. – 8 p.m.

Thursday: 9 a.m. – 3:30 p.m.

SUTP Coupon Books and Mobile Apps

We have sold most of our coupon books and apps, but you can still get yours! For only \$20 you receive tons of coupons for things you shop for every day. If you don't have an order form, just send your money with a note and you will receive your coupon book the same day. Thank you for supporting this important fundraiser.

Building an Indus School Constitution

October 19 was Build a Constitution Night. Thank you to our students, staff and community who attended this special meeting. We talked about what makes us proud at Indus, what qualities we value and then what rights and responsibilities we should see as priorities in the years ahead.



Congratulations to Gavin and Jewel Brister! They are featured in the latest issue of Vantage Point.



Ashley and Sophia pan for gems.

Kindergarten: Maize Maze

What a perfect autumn day to experience all that the Calgary Corn Maze has to offer! After a lively romp in the playground we headed out to the pumpkin patch, where we learned all about growing pumpkins especially how important it is for the “boy flowers” to look good to attract bees and insects and what to look for when choosing the perfect pumpkin for Halloween. While touring the farm, the children had the opportunity to pet a variety of farm animals in the petting zoo, ride the grain train and pan for gems at the mining sluice, test their skills at the rat rollers, rubber duck races, ball toss, stalk pedal carts, and cheer on their favourite at the pig races. Did you know that pigs are very intelligent and use a unique sunscreen to protect themselves from the sun? It was a full day of fun as the children (and adults) experienced the thrill of the giant slides, the jumping pillows and of course returned home with a pumpkin. Thank you very much to the parents who joined us for this adventure and to those who donated car seats to keep all our little ones safe!

Division 3 ELA Dribbles

All division 3 students have been hard at work honing their writing skills. Grade 8's are taking their first stab at putting together a 5-paragraph response to literature essay. Making the move from writing stories can sometimes be overwhelming and frustrating, but it is important to note that the process is similar. Grade 9 students are focusing on the importance of developing strong character through actions and feelings rather than direct descriptions from the writer. This, in combination with a well thought out plot line, is helping students take their story level to the next level, a level needed for high school success. Let's not forget the Grade 7's! Although their work is not as complex as that of the other grades, they too are working to polish their paragraphs. Understanding clear purpose and the importance of supporting details is a must. No matter what the grade, students are recognizing the importance of planning and working through the writing process. I appreciate the hard work and reflection of the students; this will inevitably improve student success in all subject areas.

Middle School Art and Option Projects

Indus School is teeming with artistic students. Several classes are working on unique and creative projects at varying stages of completion. Projects range from soap and soapstone carving, scroll saw art, copper etching, Kandinsky murals, silk screening, printing and building scale model garages. Displays of projects will soon be found throughout the school. If your travels bring you to the school, please be sure to check them out.



Grade 3 News

Halloween Inspires Creative Writing

Who doesn't enjoy a spooky story every now and then? Certainly not the Grade 3 students! We started off by reading the original version of In The Dark, Dark Room, by Alvin Schwartz. Mrs. Sefton first read it in perfectly boring style. After, we watched a spooky video version on Youtube. That digital edition was creepy! We then discussed what makes a story really entertaining. Mrs. Sefton tried her best to read it with really strong intonation, fluency, a few appropriate long pauses, and in a lower voice. It's amazing what expression does to entertain an audience. Suffice to say that even after listening to the story twice prior, most students jumped. I think I even heard some screams! Students set to writing their spooky renditions of this story right away. We edited, we practiced our reading expression, and on Monday October 27, we will share our stories in the dark. Mrs. Sefton is filming them. Rest assured, we have become stronger, more entertaining readers!

Also notable during the month of October was our first classroom celebration. After a lot of hard work, respectful behaviour and student skills, we enjoyed a "PJ's Popcorn and Tech" celebration. It was loads of fun for all! We look forward to our next class party.

