



OYEN PUBLIC SCHOOL EDUCATION PLAN 2025–2030



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Principal's Message

As we begin the 2025-2026 school year, Oyen Public School is filled with excitement and anticipation for the learning and growth ahead. This year, our Education Plan continues to focus on our vision to ignite minds, kindle hearts, and forge futures.

Our work in these areas is grounded in our commitment to ensuring that every student feels safe, supported, and a true sense of belonging. We want all students to know they are valued members of our school community and that there is always a caring adult available to listen, guide, and support them.

In addition, we continue to build on our learning within the science of learning, using evidence-based practices to create meaningful and engaging educational experiences. These approaches help us provide high-quality instruction that meets students where they are and supports their continued growth and success.

We are deeply appreciative of our parents and community members who partner with us in this important work. Together, we look forward to another successful school year—one filled with learning, connection, and opportunities to help our students thrive.

Warm regards,

Principal, Deanne Smigelski

Deanne Smigelski



School Address: 107 4th Ave E, Oyen Alberta, T0J 2J0

School Phone Number: 403-664-3733



95

Student enrollment
Junior Kindergarten to Grade 6



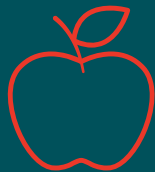
4

Self identified First Nations Metis Inuit
students



1

English language learners (ESL)



7

Full-time equivalent certified teachers



3

Full-time equivalent support staff



10

Number of buses to the school

Vision

Prairie Rose Public Schools sees a world where everyone is a learner and students & staff achieve more than they thought possible

Mission

To unleash potential through a culture of learning

PRPS Core Principles



Connect



Create



Communicate



Care



Contribute



Challenge



Our Vision

Oyen Public and **South Central** aspire to develop confident, engaged and caring citizens.

Our Mission

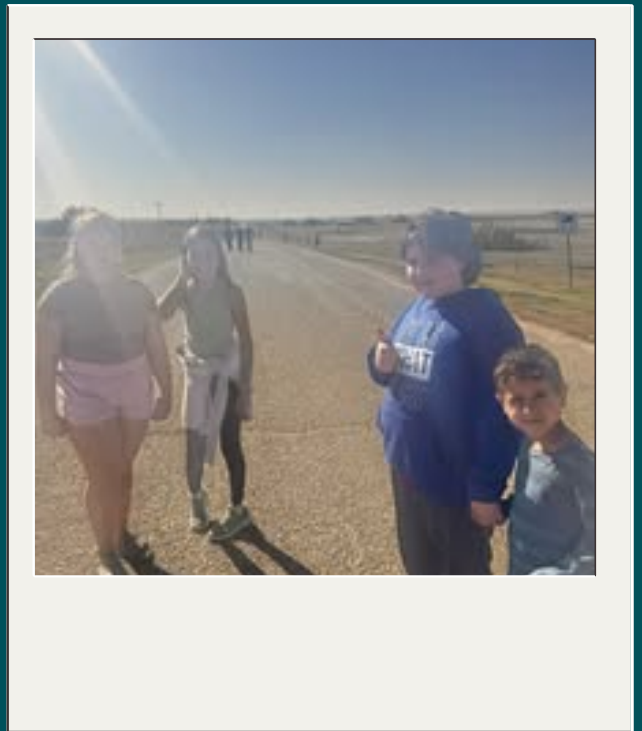
Creating opportunities to build connections and community.

School Values

Respect- to self, peers and all adults in the building.

Responsibility- to self, to one's work, and to one's teacher.

Results- an honest effort is expected. This will help with future success.



Land Acknowledgement

Treaty 4 and 7

Prairie Rose Public Schools acknowledges that we are situated on Treaty 7 and Treaty 4 territory, traditional lands of the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuu T'ina as well as the Cree, Sioux, and the Saulteaux bands of the Ojibwa peoples. We also honour and acknowledge that we are on the homelands of the Métis Nation within Region 3.

Treaty 7

Prairie Rose Public Schools acknowledges the Treaty 7 territory; ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika as well as the Tsuu T'ina First Nation, Stoney Nakoda First Nation.

Treaty 6

Prairie Rose Public Schools acknowledges Treaty 6 territory; the ancestral and traditional territory of the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, as well as the Métis.

We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognise the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



DOMAIN 1: Student Growth and Achievement

 **72.5%** Student Learning Engagement
85.9% Citizenship
n/a 3-Yr High School Completion Rate
n/a 5-Yr High School Completion Rate

% PAT Acceptable
% PAT Excellence
n/a Diploma Acceptable
n/a Diploma Excellence

DOMAIN 2: Teaching and Leading

 **90.6%** Education Quality

DOMAIN 3: Learning Supports

 **84.8%** Welcoming, Caring, Respectful and Safe Learning Environments
77% Access to Supports and Services

DOMAIN 4: Governance

 **87.5%** Parental Involvement

DOMAIN 5: Local and Societal Context

Prairie Rose Possibilities

Our Learning from the Land project aims at supporting student learning through outdoor education experiences that link to the real world.

