

SENATOR GERSHAW SCHOOL

Education Plan



2025-2026

School Profile

School Address: Box 7000, 104-1st. Avenue West, Bow Island, AB. T0K 0G0

School Phone Number:



233

Student enrollment
Grades 4-12



5

Self identified First Nations Metis Inuit
students



15

English language learners (ESL)



13.5

Full-time equivalent certified teachers



4

Full-time equivalent support staff



8

Number of buses to the school

Our Vision

At SGS we innovate together, learn together, create engaged conversations together and work with the community to develop well-rounded students. Our classrooms will be inclusive, allowing everyone to learn together. Using curriculum and guidance through social situations our students will become thoughtful and competent citizens.

Our Mission

“Learners Together, Achievers Forever”

School Values

At Senator Gershaw School we value communication, respect, compassion, and a growth mindset.



Principal's Message

Senator Gershaw School strives for student-centred education. Listening to our students, parents, and communities voice in their educational needs guides our school plan. As a community of learners we aim to consistently improve the quality of instruction and programming to meet the needs of our students. In every aspect of our school we ask the question; what is best for students? Within the confines of our context we put students needs first. When students, school staff, parents, and community work together we can achieve amazing results! "Learners Together, Achievers Forever" is the mission statement that drives our school in collaboration, curiosity, and a community of life long learners.

Principal, Scott Angle

S. Angle

Senator Gershaw School Council



Council Chair Tina Lane

Council Vice Chair Leesa Veilleux

Secretary Joanne Langeweg

Treasurer Tara Robertson

School Trustee Patty Rooks

Stakeholder Engagement

Senator Gershaw has an active School Council and utilizes annual assurance surveys as well as created our own survey that is given to all parents and students within our school community.

Parents and School Council

Parents completed the Alberta Assurance survey in February and a school developed survey in April. From the feedback of these results we develop school goals and bring them to the first School Council meeting in September for School Council feedback.

Teachers

Teachers analyze the results of surveys together developing school goals. Preliminary goals are established in May, that are further refined in School Improvement (SI) days prior to the beginning of the school year. School Plan is revisited during SI days throughout the school year for refinement.

Support Staff

Support staff are invited to analyze the results of surveys with teaching staff. Support staff provide further input in School Plan during School Improvement days in August and other staff meetings within the school year.

Students

Students at Senator Gershaw in Grades 4, 7, and 10 complete the Alberta Assurance Survey in February. All students receive a school developed survey in April. Results will be brought to student council in September with input into school goals and plan.

Community Groups

The School Plan will be posted on our website for community groups to read and provide feedback.

Assurance Framework

The Five Domains of Assurance



In the Assurance Framework, all education stakeholders share responsibility for building capacity across the education system – in classrooms, schools, school authorities, and government. Continuous improvement requires a collaborative approach that embraces Alberta’s diversity, uses evidence-based decision-making, and responds to the unique needs of students in their local contexts. Prairie Rose Public Schools actively engages with its communities to better serve them, using their feedback and our results to drive ongoing improvement.



Assurance in the education system happens when community members, system stakeholders, and education partners engage across the five domains.

Source: 2025 Funding Manual for School Authorities

Result Driven Decision-Making

DOMAIN 1: Student Growth and Achievement



88.2% Student Learning Engagement

82.2% Citizenship

43.5% 3-Yr High School Completion Rate*

79.8% 5-Yr High School Completion Rate*

64.7% PAT Acceptable

10.3% PAT Excellence

76.1% Diploma Acceptable

6.8% Diploma Excellence

DOMAIN 2: Teaching and Leading



94.6% Education Quality

DOMAIN 3: Learning Supports



86.3% Welcoming, Caring, Respectful and Safe Learning Environments

85.3% Access to Supports and Services

DOMAIN 4: Governance



87.2% Parental Involvement

DOMAIN 5: Local and Societal Context



Prairie Rose Possibilities

Senator Gershaw has created a greenhouse program that works with industry leaders in providing commercial quality produce. We continue to create sustainable environment opportunities such as our school garden and composting programs.

Numbers based on the Fall 2025 Accountability Pillar Results.

High School completion rates include Bow Island Alternative Program (BIAP).