Grade 4/5 News

Grade 4/5 Class Explore Family Backgrounds

During October, as part of Social Studies and the study of Canada, the students discovered their family heritage. As a country of immigrants, the great majority of us have come from somewhere else. Everyone was interested and surprised by the many different countries of origin. Students also learned that many families were recent immigrants, like Monty from Wales, whereas others have been in the Indus area for multiple generations. However, there was one common thread that linked everyone together. The first family member to immigrate had done so for the opportunities that Canada provided. Our classroom has strong emotional feelings towards their country of Canada. They are proud to be Canadian. At the same time, when discussing with parents where their ancestors had originally come from, many were curious about this other country that they had a tie with. Students whose families were more recent immigrants were excited to share things from their culture. Thanks to Drickus, we got to taste wild jerky made from springbok common to South Africa. We heard various languages including Vietnamese, Punjab, German, and Urdu. Najah was also able to share Arabic handwriting. The students now will make a pie graph to represent our class family backgrounds. It will be interesting to see if the graph for our classroom is similar to the Ethnicity Graph of Canada.

Child Development Advisory (CDA) - Candace Wood

A CDA enhances the social, emotional and behavioural development of students. The CDA consults with staff, students, parents and where applicable, with outside agencies, to ensure that we are meeting the needs of the students. The CDA program is designed to provide proactive and preventative support as well as intervention with concerns, which have already been identified. The CDA works closely with the entire school team to benefit the students. This involves collaborating with teachers and administration to assess the individual needs of identified students.

The following is a list of preventative and supportive topics which may be addressed but are not limited to:

Areas of support

Anger management
Classroom survival skills
Conflict resolution and anger management
Coping with changes in the family
Dealing with loss and grief
Family support and referrals
Increasing self-esteem
Leadership
Peer issues and choices
Anxiety
Relationship building
Resiliency
Social skills
Referring families for support outside of school services

Referral Process and Accessing the CDA:

Students can be referred to the C.D.A in 4 ways:

- Self-Referral
- Parent Referral
- Teacher Referral
- Administrator/CDA referral

It is my hope that all of our students have a successful school year and have access to the support they may need. If you have any questions or additional areas of concern that you would like addressed, please contact me at the school.



Horses Make the Best Learning Partners

Jacket Racket

Thank you for the tremendous support of our Jacket Racket Campaign. All donations have been taken to the Chestermere Town Hall. If you require warm winter clothing please speak with our school CDA Mrs. Wood.

Candace Wood
Child Development Advisor
Indus School

The Think Tank

We have a new name! Up at the north end of the school we have changed the name of our breakout space from The PEAK Room to The Think Tank. Though Mrs. Beal uses The Think Tank as her home base, it is also a work space that is open to the whole school for small group work, test-taking and a meeting space. The Think Tank also houses our Sensory Room which has been adapted over the summer to include even MORE tools for students to use during their body breaks. Come for a visit and check out our new space!



Cole, Victor, and Logan are working hard on their Soap Stone Art projects!

We Scare Hunger

Indus School's ME TO WE students have been announced and will be attending Alberta's We Day on November 3rd! Our first local action, WE SCARE HUNGER, will help to support our local food bank. Students at Indus School are encouraged to bring in food bank items for our local food bank from **October 23rd to November 3rd**. Students are also encouraged to "trick-or-treat" for food bank items instead of just candy, and bring them to school by November 3rd. Please send the food items to your child's classroom, as there will be a contest between classes, along with a prize for the classroom that collects the most food! Let's come together to scare local hunger and take action!

Trees and Forests with the 5/6s

This was an amazing month of learning about trees and forests in Canada. Our class is currently wrapping up our inquiry projects on trees and forests. Students will start presenting their projects next week. As a class, we went around the school yard and did our best to identify the trees that are in our own backyard. After that nature walk, students went home over the Thanksgiving break and had a homework assignment to do their own nature walk at home or in a park. They had to collect 5 or more leaves/needles and identify those trees and tell us information about each one. Their oral presentations and sharing of their work was outstanding! Everyone's projects were done in very separate ways. Some students did leaf rubbings, some attached the actual leaves or branches to sheets of paper, some took photos and some even made videos with musical accompaniment. So proud of all the amazing work they did on this project. If you want to learn more about the trees in our school yard, the Grade 5/6 students can tell you more about them.



Grade 2/3

WE'RE NEW – A 2/3 TEAM

October 17, we began a new arrangement with our Primary classes and Mrs. Graham became the home-room teacher for a combined grade 2 and grade 3 class in the mornings.

