



Important Dates

Nov 1 – Photo Re-Take Day

Nov 2 – **Early Dismissal** for **Morning** Kindergarten and Gr. 1 to Gr. 3

Nov 9 – Remembrance Day Assembly 10:30am; **Early Dismissal for Afternoon** Kindergarten and Gr. 1 to Gr. 3

Nov 12 – Fun Lunch; School Council/ Fundraising Meeting 7:00pm

Nov 16 – Non-Instructional Day (**Royal Oak School Specific**)

Nov 22– **KG** All Day Student Centred Conferences; **Gr. 1-3** Student Centred Conferences 4:30-8:30pm

Nov 23 –**Non-Instructional Day**; **KG – Gr. 3** Student Centred Conferences 8:00-12:00pm

Nov 26 – Fun Lunch

Nov 30 – **Early Dismissal for Morning** Kindergarten and Gr. 1 to Gr. 3

Royal Oak School

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Newsletter | November 2018

Principal's Message - November 2018

I prefer winter and fall, when you feel the bone structure of the landscape – the feeling of winter. Something waits beneath it, the whole story doesn't show.

Andrew Wyeth

November arrives “when you feel the bone structure of the landscape- the feeling of winter...” and the sense of change is in the air. Royal Oak students and staff are engaging in inspirational learning that only curiosity, complexity and thoughtful process can advance this meaningful learning and develop the competencies in critical thinking, communication, problem solving and problem finding.

With the focus on improving education, there is also a focus in assessment and reporting. We are also confident that we are taking some very positive steps forward in finding ways to communicate more clearly and more frequently with parents around student achievement. Please ensure that you are taking some time to regularly check Iris and see your child's work, goals and self-assessments.

Data will be presented at the November School Council regarding the achievement on Report Cards and the perception data of our Student, Parent and Staff surveys which were taken in June 2018. If you are not able to make the meeting, the Data for our SDP (School Development Plan) includes the following:

- ROS report card data for ELA (English Language Arts) and Mathematics
 - June 2018
- ROS student, parent and teacher surveys (June 2018)
- Grade 3 SLA results (October 2018)

SLA ELA (Digital) – Questions of Concern

Teacher	Question	Question	Question	Question
A	8	16	27	
B	9	16	23	27
C	14	16	27	
D	14	16	27	
E	14	16	27	

ELA Question 14 – Use text features such as the table of contents, keywords, captions. (Acquiring Information)

ELA Question 16 – Recall and follow directions for accessing and gathering ideas and information (Acquiring Information)

ELA Question 27 – Identify the main idea/topic and supporting details of simple narrative or expository text. (Construct Meaning)

**ELA Report Card Stem: Reads to explore, construct and extend understanding
Whole School Data**

	1	2	3	4
June 2017	7%	22%	30%	42%
June 2018	6%	24%	28%	42%
	-1%	+2%	-2%	0%

SLA Math (Digital) – Questions of Concern

Teacher	Question	Question	Question	Question
A	8	10	14	30
B	8	14	30	
C	8	10	14	30
D	8	13	26	
E	8	10	14	17

Math Question 8 – Demonstrate addition (1 & 2 Digit) with answers to 100 and the corresponding subtraction by: using personal strategies for adding and subtracting with and without the support of manipulatives, creating and solving problems that involve addition and subtractions, using the commutative property of addition (the order in which numbers are added does not affect the sum); using the associative property of addition (grouping a set of numbers in different ways does not affect the sum); explaining that the order in which number are subtracted may affect the difference.

Math Question 10 – Demonstrate and explain the meaning of equality and inequality concretely, pictorially and symbolically.

Math Question 14 – Gather and record data from known information.

Math Question 30 - Demonstrate and explain the meaning of equality and inequality concretely, pictorially and symbolically.

SLA Math (Performance) – Areas of Concern

- Accurately reading a word problem and extracting pertinent information
- Identifying and eliminating extraneous information from questions
- Communicating and expressing their understanding through pictures, labels, equations and word sentences.
- Multi-step questions based on initial answer/reading of information carried incorrect answers forward (misconceptions)
- If/Then hypothetical question where students had to use critical thinking to extend something they already know.

