

SPIRIT

December
2016

Some Pertinent Information Regarding Indus Today

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Don't miss our
Christmas Concert!
7:00, Dec. 15 at
the Rec Center.

First Student (Bussing)

Ride-along (before noon):

403-948-9107

(please let the school
know as well)

Late Bus Line:

403-250-0016

Questions or

Concerns?

403-948-1180

DECEMBER EVENTS

December 8 Free lunch orders due by 9:00 am
 December 8 Term 1 Awards Ceremony (2:30 pm)
 December 9 Swimming Field trip consent forms due (Gr. 1-6)
 December 13 Hot Lunch - Little Caesar's Pizza
 December 13 "Cyber Mentor" presentation for Jr. High girls
 December 15 Free Lunch - McDonalds lunch sponsored by EMBER Res.
 December 15 Preview rehearsal of Christmas Concert (1:00 pm)
 December 15 Indus School Christmas Concert (7:00 pm)
 December 16 Jr. High (Gr. 7-9) Dance (5:00 - 9:00)
 December 19 Ugly Sweater Day
 December 20 Holiday Character Day (focus on head, hair, hats)
 December 21 Red/Green and Santa Hat Day
 December 22 PJ Day
 December 22 Swimming Lesson Fees Due (Gr. 1-6)
 December 22 Last day of school prior to Christmas Vacation

January 9 Students return from Christmas Vacation

CANADA 150! GRADE 2

Did you know that Indus school is celebrating Canada's 150th anniversary? The Grade 2 class is busy working on their inquiry projects for *Canada 150*. After researching their chosen Canadian animal (Thank you Grade 6 class for helping), they are creating sculptures using clay, wire, and papier-mâché. They are learning that things don't always go as planned and that clay dries too quickly in the dry Alberta air. They persevered to fix their cracked and broken sculptures and are creating wonderful pieces of art. From the various art pieces about Canada they will create this year, students will have the opportunity to select their art piece that they feel best represents Canada, and the Grade 2 and Grade 6 class will be displaying their pieces at an exhibit at the Glenbow Museum in March.



BUS EVACUATION DRILLS



School busses are incredibly safe. Not only are they big, yellow, well lit, and designed for crashworthiness, they are operated by professional drivers for whom the safety of the kids on board is paramount. One further way we work to ensure the safety of all riders is to have the students participate in evacuation drills at least twice yearly. They practice disembarking via the front door, the rear emergency exit, and both at the same time (used when greatest speed is required).

The students are not alone in their training; during the November 14 Professional Learning day the staff learned about all the safety rules and procedures (including evacuations). This is vital information for those times, such as field trips, when staff members are on the bus.

REMEMBRANCE DAY CEREMONY

On the eleventh hour, of the eleventh day, of the eleventh month of 1918 an armistice was signed to bring an end to the fighting in World War 1. Each year, since then Canadians have taken time on November 11 to remember and recognize the sacrifices made by those who have risked, or given, their lives to ensure our freedoms and way of life.

Because November 11 is a holiday, Indus School holds its Remembrance Day ceremony on the last school day prior to the 11th. This year, our assembly was "MC'd" by Emily Wolfenden and Liv Malone. The honour guard, led by Adam Beck, included Paul Walsh, Royal Canadian Dragoons, Recce Squadron; Jason Cooper, Lord Strathcona's Horse - Royal Canadian "A"

Squadron; Herman Kranendonk, Field Troops of the Dutch Army - Anti-tank Weaponry; and Marc Wight, Firefighter for Calgary Fire Department.