TEAM 2/3

We have been very busy learning new routines and filling our class walls with writing, vocabulary, and math graphs all about Halloween. The mystery theme continues with our class novel "Zombiekins". The morning will focus on literacy and numeracy development and learning the skills to focus and persist as a successful learner. Parents/Guardians please contact Mrs. Graham to volunteer in the classroom – your assistance is much desired.

Grade 7: First Nations Artifacts

In October, the Grade 7's learned about three First Nations cultures (The Mi'kmaq, Anishinabe, and Haudenosaunee) as part of Canadian history. After researching these groups, we spent time looking at the tools and equipment they used. Then students had an opportunity to recreate one of these "ancient artifacts", to go along with a write-up for his/her particular group. The Grade 7's were both creative and enthusiastic about the project. Well done 7's!

Mrs. Graham's Commentary

October Newsletter – What is this thing called Inquiry?

November - What is this thing I'm suppose to do to help my child at school?

My son turned 30 this year (I know – can you believe it!). He always astonishes me with his memories of when he was young. He clearly remembers the summer between grade 2 and 3 when his Mom sat with him on the couch nearly every morning to read with him. He was having a tough time learning to read and we practiced very deliberately so that over the next year with home and school working as a team, he made strong progress.

But he is quite confident, when he says that the most important thing his Dad and I did was talk with him and his sisters at suppertime. We talked about what we did each day, what we learned, what was happening in our world near and far. We sat together at the table and everybody talked.

He has experienced his own challenges in life's journey but he often comments that it was those supper conversations that grounded him. Recent research demonstrates a strong link between a family meal together and more success in school. Wow, little did I know.

Our lives are very busy and our children are very active. Building time to share and being involved creates a strong attachment that weathers many a storm or just builds the persistence to work hard through times when the learning gets tough.

Grade 2: THE FIRST NATIONS AND A TRIP TO HERITAGE PARK!

In Social, the Grade 2 students began looking at our community in the past. We spent the month of October learning about the First Nations People of the prairies. Students read books, watched videos and were lucky enough to listen to the legends and songs of guest speaker, Randy Bottle, from the Blood Tribe. Students studied real artifacts and asked questions to understand how the aboriginal people survived off the land. Students are now focusing on Canada's Early Settlers and will kick off their research with a trip to Heritage Park. On the field trip, students will learn about the remarkable individuals who laid the cornerstones of early Calgary. They will also discover how fur trading brought First Nations and Explorers together and visit the Fort.

Students have written their letters to their Canadian contact and are anxiously waiting for their package to return in the mail. We are excited to learn about various communities throughout Canada this year. Thank you to all parents who sent in information. We have also started blogging our journey! Parents, please check in on our blog for pictures and student comments at

<http://schoolblogs.rockyview.ab.ca/mmikkelsen>



Kayla and Kurtis trying on First Nations Clothing

Ultimate Frisbee Team

The Ultimate team has just finished their fall season. This year we have enough players from grade 6 through 9 to have a senior and rookie squad. These two squads just returned from Edmonton, where we competed in the two day, 3rd annual, Spirit of the North Tournament. This is currently the only province-wide tournament for Junior High students. Our rookie squad squeezed out 2 narrow victories to place 7th out of 8 teams. Our senior squad was successful in defending their title in a very tight final game against the South Calgary Horde. Congratulations Indus Ultimate, still **undefeated for a second Spirit of the North JH title!**

Assessing Student Learning - Dr. Anne Davies

Be sure to mark Dec. 1 on your calendars for the Dr. Anne Davies' parent information session on assessing and promoting student learning, slated for 6:30 pm at the RVS Education Centre. An international authority on assessment for learning, Anne's mission is to prepare all learners for their future using assessment for learning. Author and co-author of more than 30 books and multimedia resources, Anne's passion is to support education systems, districts, and schools as they seek to learn and improve using assessment. Parent, community, and school council members are encouraged to attend this event. As space is limited, registration will be on a first come, first served basis. Register at <http://www.rockyview.ab.ca/news/anne-davies> or contact Nancy Lake at nlake@rockyview.ab.ca to find out more.