Math Report Card Stem: Uses mathematical reasoning to analyze and solve problems

Whole School Data

	1	2	3	4
June 2017	5%	32%	45%	19%
June 2018	5%	30%	41%	24%
	0%	-2%	-4%	+5%

Parent Perception Data
2014/2015 to 2017/2018

Question	14 - 15	15 - 16	16 - 17	17 - 18
I am pleased with the overall quality of education my child is receiving at ROS	77%	84%	89%	91% (+2%)
My child finds school engaging	88%	89%	91%	87% (-4%)

The learning activities and tasks that my child is asked to do are challenging.	80%	77%	78%	75% (-3%)
I have a clear understanding of the school's efforts to personalize learning for students.	61%	60%	57%	68% (+11%)
I have a clear understanding of Inquiry-based learning	63%	76%	72%	73% (1%)
I am well informed about my child's progress as a learner.	66%	77%	77%	83% (+6%)
I am aware of IRIS and my child has shared...	72%	74%	84%	83% (-1%)
The information contained in my child's Student Learner Page is informative about his/her progress	54%	61%	63%	67% (+4%)
My child is able to articulate and demonstrate their understanding of literacy	N/A	N/A	N/A	93%
My child can demonstrate their ability to read texts (including fictional stories, non-fiction texts, articles, comics, maps, charts, photographs).	N/A	N/A	N/A	89%
My child can use reading strategies that support their work in literacy	N/A	N/A	N/A	91%
Literacy is taught in an engaging manner that helps my child be interested in reading and writing.	N/A	N/A	N/A	84%
There are enough opportunities for me to be involved in my	N/A	N/A	N/A	87%

child's education at Royal Oak School?				
I am comfortable contacting the school if I have a concern?	N/A	N/A	N/A	90%

Royal Oak Student, Parent and Teacher Survey 2017 - 2018 Comparison

Question	Student % Results	Parent % Results	Teacher % Results
... quality of education my child is receiving at ROS	97%	84%	100%
... school is engaging.	95%	87%	100%
The learning activities and tasks ... are challenging.	86%	75%	100%
I have a clear understanding of the school's efforts to personalize learning for students.	97% (I take an active role in my learning.)	68%	100%
I have a clear understanding of Inquiry-based learning	97%	73%	100%
I am well informed about progress as a learner.	98%	83%	100%
I am aware of IRIS and shared...	97%	83%	92% (Student artifacts shared at least once a month)

My child is able to articulate and demonstrate their understanding of literacy	97% (My teacher creates literacy tasks that help me improve my understanding of reading and writing.)	93%	100% (My students can articulate and demonstrate their understanding of texts including asking deep, complex questions of themselves, their peers and others.)
My child can demonstrate their ability to read texts (including fictional stories, non-fiction texts, articles, comics, maps, charts, photographs).	89% (I can summarize material I have read, I can make connections.)	89%	
My child can use reading strategies that support their work in literacy	89% (I can summarize material I have read, I can make connections.)	91%	100% (I have designed rich Literacy tasks that improve students' complete thinking.)
Literacy is taught in an engaging manner that helps my child be interested in reading and writing.	91%	84%	100%
Royal Oak School is a safe, caring and respectful learning community	97%	92%	100%
...is developing ethical citizenship through the learning tasks he or she is learning at school.	87%	96%	95%
...reveals an entrepreneurial spirit through the learning tasks completed at school.	83%	69%	90%

Collaboratively as a staff, we have been analyzing the above results of the surveys, SLA Data and report card data which will be shared at the November School Council meeting. While we recognize that the report cards are but one summative part of student learning, we are pleased that Royal Oak School continues to demonstrate a strong understanding of curriculum in both formative (constant feedback to students) and summative assessments (culminating task or end test). Based on our results from the data, we have decided to focus on Non- Fiction Reading Comprehension for the 2018 – 2019 school year in our SDP. A draft of the SDP will be presented at the School Council and Fundraising Society Meeting on November 12 at 6:30 p.m.

