

Barons School Goals 2025-2026



Mission

We are a caring, safe, and collaborative learning community committed to providing students with the necessary skills to become thriving lifelong learners who value their faith, family and community.

Vision

Empowering all students by providing access to an education that supports and respects their culture, allows for meaningful connections to their community, and develops the skills for learning success.

Motto

Be Respectful, Be Responsible, Be Connected and Be Well

Our Commitment to the Barons School Community:

The teachers at Barons School are deeply committed to nurturing a supportive and enriching learning environment for all our students. We are committed to fostering an environment where each student's uniqueness is embraced and respected. It is a priority for us to support the Low-German Speaking Mennonite faith, language, and world views that parents have identified as an important part of their children's education.

Principal's Message

Barons School is a wonderful place to be. Our dedicated staff and I are committed to fostering a nurturing learning environment where learning is celebrated.

Barons School is an alternative public school for Low-German Speaking Mennonite students in pre-kindergarten to Grade 6 operating within the jurisdiction of the Palliser School Division. Approximately 115 students with a Low German Mennonite background attend. Barons School is located in the village of Barons in southern Alberta.

At Barons School, we place a strong emphasis on academic excellence, personal growth, and community values. We are particularly dedicated to supporting the Low-German Mennonite faith through daily prayer, German lessons and Bible lessons. We also offer language lessons in both High and Low German, ensuring our students receive an education that honours their cultural heritage and beliefs.

Our team of passionate teachers works to create learning opportunities that support wellbeing, particularly in outdoor spaces. We believe playing and learning outside in the fresh air is great for learning and our overall health. We make it a point to get outside every day, even in the middle of winter, if only for a few minutes!

All the staff at Barons School know that all students learn and grow; each in their own way. Teachers create engaging and meaningful learning opportunities that help every student find the next step in their learning journey. We can do this because we believe in the importance of building strong relationships between students, parents, and staff, encouraging open communication and collaboration to support our students' success.

Thank you for your continued support and partnership.

Sincerely,

Kris Van Wieren
Principal, Barons School

Palliser School Division Goal: All Palliser students will engage with the foundational elements supporting wellbeing to provide them with the tools and confidence to live a healthy life.

Desired state within the domain of student growth and Achievement: Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.

Our Goal: Barons' students will engage in learning activities that promote a healthy and faithful life.

Strategies to support our goal:	Success criteria:	Evidence to indicate success:
We will maintain a welcoming, caring, and respectful relationship with students and families, while ensuring a safe school that values all students, their faith, culture and individual needs.	-Students, school staff and families all feel respected and cared for all of the time. -Students and families know their faith, culture and beliefs are honoured by all staff members	-The Assurance Survey -Parent Surveys (formal and informal) -School Wellness Plan -Family School Liaison data
We will take every opportunity to engage with parents. Ensure parents are valued members of our school community.	-High attendance rate at meetings and interviews -Open communication between the school and families	-High attendance rates at school events -Families continue to engage with school through Whatsapp, or calling the school.
Low German Mennonite culture and identity will continue to be a school-wide priority	High and low German language lessons, bible classes, daily prayer, and German singing will be built into classroom schedules	Survey results reflect approval of such programs from parents.
We will celebrate wellness, student leadership, respect, responsibility, and connection, including the 4B's- character education program, as they align with Second Step (our social/emotional learning program).	- Student-led assemblies continue to be successful and fun. -Student leadership opportunities continue to grow -Outdoor theme days are organized for multiple days throughout the school year.	-The language of the 4B's will increase as students learn and understand more about it.
We will continue to build in collaborative opportunities for Barons Family School Liaison Counsellor, the Making Connections Worker, and all Barons staff to ensure students' social-emotional needs are being met.	-Family School Liaison data shows strategies to support students are working -Staff continue to confidently support the many needs of their students.	Staff will feel supported by the team when helping students.