Strategic ENGAGEMENT 24/25

UNLEASHING POTENTIAL



OCT

**TRUSTEE & SCHOOL
LEADER SESSIONS**

OCT 9-11, 2024

**SCHOOL BASED
ENGAGEMENT**

SI DAY NOV 8/STUDENT ROUND TABLES

NOV



FEB

**SCHOOL COUNCIL
ENGAGEMENT**

FEB SCHOOL COUNCIL MEETINGS



**ENGAGE COMMUNITY
PARTNERS**

CONNECT WITH STAKEHOLDERS

MAR



MAY

**LAUNCH NEW
EDUCATION PLAN**

MAY 16, 2025



What we learned from Stakeholder Engagement



IGNITE MINDS

- Forward-thinking instruction has been implemented.
- Science of reading has helped close learning gaps.
- High-yield instructional strategies are effective.
- Curriculum implementation and support remain priorities.
- As a parent, strong core subject instruction matters most.
- Early numeracy support is essential for future success.

KINDLE HEARTS

- Teach students the value of service and rural community roots.
- Increased SWC time is appreciated—student support is vital.
- Staff wellness leads to student success.
- Social-emotional learning is key to academic and personal growth.
- Connect learning to student and teacher interests—it supports well-being.



FORGE FUTURES

- Continue Prairie Rose Possibilities—real-world, hands-on learning is impactful.
- Provide PD for all staff to support ongoing innovation.
- Ensure all students have support to access PRPS programming.
- We appreciate exciting programs reaching rural schools.
- Expand access to dual credit, career options, and financial literacy in all rural areas.

TRUTH & RECONCILIATION

- Our students understanding already surpasses our own
- Land Based Learning in Prairie Possibilities is a great opportunity to incorporate Indigenous expertise
- Continued Board support addressing Calls to Action.
- More training and resources are needed.
- We have more to do, but it's good to see progress.





OUTCOME:

We will ignite minds by creating cultures of academic excellence

Strategy 1:

Vertical Curriculum Mapping using student work samples

Vertical and horizontal curriculum maps using the Five In and Five Out strategy will be created by teachers across grade and subject levels. Student work samples will be collected and examined for degree to which outcomes are demonstrated. Instructional steps to improve student work to the next level of mastery will be identified and will include the development of assessments. This strategy is in response to the divisions previous AERR results and designed to ensure continuous improvement.

Measures: LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments

Strategy 2:

Use case study method to examine & drive instructional practice

The Harvard case study method will be used to articulate classroom conundrums to help school staff solve academic achievement problems of practice. Colleagues will discuss problems of practice in subject matter groups to design exceptional learning environments for students.

Measures: LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments

Strategy 3:

Instructional rounds will be used to improve student academic outcomes

Instructional rounds will be implemented to increase teacher collaboration and to leverage collective strengths to improve student academic achievement.

Measures: LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments



OUTCOME:

Futures will be forged by cultivating wonder and possibilities

Strategy 1:

Aerospace, agriculture, trades, and community services and health career pathways will be refined and enhanced through program design

Enhanced opportunities will be embedded into program design across the division. All students have the opportunity to participate in the VEX robotics program learning valuable coding and technology skills. Elementary students will be exposed to skills and opportunities that enhance future prospects including the Drone program and a mini option session.

Measures: Alberta Assuurance School Surveys, student, parent, community and staff feedback through consultation and collaborative feedback sessions (surveys and round tables).

Strategy 2:

Develop a portrait of a graduate that includes the PRPS 6C's identifying skills that assist students with securing future prospects

Identifiable skills such as speaking, listening, financial management, career planning, job interviewing, social media, post-secondary applications, emotional and social intelligence will be integrated at age appropriate levels across the school experience and make up our division portrait of a graduate.

Measures: Alberta Assuurance School Surveys, student, parent, community and staff feedback through consultation and collaborative feedback sessions (surveys and round tables).



OUTCOME:

We will kindle hearts by prioritizing wellbeing, belonging and service

Strategy 1:

School staff will intentionally design classroom experiences to include positive childhood experiences

Positive Childhood Experiences (PCE's) act as an inoculation against adult adversity and can help counter the impact of Adverse Childhood Experiences (ACES). Further, PCE's are foundational to optimal childhood development and to adults who thrive (Bethall et al, 2019) and schools can have an instrumental impact in ensuring PCE exposure.

OPS is committed to intentionally cultivating Positive Childhood Experiences (PCE's) by designing exceptional learning experiences that capitalize on community partnerships and facilitate specific knowledge, expert skill development and broader conceptual transfer. Through deep respect for student strengths and research based responsive instruction, future prospects are enhanced.

The four of seven PCE's our work focuses on include: (1) enjoys participating in community traditions; (2) feels a sense of belonging in school; (3) feels supported by friends; and (4) has at least two non parent adults who took genuine interest in them. PCE's will be identified and named in every classroom and every school.

Measures: Alberta Assuurance School Surveys, student, parent, community and staff feedback through consultation and collaborative feedback sessions (surveys and round tables).