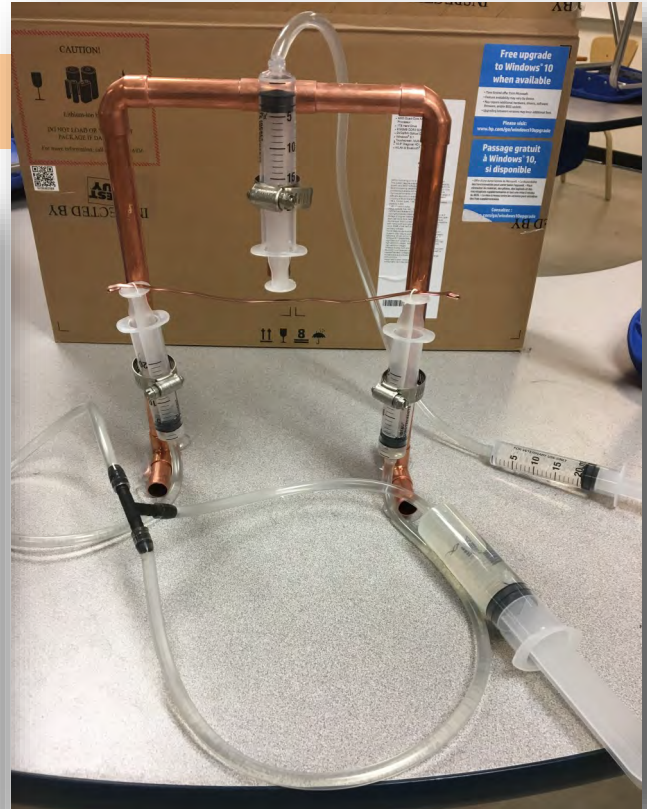
The Senior Band led everyone in "Oh Canada," then a former student, Brian Hamel played "Last Post" and "Rouse" before and after the moment of silence. Our classes then added to the ceremony, starting with Grade 5 with a recital of "In Flanders' Fields." That was followed by the Grade 6 class explaining the story behind John McRae's iconic poem. The Junior High students were up next, sharing choral readings of poems written in remembrance of the fallen. Following them, the Grade 4/5/6 Performance Arts class presented some thoughts, accompanied by a shadow play, about what to do when you are too young to

"remember." The final performance, presented by the students in Grades 1-3 (along with a few 4s and 5s), was a full-choir singing of "The Song of Peace."

Thank you to our special guests and all the student performers.



GRADE 8 SCIENCE



Grade 8's build hydraulic machines to demonstrate their understanding of fluid principles. Arianna build a hydraulic press with copper tubing and Jasdeep made a hydraulic back-hoe that also used working hydraulic lifts.

DIVISION 3 MATH

In the last month we have switched from a traditional paper textbook to a completely online textbook program, Studyforge. Instead of pages of guided lessons and instructions, Studyforge has narrated, interactive, flash videos to support student learning and a bank of questions. Each question, not only has the answer, like a traditional textbook, but also includes a stepwise solution students can look at after they solve the problem. Even better than a static textbook, Studyforge gives students the opportunity to give feedback on specific questions, like if they understand or are confused. That feedback goes directly to the teacher who can then target struggling students for specific help.

For parents Studyforge is even more helpful. How often have you found yourself unable to help your child because you have forgotten that specific type

of math work? Now all you need to do is sit with your child and watch the support video and help them understand the video. It is like having a recorded teacher lesson at your fingertips when at home.

Lastly, students can move at their own pace. Stronger math students can push forward to greater understanding by completing the easier lessons quickly and spending more time focussed on problem solving. Struggling students get to spend more time with the teacher to get individualized support for their specific math troubles.

GRADE 7 SCIENCE

The grade 7 class built model ecosystems to demonstrate their learning. Kai built a version of the Rocky Mountains, and Mia modelled the Jasper National Park highlands.



FROM THE LEARNING COMMONS

Merry Christmas from the Learning Commons!

I absolutely LOVE the idea of an Advent Calendar of Books! One of my friends bought 24 new books for her grandchildren, wrapped them all up, and they choose one to read each day until Christmas Eve. Another friend has wrapped books that they already own, but it will be a surprise as to which one is chosen until it is unwrapped each night!

We have an amazing selection of Christmas books here at Indus, and the students are excited to find old friends like the Grinch, and discover the newest selection of seasonal reading material.

In the hustle and bustle of this busy season, remember to take time to cuddle up with your children and read a book, whether it's an old favourite or a something shiny and new.