PRPS Core Principles

Connect

School structures and traditions ensure that every student, staff and community member is known and cared for and contributions are celebrated.

Create

Students and PRPS staff undertake tasks that require perseverance, craftsmanship, imagination and self-discipline to foster curiosity about the world.

Communicate

Words have tremendous power and ours will be characterized by mutual respect, belonging, and community building. Students and PRPS staff use communication skills to advocate for themselves, understand their communities and tackle the world's biggest challenges.

Care

Students and PRPS staff have the knowledge of how to care for their physical and mental health and support the well-being of others fostering a safe school environment.

Contribute

Students and PRPS staff are strengthened by acts of consequential service to others, actively ensure all belong, and participate and celebrate their rural communities.

Challenge

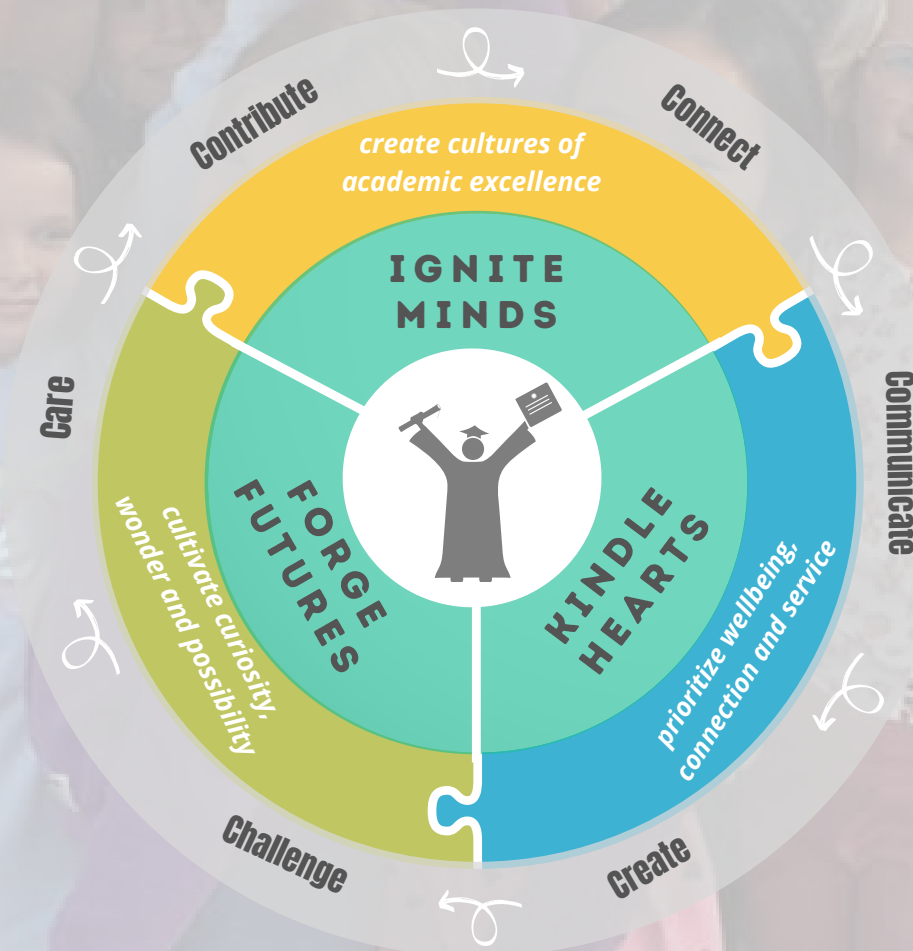
Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.



Prairie Rose Public Schools Learning Model

At the end of the current school year (2021-2022), the Prairie Rose Public Schools strategic plan will conclude. As a result, consultation this year focused on establishing a new learning model based on what the people we serve envision for the future. This feedback has resulted in refocused Vision and Mission statements, the establishment of six Core Principles and new strategic goals.