There are **many exciting activities at the school in November.** We invite everyone to participate in these events that help build community and school culture. The demonstration of creativity was evident in the ROS community. The students really enjoyed their tour of all costumes on Halloween. Therefore, Halloween was a huge success and I would like to extend a special thank you to the Learning Environment Committee which includes Ms. Mitschke Ms. Power, Ms. Mann, Ms. Lagrana, Ms. Barley and Ms. Bennett for their amazing organization of the Halloween Parade and thank you to all the family participants.

Our **Artist in Residence, Sharon Fortowsky,** is continuing to work with the grade 2 and 3 students on visual art connected to their curriculum from a Disciplinary Lens. The artist, Sharon Fortowsky is here until November 15 and then she returns to ROS in late February to work with the Kindergarten and Grade 1 students. Furthermore, our other Artist in Residence PI3y Dance Residency was completed in October. We would like to thank the Fundraising Society for the generous donation for funds to support our two Artists in Residence.

We held our memorable ROS **Remembrance Day Ceremony on Friday, November 9 at 10:30 a.m.** Many families were able to join us for a meaningful and thoughtful ceremony to remember the important sacrifice of the current and past soldiers for our safety and freedom.

It is important to students' learning and future progress to have all parents attend Student Centred Conferences:

Thursday, November 22 9:00a.m. – 12:00 p.m. and 1:00 – 3:00 p.m.

Thursday, November 22 4:30 p.m. to 8:30 p.m. Kindergarten to Grade 3

- **Note: Kindergarten will have a non-instructional day on November 22 due to all day conferences.**

Friday, November 23 8:00 a.m. – 12:00 p.m. Kindergarten to Grade 3

In order to prepare for the November Conferences with your children, please understand that the purpose of the conference is to support the learning of your son or daughter by:

1. Talking about your child's strengths and areas of progress.
2. Looking and discussing your child's work samples.
3. Discussing with your child areas needing improvement.
4. Collaboratively setting one or two goals for your child for the next term in consultation with the teacher.
5. Discussing ways to meet those goals.

More specific questions will be coming from your child's teacher.

Kindergarten Parents please note:

Kindergarten students will also have a non-instructional day on Monday, November 26 due to the full day commitment on Thursday, December 6 to attend the ATP Performance of *Zorro: The Family Code*.

Just a reminder that students Grade 1,2,3 will be attending the Storybook Theatre Performance of *Treasure Island*: in 2019 and more information will follow.

Again, you are most welcome to attend the next **ROS School Council and Fundraising Society meetings on Monday, November 12 at 6:30 p.m.** Your view points, ideas and questions help to shape our continuous endeavor for excellence. We would also like feedback and ideas from you regarding our School Development Plan (SDP) or any questions/ideas that you have regarding our data to inform our SDP.

In closing, we would like to **remind everyone of the never-ending attention to traffic safety that is required around the school.** We have had the occasional presence of Calgary City **Police Officers** outside of the school and placed large and small pylons on the two crosswalks students to and from the school. We have had **complaints about the difficulty of seeing children at the end of the day using the crosswalks due to large vehicles being parked on either side of the crosswalks**, particularly, the most northerly crosswalk halfway up the hill at Royal Birkdale Crescent. **Please park 5 metres or more from the crosswalk to ensure visibility of all our little people as they make their way to and from school.** This is especially important as the weather starts to change and the road conditions become more hazardous. City Councillor, Ward Sutherland's Chief of Staff, Ralph Smith has come and observed an entrance of students and the traffic at Royal Oak School.

Thank you all for your continued efforts to make Royal Oak School such a great place to learn.

Sincerely,

Lynn Sparks



KINDERGARTEN NEWS

Kindergarten students have settled in and are beginning to feel comfortable at school and in their classroom and school! Students have engaged in joyful learning and are starting to master the routines and expectations that build in strong classroom community.