SCHOOL ANNUAL RESULTS REPORT

OVERVIEW OF ACHIEVEMENTS

It is always exciting to see success and improvement. This year, Indus School takes pride in significant improvements in our Grade 9 Provincial Achievement Test results and in our overall success in the Alberta Satisfaction Survey (APORI) results. The RVS satisfaction survey results also reflected many areas of strength.

It is important to consider, however, that our small numbers mean that caution must be exercised when interpreting our results. The provincial achievement tests are written in Grades 6 & 9. Last year we had 21 students in Grade 6 and 27 in Grade 9. The Alberta Education survey reflects the opinions of 46 students in Grades 4 & 7 along with 10 parents of students in Grades 4 & 7 and 14 teachers. The RVS survey gathered opinions from 119 students in Grades 4 through 9, 40 parents (with half of them having children in Grades 8 & 9) and all staff members.

Goal One – Learners are successful.

Our Grade 9 Provincial Achievement Test results were outstanding. Our students outperformed their provincial counterparts in all four test subjects (ELA, Math, Science, Social Studies). Further, if we exclude the results for students who were exempted from the test (they are reported as not having met the acceptable standard), we see that 96% of students who wrote ELA achieved the acceptable standard, 87% did so for Math, 100% in Science, and 92% in Social Studies.

Our Grade 6 results are not as strong overall, but when results for students who wrote the test are compared to the provincial results, we see 90% achieved the acceptable standard in ELA (matching the provincial average) and 95% passed the section specific to reading (exceeding the provincial average by 5%).

These results are supported by the results from questions 25 and 26 on the RVS staff satisfaction survey, which show that 80% (100% excluding undecided responses) of staff members are satisfied that students are demonstrating literacy and numeracy skills appropriate to their grade levels. Additionally 87% of staff members (100% excluding undecided responses) agree that students are developing [21st Century Competencies](#).

Goal Two – Learners are engaged.

Tangible evidence that students are, or are not, engaged is easy to gather in the classroom. Most students are focused on their assigned tasks most of the time. The majority of assignments are completed by the vast majority of students. Observations of students being engaged in their studies are supported by the

response to RVS student question #20, where 86% (96% excluding undecided responses) of students stated that they take responsibility for their learning, and parent question #20 where 75% (90% excluding undecided responses) believed their children take responsibility for their learning. Additionally, 68% (82% excluding undecided responses) of Indus students agree that they are learning the skills they will need when leaving school.

Goal Three – Learners are supported.

Supporting learners is the means by which success is realized. Our great PAT results were achieved through quality teaching, dedicated learning, and a solid base of support. The most fundamental support students receive is from their peers. On the RVS survey, 61% of students (88% excluding undecided responses) agreed that students care about each other; this is 10% (18% excluding undecided responses) above divisional average. In this case, the high number of undecided responses, 30%, is likely due to the nature of the question (typically indicating that many students do care about each other, but some do not). The caring atmosphere extends to staff members as well: 83% (85% excluding undecided responses) of parents, 74% (86% excluding undecided responses) of students, and 92% (96% excluding undecided responses) of staff members agreed that the staff care about students.

For those students who are on Individualized Program Plans, 87% of staff members (100% excluding undecided responses) and 77% of parents (84% excluding undecided responses) agree students are achieving their IPP goals.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Despite our overall positive results, the results from our PATs and satisfaction surveys suggest areas for growth. We will be undertaking a detailed investigation into the topics with lower than acceptable levels of satisfaction. Our plan is to conduct interviews and focus groups with parents, staff, and students, along with providing opportunities to provide formal feedback in a revised, more focused, survey. From the information gathered, the staff will develop and implement strategies and interventions around communication, education, and school culture, that will improve the quality of education and overall experience of students at Indus School.

Goal One – Learners are successful.

Other than in ELA, our Grade 6 PAT results were not strong. The 2016 PAT results, which are lower than

SCHOOL ANNUAL RESULTS REPORT

provincial results in Math, Science, and Social Studies, might suggest a need for examination of program delivery in all Division II classes. With, however, 33% of the 21 students on Individualized Program Plans, it is not unreasonable to anticipate lower than average results on a standardized test.