Digital Resources for Parents in CORE

Did you know your child has access to thousands of educational digital resources through CORE (Collaborative Online Resource Environment)? It's a web-based service <https://www.albertacore.ca> that all students and teachers from six participating school jurisdictions can access anytime, anywhere, and from any device using their usual school username and password. The service provides users with access to thousands of high quality educational resources that have been recommended by educators to support learning, making it a one stop hub for your child's learning resources. They can access videos, images, etextbooks, documents, animations and more. The digital resources in CORE are easily searchable, accessible, and shareable from a single web interface. CORE empowers users to participate in a powerful learning network. Be sure to check out this one stop hub for accessing quality educational resources. To find out more, contact Nancy Lake at nlake@rockyview.ab.ca.

Parent Workshop: *School Bullying*

School Bullying - What Is It, Who's Involved, and What Can Parents Do About It?

The Community Education branch of Alberta Health Services is hosting an information evening to provide parents/caregivers with a better understanding of school bullying, its various forms, and signs to look for. The session is free of charge, and will be offered by Crystal Dittrick, a Registered Provisional Psychologist, on:

Nov. 18, 6:30 – 8:30 pm, at RJ Hawkey Elementary School, 233 Big Springs Dr. in Airdrie.

Nov. 19, 6:30 – 8:30 pm, at Mitford School/Cochrane Christian Academy, 110 Quigley Dr. in Cochrane.

Nov. 20, 6:30 - 8:30 pm, at the Chestermere Town Hall, 105 Marina Road in Chestermere.

Register by visiting the [Alberta Health Services](http://www.albertahealthservices.ca) website.

Grade 6 Math

How Much is a Millionth?

The Grade 6 math students have been studying number theory. They are familiar with the idea that 10 hundreds makes a thousand, and that 10 hundred-thousands make a million, and even that one tenth is made up of 10 one hundredths, but what about millionths?

To help get an understanding of decimal place value, they engaged in a simple experiment. They added 1ml of food colouring to 9ml of water, thus creating 10 ml of a 0.1 colour solution. They then took 1 ml of that solution and added it to 9ml of water to create a .01 solution. They kept on like this until they had a solution that was .000001 colour – one millionth! The colour didn't show up at that level of dilution (imagine putting 1ml of food colouring in 1 cubic meter of water), but it was just visible at one-one-hundred-thousandth (.00001).

Without a doubt, it was an engaging way for the students to start looking at decimal values.



Riley looks on as Shinae carefully tops up the water level for her solution.

Grade 8 Science

This month the Grade 8's have been exploring fluid principals. We have spent many classes in the lab testing and observing different fluid properties, such as solubility, density and pressure. Additionally, we used computer models and simulations to study buoyancy and the relationship between material and fluid density.

Mr. Wyper also made an appearance to conduct a pressure demonstration with the class where a can is crushed under the weight of air alone!

Music News

Some guest musicians visited the Junior Band (grade 5 and 6 students) this October. About a dozen band students from Chestermere High, along with their director Mr. Johnston, came to Indus to work with our young band students. Indus students happily reported that they learned a lot, the session was helpful, and they had many of their questions answered. It was a refreshing opportunity for the students to work in sections of like instruments, instead of with the whole band. We hope to continue collaborations with Chestermere High in the future.

The Senior Band and the elementary music students are busy preparing for our school Remembrance Day assembly. We hope to see lots of families in attendance on November 6 to share our music and take part in the ceremony.



Grade 1 News: Discovering Our Community

Grade 1 inquired into our world by researching what community helpers do and why we need them. We were so lucky to have an agriculturalist, elevator builder, firefighter, university professor, photographer, nurse and dental hygienist come visit our classroom.



Discovering our heartbeat



What happens to your teeth when you don't brush?



Where does our food come from?



Forensic Studies.

What do police do to catch criminals?



Halloween Fun at Indus School!



INDUS SCHOOL: OVERVIEW OF ACHIEVEMENTS

The 2013-2014 school year marks the third year of Rocky View Schools' and Indus School's, four year plan. Since the autumn of 2011 we have been working toward achieving four critical goals. During the intervening years we engaged in a Value Added School Review (VASR) that assessed our strengths and challenges. The insights gained through that process, along with interpretation of PAT results and both provincial and Rocky View satisfaction survey results have enabled us to plan for improvement and measure our progress.