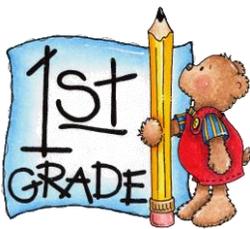
During this month, students have authentically engaged in disciplinary literacy learning by “Thinking like an Artist.” Students have explored the process of creating a self-portrait by setting the idea and intent, exploring and developing their skills, refining their techniques and finally creating an artistic piece to showcase to others!



Students have started to think and explore like a mathematician by sorting by shape, size, and colour. Using this knowledge of sorting, students will continue their mathematics journey by beginning patterning.

The Kindergarten Team,

Ms. Sticksel, Ms. Mercer & Ms. Dixon



GRADE 1 NEWS

The second month of school was spent starting to build our confidence with the sounds of letters and beginning the grade one reading programs. We have started the “Home Reading” program and will be bringing new books home to read on Tuesday and Thursday. This month we have been working on creating our classroom alphabet books and exploring different themes in each classroom. The books will be produced with the upper and lower-case letter, a word beginning with a letter and the picture to help students connect the beginning letters with the items drawn. All classroom books read in the classroom will be shared in the Learning Commons for all students to read and sign out.

Going to the Wetlands was a highlight this month for the grade 1 students. We explored animal tracks, visual changes in the trees, local grasses and then took notice of the birds

which were absent in some areas and more populated in other locations. The colours were the most impressive for all of the students. The classes discussed the very important role that the wetlands play in our communities. We discussed what items were in the school wetlands and what may be different in their backyard wetlands. The students enjoyed the wetlands' activity and we send a special "thank you" to all of the volunteers who helped us make this neighbourhood exploration a success.

Again, we would like to thank all of the families and parents who attended the "Disciplinary Literacy Night" on October 11th. We enjoyed sharing the process of the "Illustrator" and how many mediums and processes are used to create books.

We all had great experiences with the dance residency. Ask your children about the many dance steps they have learned and about the fun they had in the gym with all the students, teachers and instructor! The students were able to dance using their unique creativity and guided dance steps! Each student enjoyed this opportunity to show their best interpretations and fun actions! On Tuesday, October 23 we had our classroom presentations and all of the students performed their best moves to an audience of the parents who were available.

Through following the Alberta Education curriculum and structured activities the students have been learning about the "Zones of Regulations. Through the "Zones of Regulation" students are learning to name the different feelings they may experience and how to work through them and strategies to progress back to a "green" or neutral/happy learning mode while in school and in their regular lives. Students will be able to explain the: Blue, Green, Yellow and Red Zones and when they may occur. Becoming self-aware of these thoughts helps students manage their emotions and their responses to situations in their day. Students explored how their sleep, activity level, food choices and lifestyle activities helps them stay in the "Green Zone". All students were provided many opportunities to share their thoughts and feelings about working through their emotions. Our classrooms look forward to the conversations to support all students becoming the best that they can be.

We are working in targeted literacy groups and learning about the building blocks of reading such as vowels, blends and CVC word families. We are exploring how word families rhyme and can help us learn new words with ease. We continue to review the sounds each letter makes, then brainstorm and search for things in our classrooms that begin with each letter. Each class has now completed the practice of all letters. Please have your student show you their independent skills of printing the alphabet.

In mathematics through many activities and practice, students demonstrated their understanding of sorting, patterning, subitizing and number-line skills. We are also counting a variety of items in the classroom and creating sets of numbers 0 - 20. Students will continue to work toward accurate representations of numbers 0 - 20, by building, drawing and labeling sets with the correct numerals. We are beginning to start counting by 2's and 5's and students are encouraged to count items in the household such as bean, pasta, buttons and other items to items to gain confidence and practice.