Another area requiring further examination is citizenship. Only 70% of parents (82% excluding undecided responses) were satisfied that the school is helping students become good citizens. As citizenship is one of the school priorities, we are undertaking an initiative to improve communication through the monthly newsletter and regular email updates, thus reducing the percentage of parents answering "don't know" regarding this topic. We are also conducting informal and formal information gathering activities to determine the specific concerns of the 15% (18% excluding undecided responses) who expressed dissatisfaction in this area.

Goal Two – Learners are engaged.

Engagement means going beyond basic compliance and completion of assigned tasks; it refers to being actively involved, ideally engrossed or captivated. To examine how successful Indus School has been in engaging students, we can look to the survey results around student confidence (a product of engagement) and perceptions regarding student happiness with school and their classes.

The RVS student questionnaire addressed the notion of learner engagement with several questions. From the responses we learn that only 55% (72% excluding undecided responses) of our students are happy to go to school. Delving deeper, these results ranged from a low of 35% (50% excluding undecided responses) of the Grade 6 class up to 83% (100% excluding undecided responses) of the Grade 5s. Addressing the needs of students who express unhappiness with school will continue to be a priority at Indus School. This will include an examination of how we can improve results such as only 59% (76%) of students feeling their teachers make class interesting. We will also be studying the disconnect between the various stakeholder groups, students, parents, and staff, regarding student attitudes to school. When questioned about whether students enjoy learning, 92% of staff (96% excluding undecided responses) agreed that they do, compared to 73% (85% excluding undecided responses) of parents and 55% (72% excluding undecided responses) of students. While the differences may be a product of the general question to staff compared to a specific question to students, it certainly warrants investigation and intervention.

Another interesting variation in results is related to students taking responsibility for their learning. As noted in *Achievements* above, 86% (96% excluding undecided responses) of students believe they take responsibility for their learning; only 50% of staff members (75% excluding undecided responses) agreed that students take responsibility for their learning. Again, this could result from the student question pertaining to only the student answering it, while the staff question is in regards to the student body in general. It could also result from different beliefs about what taking responsibility for learning constitutes. Further investigation is required.

Goal Three – Learners are supported.

Our results related to learner support were generally very strong. There were however, a few interesting results that suggested areas to examine and address. Only 62% of students agreed they received the feedback on their work that they needed in order to improve. This number increases to 83% once undecided responses are filtered out. This suggests we need to help students develop the metacognitive strategies required to determine if they are improving.

Some very specific needs were also revealed in the surveys. In the Alberta Education survey, satisfaction around the manner in which Indus School prepares students for the *world of work*, at 69%, were well below the provincial average of 83%. This relates to the results of the RVS survey which show that only 56% of Grade 8 and 9 students (57% excluding undecided responses) agree that Indus School helps them plan for their futures. Along similar lines, only 36% (43% excluding undecided responses) of Grade 8 and 9 students expressed satisfaction with their understanding of how to access information regarding post-secondary education. Emphasis on career planning, both in Health class where it is part of the curriculum, and across the rest of the subjects (eg. the jobs that exist in the field of mathematics) in order to improve these results.

A final question, answered by only the Grade 8 and 9 students, revealed that only 44% of those students (55% excluding undecided responses) agreed that they have sufficient opportunities to be involved in decisions that affect student life. This raises some questions; it was difficult to enlist even one representative from each of these cohorts into Student Council, which is one of the official means by which student voice is recognized. As with many other survey results, further investigation is required.

GRADE 4 HITS THE ROAD IN NOVEMBER

Two field trips made November fly by. First, it was off to The Glenbow Museum where the students were treated to hands on experiences with Blackfoot Culture and the impact the fur trade had on this culture. Having a Blackfoot instructor for the morning made the experience more authentic. Students were surprised to

learn that The Hudson Bay Fur Trading was the same store as The Bay today.

Our overnight trip to the Tyrell Museum was an experience that the students will always remember. Riding in a coach bus was also a thrill. Each part of the trip had its own learning, but everyone came away with the knowledge that we live in a very unique place. Sleeping with the dinosaurs in a world renowned museum was the icing on the cake.