Teacher Learning Opportunities:

- Workshops and Sessions from SAPDC and Teacher Conventions
- Create space and time for FSLC and MCW to meet with teachers
- Continue to find supporting resources that align with the Second Step Program.
- Ensure staff are familiar with the support offered through ASEBP
- 1 lead teacher will attend all division Wellness Days

Palliser School Division Goal: All Palliser students will engage in meaningful and optimal learning where the foundational skills of literacy and numeracy are emphasized across all aspects of daily living.

Desired State within the Domain of Student Growth and Achievement: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

Our Goal: Barons' students will engage in meaningful and purposeful learning to improve their literacy skills.

Strategies to support our school goal:	Success criteria:	Evidence to indicate success:
We will ensure new vocabulary, relatable and real-world context, is meaningfully embedded in all lessons, as they relate to learning outcomes.	-Students will improve in all aspects of literacy: speaking, reading, writing, and listening -Newly learned vocabulary will make its way into everyday language. -Spring benchmarks, achievement tests, and mandatory assessments will have improved scores to reflect growth in literacy skills	-PAT results -EAL Benchmarks -Formative and summative assessments (observation, conversation, product) -Pre- and post-school assessment data -Alberta Ed. mandatory assessments -F and P assessments -Ufli and lively letters -Haggerty phonemic awareness program -Guided reading benchmarking -Conferencing with students
We will use data from formative and summative assessments, classroom standardized tests, such as mandatory assessments, Fontas and Pinell, and English as an additional language learner benchmarking to respond to gaps in learning .		
We will ensure an increase in student use of learning tools , such as technology and learning routines, to increase success in all areas of literacy.		
Interventions: We will develop and establish individual targeted strategies and/or a literacy intervention program to support learning for lagging learners, which may include the use of Levelled Literacy Intervention kits		

Teacher Learning Opportunities:

- Provide collaboration time for staff to work together to build capacity in the areas of inclusion and assessment as they relate to literacy.
- Use site-based PD days to build capacity in the areas of inclusion and assessment as they relate to literacy.
- Workshops and Sessions provided by SAPDC and Teacher Conventions.
- A minimum of 1 lead teacher will attend all Palliser Literacy Days

Palliser School Division Goal: All Palliser students will engage in meaningful and optimal learning where the foundational skills of literacy and numeracy are emphasized across all aspects of daily living.

Desired State within the Domain of Student Growth and Achievement: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

Our Goal: Barons' students will engage in meaningful and purposeful learning to improve their numeracy skills.

Strategies to support our school goal:	Success criteria:	Evidence to indicate success:
We will ensure new vocabulary, relatable and real-world context, is meaningfully embedded in all lessons, as they relate to learning outcomes. Integrate number sense and other math skills into Science, Social Studies, Language Arts, Health, and Physical Education	-Students will improve their knowledge and skills in all aspects of numeracy. -Newly learned vocabulary will make its way into everyday language as it relates to numeracy. -Spring benchmarks, achievement tests, and mandatory assessments will have improved scores to reflect growth in numeracy skills	-PAT results -ELL Benchmarks -Formative and summative assessments -Pre- and post-school assessment data -AE mandatory assessments
Use data from formative and summative assessment, classroom standardized tests, such as mandatory assessments, and ELL benchmarking to respond to gaps in learning .		
Increase student use of learning tools , such as technology and learning routines, to increase success in all areas of numeracy.		
Interventions: Establish individual targeted strategies and/or a numeracy intervention program to support learning.		

Teacher Learning Opportunities:

- All teachers collaborated to create a professional learning plan for the year, focusing on "Building Thinking Classrooms".
- Provide collaboration time and use site-based PD days to build capacity in the areas of inclusion and assessment as they relate to numeracy.
- Workshops and Sessions provided by SAPDC and Teacher Conventions.
- Engage in learning opportunities during staff meetings that promote inclusion through numeracy.
- A minimum of 1 lead teacher will attend all Palliser Numeracy Days