Finally, we have identified several **SEVERE NUT ALLERGIES** within the grade one staff and students. This means that even to touch something that another student has touched with nuts or peanut butter will cause very adverse effects. Please refrain from sending nuts and nut based sandwiches in with your students. If there are nuts in a lunch/snack bag, students will be required to only eat them at lunch at the “Nut Lunch” table and wash their hands after the lunch time. We are also requesting that students refrain from bringing candy and other sweet snacks in their lunch to school. We will not be sharing candy throughout the Halloween season and look forward to seeing students eat healthy choices when in their learning environment.

Grade 1 Team

Ms. Daniels, Ms. Barley, Ms. Libbey, Mr. Duggan, Ms. Plaxin & Ms. Power



GRADE 2 NEWS

It is hard to believe that we are already into November! As time speeds up the Grade two's have been looking at liquids, specifically water, the properties of water and the challenge of keeping our water clean and accessible to all. We were lucky to get to begin our liquids unit with a visit from Teacher's Pet where we got to experiment with evaporation, condensation, and even make slushies!



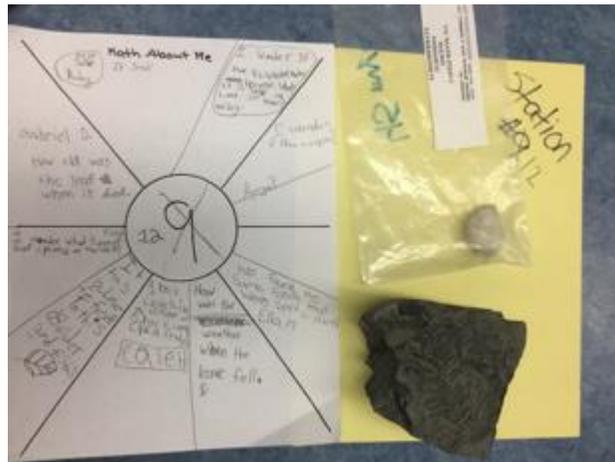
We continue to study reading as a Historian would and asking important questions about the past to help us understand the present. As we look at our Community of Calgary and the stories and different perspectives of the people who were first here to the diverse city that it has grown to be, we have been asking the question: Whose Stories matter and why? Whose voices are heard? Our work with the Artist in Residence Sharon Fortowsky was an amazing learning experience and we can not wait to share our masterpieces with you!

Third Grade **GRADE 3 NEWS**

Through many disciplines, including the discipline of geology, we have been asking the question, “How does our land impact where we live?” Students have been inquiring, researching, observing, predicting, inferring, and experimenting about rocks and fossils from our own backyard. Thank you to all families who came to our Geology Lab on the Disciplinary Literacy evening! Hopefully, you had a chance to engage in the work our students are doing as a geologist would.

The grade 3 students had an amazing opportunity to take all of our learning and engage with an expert in the field. Through a video conference, we spoke with a paleontology educator from the Royal Tyrrell Museum in Drumheller. We learned about common rocks in Alberta and specifically the Badlands area, the connection between dinosaur fossils and sedimentary rocks, the strata (rock layers) in Alberta and how these rock layers help to determine how old a rock can be.

Finally, students got to experience DancePI3y!! What a fun and energetic way to exercise your body, brain and smile! The fun didn't stop there as students were able to wear their Halloween costumes and participate in a costume parade throughout the school for Halloween.



The Grade 3 Team
Ms. Craig, Ms. Bennett, Mr. Sandberg, Ms. McDonald, Ms. Fournier



MUSIC NEWS

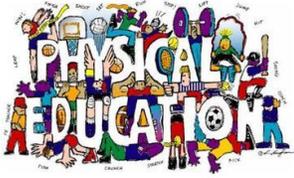
In October, Kindergarten students continued to explore non-pitched percussion instruments through their farm unit, and then celebrated with a barnyard dance to Aaron Copland's *Hoe Down*. There were ducks and horses and cows and sheep moving *everywhere!* (Follow this link to dance along: <https://www.youtube.com/watch?v=LsReWx9XdNs>) Then we used these instruments to sing and play a song about the changing colors of autumn. By the end of our song, the wind had blown through the room, and we were covered with green and yellow and purple leaves!