Thanks to all the parent volunteers for both trips. We couldn't do these trips without your support.



KINDERGARTEN FAIRY TALE FUN!



During the month of November, the Kindergarten class was immersed in learning some different Fairy Tales and doing a lot of fun activities with them, too! We were able to learn about classifying and identifying the different characters as “good” and “evil”, we talked about where each of the stories took place and what happened at the end to each character. The Kindergarteners were able to really dig deep and start to learn about the different story elements and explore them on a level appropriate for them.

We read the story of “The Three Little Pigs” and had a great discussion around it. After that, we read “The True Story of the Three Little Pigs” and compared the two stories. If you are not familiar with this book, the basic premise is that the wolf tells us that the pigs have framed him and that he is the innocent party in the story. It is a very funny story, and the children loved it! We made a graph afterwards and took a survey as to whom the students believed, the pigs or the wolf. In the end, more Kindergarteners believed the wolf over the pigs! Apparently the wolf was quite convincing! We had tons of fun with this unit and everyone learned a lot!

LEARNING COMMONS

Merry Christmas!

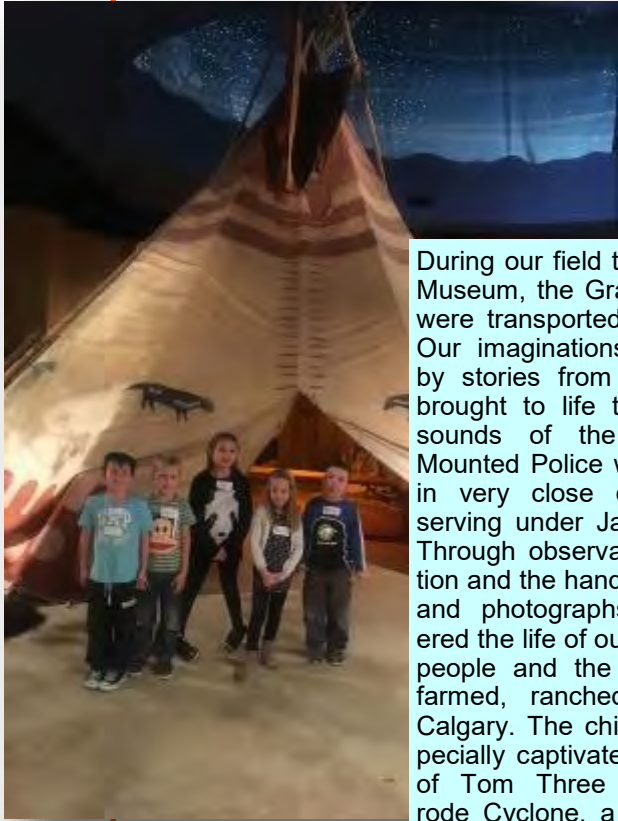
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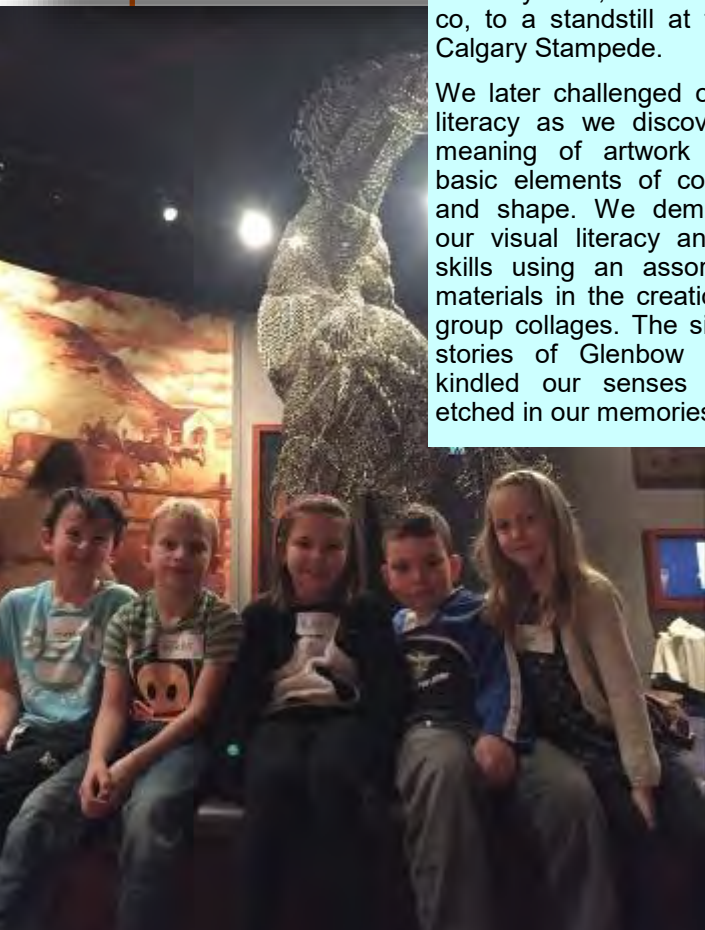
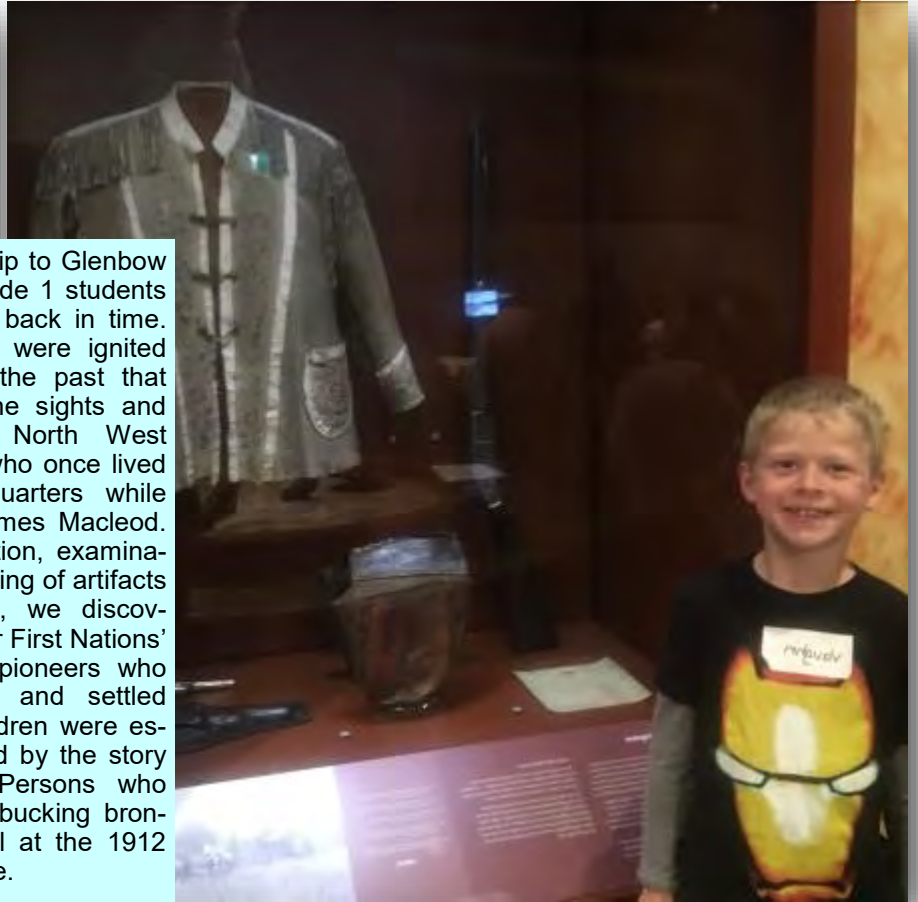


GLENBOW MUSEUM TAKES US BACK



During our field trip to Glenbow Museum, the Grade 1 students were transported back in time. Our imaginations were ignited by stories from the past that brought to life the sights and sounds of the North West Mounted Police who once lived in very close quarters while serving under James Macleod. Through observation, examination and the handling of artifacts and photographs, we discovered the life of our First Nations' people and the pioneers who farmed, ranched and settled Calgary. The children were especially captivated by the story of Tom Three Persons who rode Cyclone, a bucking bronco, to a standstill at the 1912 Calgary Stampede.