Goal One – Learners have their individual needs met

Meeting the individual needs of students is the primary goal of 21st century education. We are moving from a system that accepts the idea that some students will not have their needs met, simply because their needs do not coincide with the educational program being delivered. Obviously, it is a daunting task to address the myriad diverse needs seen in a class or school, but it is a task we are undertaking with increasing success.

Our first indicator of success are the admirable results on our students' Provincial Achievement Tests. The Indus students who wrote the PATs outperformed their provincial counterparts on every test written in 2013, with the exception of Grade 3 Math (where the results were about the same as the provincial average). Although our Grade 9 students did not write the PAT's due to flooding at the time the tests were to be written, informal testing suggests that they too were on track to meet or exceed provincial standards.

In 2014 we continued with great results on our PAT's. There are two measures of PAT performance: results for all students (with those students who are exempt or absent included in the "Not Meeting the Acceptable Standard" category, and results for students who wrote the test (which is the measure we tend to use as students are only exempted for specific, stringently monitored, reasons such as being on a modified program). All of the Grade 3 students on a regular program achieved the Acceptable Standard in both Math and ELA (compared to 85% and 90% respectfully in Alberta). Our Grade 6 students who wrote the PAT did as well or better than their provincial counterparts in Math, ELA and Science, but struggled in Social Studies. Although a few percent fewer of our Grade 9s met the acceptable standard in Math, ELA and Science, they were in the average range except, as with Grade 6, in Social Studies, which we have identified as an area of focus for the upcoming year.

Other indicators of learners having their individual needs met are indicated by the survey results where students report significantly higher levels of satisfaction than in previous years with such topics as: *teachers help me when I need it* (95%, up from 76% in 2011-12) and *the use of technologies at school helps me do my school work better* (89%, up from 81% in 2011-12). Parents, too, are more satisfied, with 80% (up from 60% two years ago) agreeing that students with special needs are meeting their IPP goals. Perhaps this is a result of increasing expertise among the staff members. Currently, 100% of teachers are able to use the principles of *Universal Design for Learning* when planning lessons; a 27% improvement over the last two years.

INDUS SCHOOL: OVERVIEW OF ACHIEVEMENTS continued

Finally, one of the conditions necessary for students to be able to learn is a safe environment. The Rocky View Schools Survey and the provincial Accountability Pillar Survey, provide somewhat contradictory evidence in this area. However, given the significantly larger number of students responding to the RVS survey, and the fact that it was administered toward the end of the year, rather than the middle (when many of our improvement initiatives had not yet had time to take effect), it is with considerable confidence that we celebrate an average of 8.5% higher level of satisfaction with the sense of safety and caring for student, teachers, and parents.

These indicators, when considered together, indicate a more positive school environment where individual needs, be they social, emotional, or academic, are being met with greater levels of success. It is our hope to further build on this success in the coming years.

Goal Two – Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.

Self-direction, or initiative, is the trait upon which our community, and indeed our province, was built. Being a self-directed learner continues to be a vital skill in our ever-changing world. Two key elements must be in place in order for a person to direct their learning effectively. They must take responsibility for that learning, and they must know how it is that they best acquire understanding. It is gratifying to see that 96% of Indus students feel they take responsibility for their learning, up from 87% at the outset of this three-year plan, and that they are supported in their opinion by 88% of parents. Interestingly, only 71% of staff members feel students take responsibility for their learning but this is up from 56% last year. Further, 94% of students agreed that they understand how they learn. This increase in *metacognitive* understanding is a direct result of an emphasis by teachers in class to continually draw students' attention, not only to *what* they learn, but also to the process of *how* they are learning it. However, regardless of how students best build understanding, 96% of them feel that the teachers use a variety of ways to help them learn.

Global stewardship is an incredibly important element in education today. The parents of Indus students recognize the work we are doing surrounding environmental stewardship, with 94% agreeing that we model practices that contribute to environmental sustainability. In keeping with that, 85% of students (up from 62% two years ago) believe that the staff is helping them to become better people. This sentiment is echoed by 94% of the staff. Although only 67% of students feel they have adequate opportunities to become involved in community service projects, this is up from 56% two years ago.