Strategy 2:

We will cultivate executive functioning skills from JK to grade twelve

Improved executive functioning enhances the Prairie Rose Core Principles; connect, care, contribute, communicate, create and challenge. A continuum of age-appropriate skills will be implemented into classroom practices and procedures.

Measures: Alberta Assuurance School Surveys, student, parent, community and staff feedback through consultation and collaborative feedback sessions (surveys and round tables).

Implementation Plan 2025/2026

Ignite Minds

Vertical and horizontal curriculum mapping

- Introduce the 5 in 5 out strategy at the division PD day on May 16th
- In August and September two school improvement days will be dedicated to the 5 in/5 out mapping for grade and subject levels which includes sharing a PD pack for school school leaders to guide implementation
- In October staff will bring student work samples that include below, at and above achievement criteria and identify instructional steps to move students to the next level based on the 5 in/5 out maps. Division staff will attend schools to support roll out.
- Throughout the school year Instructional Leads showcase best practice for teachers, professional learning opportunities and celebrations of high quality work (<https://bit.ly/prsd8newsletters>)
- Review of vertical and horizontal mapping and student exemplars will occur monthly in staff meetings, school improvement days, CRM meetings and IEP meetings
- Strategy progress will be updated during the committee board meetings

Case Study Method

- Case studies depicting relevant problems of practice will be reviewed in each school leader meeting.
- PD packs will be created for administrators to utilize in staff meetings and SI days that include protocols guiding the use of the case study method with staff
- Review of case study method will occur a minimum of four times per year at each school in staff meetings, school improvement days, CRM meetings or IEP meetings
- Strategy progress will be updated during the committee board meetings

Instructional Rounds

- Instructional Rounds will be organized at schools to further high quality instruction
- Staff will utilize an instructional round protocols to facilitate reflection and application to classroom practice
- Review of instructional rounds will occur in staff meetings, school improvement days, CRM meetings and IEP meetings
- Strategy progress will be updated during the committee board meetings

Implementation Plan 2025/2026

Kindle Hearts

Positive Childhood Experiences (PCEs)

- Brain Story training from the [PALIX Foundation](#) will be completed by school leaders; training is available to all staff
 - Four of seven PCE's will be intentionally named and cultivated in every classroom and every school:
 - (1) enjoys participating in community traditions;
 - (2) feels a sense of belonging in high school (projects like Timeless Tales contribute to a sense of purpose and belonging);
 - (3) feels supported by friends; and
 - (4) has at least two non-parent adults who took a genuine interest in them (2x10 strategy to connect with students on a deeper level)
 - In professional growth plans teachers will share how PCE's will be incorporated into their year plans
 - PD packs will be shared at school leader meetings to provide a template for school leaders to roll out this strategy in their buildings
 - Review of PCE execution will occur monthly in staff meetings, school improvement days, CRM meetings and IEP meetings
 - Strategy progress will be updated monthly in the committee board meeting by school

Executive Functioning Skills JK-12

- A continuum of age-appropriate skills will be implemented into routine classroom practice and procedures through the development of PD packs that include playbooks by division. PD packs and playbooks will be shared at school leader meetings to provide a template for school leaders to roll out this strategy in their buildings
- A review of executive functioning skill development will happen in staff meetings, school improvement days, CRM meetings and IEP meetings
- Strategy progress will be updated monthly in the committee board meeting by school

Implementation Plan 2025/2026

Forge Futures

Career Pathways

- Grades 4-6 will have option to join Hockey Academy and REIN.
- Grade 6 students can participate in the Drone Program.
- Grades 5/6 students have the option of joining our OPS/SCHS band.
- Students will have the opportunity to engage in intensive mini option sessions running in February/March. This will engage passions of students, staff and community members.
- Exhibition of Learning
- Attend Forge Futures Conference hosted by PRPS to participate in professional development opportunities with colleagues and community partners.

Portrait of a Graduate

- Introduce a Portrait of a Graduate. Identifiable skills such as speaking, listening, financial management, career planning, job interviewing, social media, post-secondary applications, emotional and social intelligence will be integrated at age appropriate levels across the school experience and make up our division portrait of a graduate. A [digital dashboard](#) of resources for skill implementation by grade level will be shared district-wide.

Budgeting Priorities

2025-2026 Budget Summary

Oyen Pubic School creates a budget in alignment with division priorities to drive academic excellence, social and emotional wellbeing and deeper learning, while addressing the operational needs of the school.

- ✓ Classroom supports
- ✓ Student, staff and community wellbeing
- ✓ Educational opportunities

OPS School Budget 2025-2026

	Total Amount
Staffing Purchased	\$ 0
Professional Development	\$900
Sensory Room programming	\$1000
Furniture and Equipment	\$ 1000
Supplies	\$ 13,750
Text Books and Library Books	\$ 4000
Field Trips	\$2500
Other (duplicating, computer supplies, services purchased, supplies)	\$14,850
Total Expenses Budgeted	\$ 24,250

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