We later challenged our visual literacy as we discovered the meaning of artwork and the basic elements of colour, line and shape. We demonstrated our visual literacy and artistic skills using an assortment of materials in the creation of our group collages. The sights and stories of Glenbow Museum, kindled our senses and are etched in our memories.



INDUS ELECTRICIANS

Our Grade 5 students have been spending the last few weeks creating interesting, electrical devices. They created many interesting devices, with the four pictured below being the class favourites.

Ben and Amanvir (left in photo) created a boat that runs on an electrical propeller.

Sam and Grayson created an electronic garage door.

Jacob, and his partner Evan created an alarm system, seen on the floor.

While Connor created a strobe light robot with his partner Mitchell, who was absent for the photo.



INDUS APPAREL



Show Your Pride!

Indus School clothing is always available at the school; as an extra convenience, it will also be sold at our Christmas Concert (7:00 on December 15). Our specialized line of clothing is attractive, durable, and makes a great Christmas present!

T-Shirts \$15

Hoodies \$45

Baseball caps \$15

Tuques - \$10

Limited supply of small t-shirts but lots of everything else!

JR. HIGH CHORAL READING

As soon as students in Grade 7-9 realized that choral reading does not involve singing, they were intrigued. When students' voices join together to read, the effect can be very powerful and expressive OR it can be very monotonous. By watching a couple of video examples of choral reading, students learned that groups speaking in unison often lapse into a rhythmic, toneless, spoken sing-song, and the meaning of their words is lost.

After viewing an inspiring example of a dramatic and impactful choral reading, they broke into groups of four and were ready to do some problem solving. They asked themselves: How can we use our voices together to prepare an expressive and meaningful reading of a Remembrance-themed poem?

Having seen an example of what NOT to do, students were wary of simply reading the entire poem in unison. Instead, they



carefully planned performances of their chosen poems that involved a variety of reading strategies, including solo reading, alternating voices, two or three voices together and reading in unison.

The group in Grade 8/9 with the best in-class performance was chosen to present their poem at the Remembrance Day ceremony and the Grade 7 students shared their choral reading as a full class.

GRADE 7 MOON COLONIES

In the Grade 7's study of French and British colonies in Canada, they were tasked with creating an imaginary moon colony in the future. Students were asked to draw analogies between the old French and British colonies, and their imaginary moon versions. They were asked to represent things like difficulty in travel, setting up a charter, the importance of resources, and the impact from Imperialism. The Grade 7's had some very entertaining and impressive colonies. Great work to all who participated!