Goal Three – Instructional Design challenges and engages each learner.

A challenging, engaging instructional program is the goal of every teacher. One of our main goals last year, and continuing this year, was the development of *Universal Learning Environments* wherein the needs of every learner is met in the classroom. The perfecting of these environments will be a long and difficult task. It is encouraging to see that our early efforts are recognized by 86% of parents (up from 59% in 2012) who agreed that their children had access to learning supports that match their needs.

INDUS SCHOOL: OVERVIEW OF ACHIEVEMENTS continued

One of the tools that assists in this task is the posting of online digital resources. Unanimously, the staff agreed that those online resources were in place to allow students to access learning beyond the school day. Interestingly, only 63% of students agreed that they used those resources. While this is still far below ideal levels, it is up 10% in the last two years.

Providing the feedback students need to improve their work is also a critical element of a strong education program. In response to the survey prompt, “when teachers assess my work they give me the feedback I need to help me improve,” 89% of our students agreed, compared to 73% just two years ago.

A final key to the effectiveness of any instructional program is the motivation of the students in that program. For that reason it is important to note that 81% of students were satisfied that their teacher inspired them to learn. This is a significant improvement over last year, 73%, and the year before, 69%.

Goal Four – Learning environments enable the acquisition of 21st C Competencies.

21st Century Competencies cover the broad range of personal, social, and academic traits required for successful life in our ever-changing world. One of the key elements of 21st century learning is the efficient use of technology. At Indus school we are fortunate to have access to an extensive range of learning technologies such as SMART boards in every classroom, a mobile Mac lab, a class set of iPads, and a 1:1 computer program in Grades 7-9 wherein our School Council purchases a computer for each student. It is little wonder, then, that 100% of the staff members agreed that the technology in our school meets 21st century standards and that they were able to use that technology to improve learning opportunities for students. Students, too, are pleased with our access to technology: 91% are satisfied they have access to quality technology to support their learning and that they are able to do their work better as a result.

Technology alone, however, is of little use. Without proper training, the staff members will not be able to apply that training in a manner that will improve learning. Staff professional development takes a variety of forms including individual growth plans, *Communities of Practice*, and school-based professional learning activities. With regards to all of these areas last year, 100% of Indus School staff members expressed satisfaction.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners have their individual needs met

As is evident in our improved PAT and survey results, we are making significant progress with meeting the individual needs of most learners. The exception to this is in the field of critical thinking as is reflected in the results of our Grade 6 & 9 Social Studies Provincial Achievement Tests. As we move forward with our development of Universal Learning Environments and Inquiry Blocks, we will need to focus on teaching and practicing skills such as analyzing, generalizing, interpreting, inferring, applying and evaluating. A significant concern in this category is that, although 94% of our students' parents feel our school is engaged in environmentally friendly practices, only 73% of our students, and 72% of our staff members concur with this statement. Moving forward, it will be important to clarify and communicate our plan for minimizing the school's environmental footprint.

INDUS SCHOOL: OVERVIEW OF ACHIEVEMENTS continued

Goal Three – Instructional Design challenges and engages each learner.

In general, survey results would suggest that we are not doing an acceptable job with regards to designing educational experiences that enrich the learning experience (see Rocky View Accountability Pillar Summary). Although many of the specific questions within that category have strong results, there is a concern among staff members that learning experiences are not *authentic* (only 76% agreed they were), and among parents that teachers are not inspiring their children to learn (only 78% thought they were). Our school's continued implementation of Universal Learning Environments, coupled with subject specialization for our junior high-school level students, and renewed focus on creating an environment of excellence, is designed to increase engagement while meeting individual needs to achieve higher results.

Goal Four – Learning Environments enable the acquisition of 21st C Competencies.

An ongoing challenge for Indus School has been to develop meaningful opportunities for students to practice civic engagement by volunteering and providing community service. Although we fundraise for a number of causes (such as Warm Feet for the Street) each year, they serve as collection points for the Jacket Racket and S.E. Rocky View Food Bank, and are engaging in Me to We / Free the Children activities, our students do not feel this is enough. Only 67% of Indus students feel the opportunities for volunteerism and community service are adequate. This is up from 56% two years ago but is still an area that warrants further investigation.