Ignite Minds Kindle Hearts Forge Futures



PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

Strategy 1:

- Vertical Curriculum Mapping using student work samples

Strategy 2:

- Use case study method to examine & drive instructional practice

Strategy 3:

- Instructional rounds will be used to improve student academic outcomes

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

Strategy 1:

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

Strategy 2:

- We will cultivate executive functioning skills from JK to grade twelve

PRPS GOAL 3: FORGE FUTURES

Background: 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

Strategy 2:

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

The full PRPS Education Plan can be found here:
[2025-2030 Strategic Plan](#)

PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

SCHOOL BASED STRATEGIES

- Outcome: We will ignite minds by creating cultures of academic excellence.
 - Vertical Curriculum Mapping (5-in/5-out)
 - 5 curricular ins and 5 curricular outs have been created for all core courses by all teachers during PRPS division guided professional development.
 - Advisory periods will be used to...
 - Enhance instruction of chosen outcomes through individual student support. Teachers are expected to work with struggling learners allowing these learners a focused opportunity to work on these specific curricular areas with a supportive adult.
 - Limit at school screen time.
 - Students will not be allowed to use Chromebooks during assigned breaks like lunch and recess
 - Chromebooks will be used only as a tool for learning and use will be monitored by classroom teachers during classtime.
 - Student Mastery Tracker
 - The document will be implemented to, as it says, track our progress with the 5-ins and 5-outs.
 - Retrieval Practice
 - Retrieval practice will be evident in all lessons given at SGS. This may be through assigned bell work or through teacher planning.
 - Metacognition
 - In both advisory and regular classes, students will be encouraged to think about their thinking and challenged to look deeply into the concepts associated with curricula.
 - Portrait of a Graduate
 - SGS will continue to work with the portrait of a graduate. Teachers and students will become more aware of the document through consistent reference to the work.

SCHOOL BASED PERFORMANCE MEASURES

- Student/Parent surveys that will be taken annually.
- 100% pass rate in all courses for students in Grades 4-9.
- Growth in MAP testing
- Diagnostic measurements will yield a consistently higher result.
- The Student Mastery Tracker will build data related to our 5 curricular ins and 5 outs.

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92.3% of students feel they have input in school activities/opportunities. 97.8% of parents feel they have input in decisions that affect their child's education.

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Source: School Student/Parent Surveys April 2025

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96.1% of students feel they have opportunities for high levels of achievement. 93.5% of parents feel their child is appropriately challenged in their classes.

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Source: School Student/Parent Surveys April 2025

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

SCHOOL BASED STRATEGIES

- Outcome: We will kindle hearts by prioritizing wellbeing, belonging and service.
 - Positive Childhood Experiences
 - To create a sense of belonging SGS will...
 - Greet students every morning at the front door and in classrooms
 - Continue with hot lunch and breakfast programs
 - Work to create positive spaces during both instructional and noninstructional times – Active supervision.
 - To generate an environment of trusted adults that take a genuine interest in students SGS will...
 - Ensure All students will feel connected to one adult in the building whether they be a teacher, administrator, educational assistant, admin. assistant, librarian, or custodian.
 - Regularly positively contact students that are chronically absent and late.
 - Engage in positive and meaningful conversations during supervision as well as teaching times.
 - To ensure students are engaged in community traditions SGS will...
 - Maintain current community traditions like the Grade 11 play, Christmas concerts, tournaments, and events like Christmas lunch and meet the teacher barbeque.
 - To guide students into positive and supportive relationships with friends SGS will...
 - Provide specific lessons during health and advisory classes. These lessons will focus on empathy, understanding and kind interactions.
 - Provide opportunities for students to engage with one another – group work, school wide limitation on Chromebook use, and offer assistance when needed.

SCHOOL BASED PERFORMANCE MEASURES

- Student and parent surveys that will be taken annually.
- FSLW referral decrease.
- Decrease in habitual lates and absences.
- Alberta Assurance Survey results.

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95.0% of students feel cared about by school staff.

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Source: School Student Survey April 2025

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83.4% of students feel connected to at least one adult within the school. 94.8% of parents feel that their child has an adult at school they can ask for help.

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Source: School Student/Parent Surveys April 2025

PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

SCHOOL BASED STRATEGIES

- Outcome: Futures will be forged by cultivating wonder and possibilities
 - Diverse Programming
 - Options/Arts programming
 - Music
 - Drama
 - Fitness
 - Visual Art
 - Hockey
 - CTF/CTS
 - Woodworking and Design
 - Foods
 - Trades Program and Fire Academy
 - Greenhouse
 - Garden
 - Academic Rigour
 - Regular use of retrieval practice will be evident in all classes.
 - Assignments will demonstrate, along with standard academic opportunity, an opportunity for student metacognition.