ROCKING AT THE GLENBOW MUSEUM



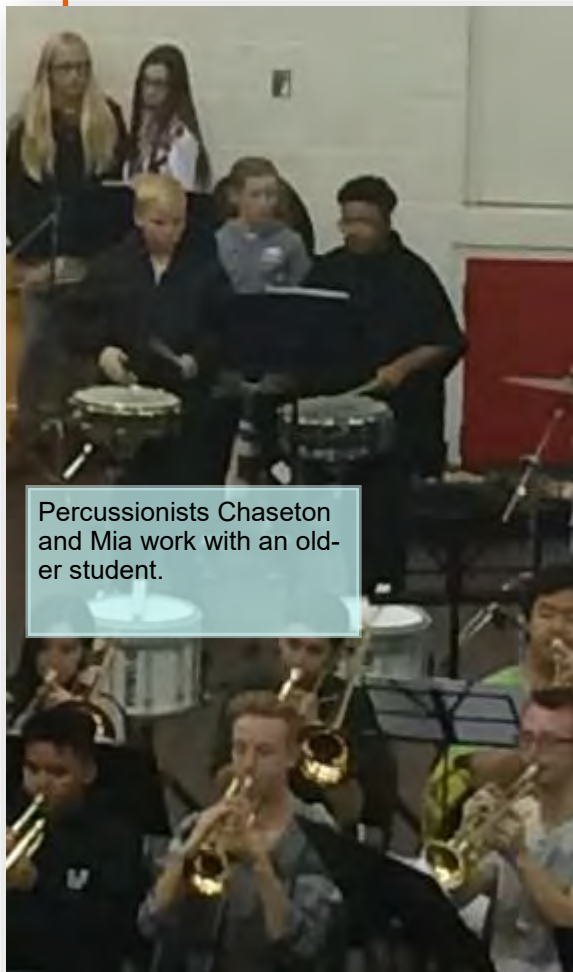
Ms Broxham's Brillantes had an outstanding trip to the Glenbow Museum in November. We participated in a program called "From Geodes to Gems" and then we enjoyed a guided tour through parts of the museum. We had a great time searching for our mystery rocks and minerals. They taught the class about the differences between rocks and minerals. Everyone searched to learn the name of his or her birthstone. What most of us were fascinated with was watching the ultraviolet light illuminate the "dull" looking rocks to show their magnificent splendor. We had a great laugh when the boys were photo bombed by the tour guide. As we explored the amazing section of the First Nations people, we learned a lot about the designs on the teepees. Our tour guide was proud to show us a picture of his great-great grandfather which was even on display! What's exciting news for all of you? They told us that the first Thursday of every month has free admission in the evening! There are many things to see and learn about. The Grade 3 class encourages you to visit the Glenbow; you'll be happy you did!

A FRANCO-CANADIAN FEAST

Ms. Laughton, Mrs. Ellefson and Mr. and Mrs. Von Maldeghem treated the gr. 6 students to a franco-canadian feast of food to celebrate the end of their French foods unit. From the iconic pea soup, to poutine, and tourtiere, to a dessert of tarte a sucre, the meal was a hit with the students. Bon appetit!



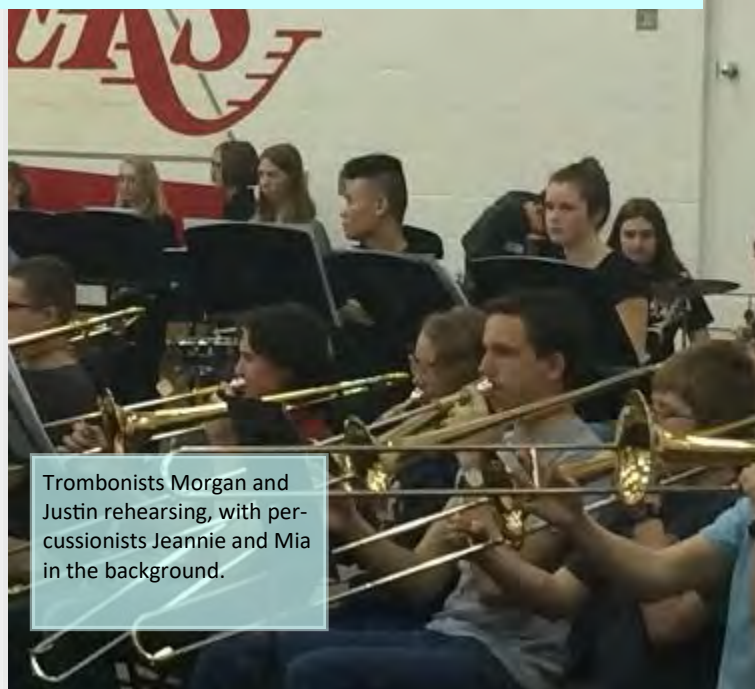
BAND NOTES



Percussionists Chaseton and Mia work with an older student.

This past Wednesday, Senior Band had the chance to participate in a Massed Band at Chestermere High. The students had a great time, and learned a lot from their peers!

Both band are looking forward to playing in our upcoming Christmas Concert on Thursday, December 15th. We're trying out a new skill; we hope you can come and sing along!



Trombonists Morgan and Justin rehearsing, with percussionists Jeannie and Mia in the background.



The 208 piece Massed Band!