Grade One students began the month with popcorn. Students performed the rhythm of our song by "playing the way the words sound". They also began to learn about the form of music, which is the idea that music has sections that are repeated through a song, as well as sections that only happen once. Three different teams with different instruments represented the form by taking turns to play their own special section. Students have also begun to learn the beginnings of melodic notation by representing high and low sounds through movement, puppetry, singing, notation and playing the xylophone. It has been exciting to watch each student become a composer, writing and performing their own unique music!

Grade Two students have finished telling the story of Liza Briggs, a sleepy girl who forgets to feed her pigs one morning. In addition to using notation to learn the song, students used the West African djembe drum to play a repeating pattern to accompany our voices. Performing two pieces of music at the same time requires intense listening, and it was wonderful to hear how the singers and drummers worked cooperatively to fit their music together like snug puzzle pieces! Students have also been deepening their understanding of rhythms by reading notation as a group, writing and performing their own pieces, and finally using a short rhythmic phrase to improvise a melody on the xylophone.

Grade three students learned a version of the old campfire classic *Don't Throw Your Junk in My Backyard*. This piece gave them the opportunity not only to sing two complimentary songs at the same time, but to also learn their first xylophone accompaniment with a changing harmonic pattern. Classes learned this piece so very well that I was able to sit down at the piano and play along, changing the dynamic from teacher and learner into competent musicians just sitting around making music together! The students have also spent some time considering several famous pieces of music, *Thus Sprach Zarathustra*, *Fur Elise* and the *Ballet of the Unhatched Chicks*. They listened as musicians, determining the emotion or mood inspired by the music, and what the composer did to make them feel that way. Then they went a step further and visualized an image prompted by this music. Students were very keen to share their work with each other and they immediately noticed a wide variety of responses. How lucky we are to be a part of such a rich and diverse learning community!

Mrs. Mann
Music Specialist



PHYSICAL EDUCATION NEWS

We have just wrapped up another exciting unit in the gym. Our dance residency was a huge success. Students got to learn some really cool dance moves from different decades, as well as created many of their own moves while having fun and being active. Thank you to the many parents, grandparents and family members that were able to make it out to the parent share sessions. Students really enjoyed sharing their love of dance with you as well as seeing you bust a move on the dance floor.

November is being kicked off with the release of our DPA (Daily Physical Education) classroom kits. Each classroom will receive their own Daily Physical Activity kit which will include a variety of equipment that will be used for movement breaks and outdoor recesses. A huge thank you to the Royal Oak School Fundraising committee who donated all of the \$1,500 to purchase the equipment.

Our School Council and Fundraising Committee have shown that they value physical activity and the health of our students. In addition to funding the DPA kits they have also generously provided the funds to pay for the Dance residency, new crash mats, juggling equipment and a variety of other equipment for the physical education program. Thank you so much to all of the parents that are involved with the School Council, fundraising committee and to everyone that supports the fundraising efforts in our school. The support \$7,500 that you provided goes a long way in enriching our students school experience as well as their health and wellbeing. Thank you!!

Heading into November, students can look forward to some exciting units. They will participate in activities such as racquet sports, basketball, fitness and bouldering.

Ms. Hennick
Physical Education Specialist



REPORT CARDS

First term report cards will be sent home with students on **Tuesday, December 18** at the end of the school day, no earlier. If you know that your child will be absent from December 19 to 21 and you would like your child's report card mailed to you, please bring to your child's teacher a **10 x 13 self-addressed stamped envelope**.

Unfortunately, smaller envelopes cannot be stuffed with report cards and therefore, will not be mailed. Alternately, your child will receive their report card when classes resume in January following winter break.



Accidents Happen - Remember to send clean clothing in your child's backpack

Each year a number of students come to the office requiring a change of clothing due to finding a mud puddle or soiling accidents. As we do not have additional clothing at the school, we encourage parents to pack an extra pair of pants, a shirt, underwear and socks in their child's backpack for such times. If the extra pair of clothing is required, the child's teacher will inform parents of the incident and to watch out for the wet clothing in the backpack.