SCHOOL BASED PERFORMANCE MEASURES

- Students will be engaged in all courses through applicable contexts.
- Every teacher and every student will be involved in the planning and development of our exhibition of learning.

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91.0% of parents and 85.9% of students feel the school provides opportunities to learn in areas they are interested in.

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Source: School Student/Parent Survey April 2024

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89.2% of parents and 89.9% of students feel that technology is meaningfully utilized in the classroom.

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Source: School Student/Parent Survey April 2024

Supporting First Nations, Métis, Inuit Learners



SCHOOL BASED STRATEGIES

FNMI at SGS will center around further developing our relationship with the Piikani Nation. A reconciliation day is in the development stage where we are planning an invite to Piikani students. We hope to connect cultures through greenhouse work both at SGS and Piikani Nation Secondary School.



Supporting English as a Second Language Learners



SCHOOL BASED STRATEGIES

Students will be immersed into school programs to learn the English language. Students will be supported through the use of digital programs including: Read and Write for Google Chrome, Google Translate, and UFLI Foundational Literacy to help bridge the communication gap with new English learners.

Further, starting in January 2026, SGS will be implementing a targeted class. Based on EAL benchmark results we will be working with our EAL students using the Picture Word Inductive Model, Frayer model, and consistent retrieval practice to deepen their practical knowledge and use of the English language. The goal is that this focused time will build the necessary skills to succeed in standard English language programming.

Budgeting Priorities

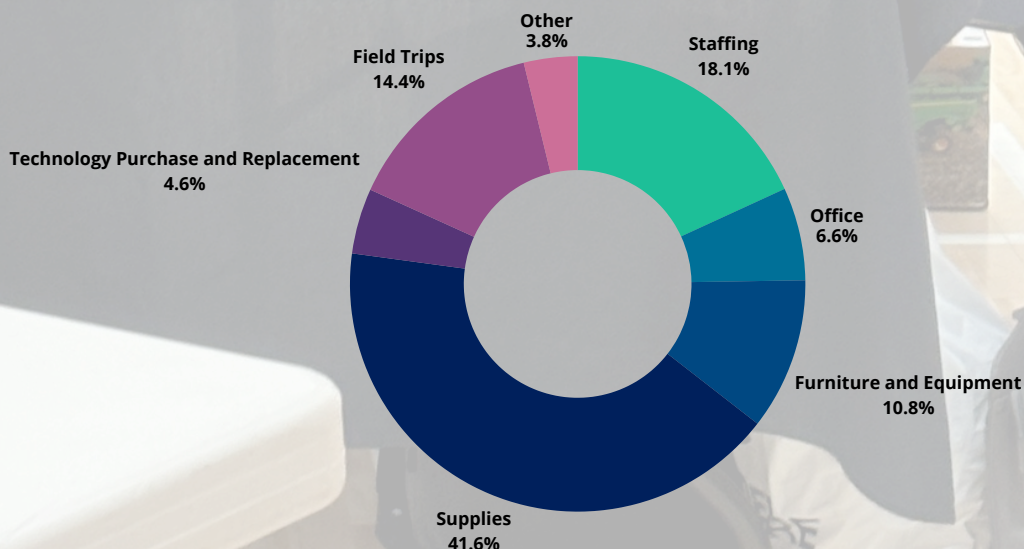
2025-2026 Budget Summary

Senator Gershaw School creates a budget in alignment with division priorities to drive academic excellence, social and emotional well-being and deeper learning, while addressing the operational needs of the school. Teaching and Learning is the area the majority of our resources are utilized with the following priorities guiding our budgetary process:

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

SGS School Budget 2025-2026

	Total Amount
Staffing	\$19533
Furniture and Equipment	\$11591
Supplies	\$44800
Technology Purchase and Replacement	\$5000
Field Trips	\$15500
Office (Duplicating, Phone)	\$7100
Other (Insurance, Awards)	\$4100
Total Expenses Budgeted	\$107624



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