

# EDUCATION PLAN 2016

## Lorne Akins Junior High School



**St. Albert**  
PUBLIC SCHOOLS



## LORNE AKINS JUNIOR HIGH SCHOOL EDUCATION PLAN 2016

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## St. Albert Public Schools' Mission, Mandate, and Beliefs

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### Mission

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Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

### Mandate

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The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

### Beliefs

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In our commitment to public education... *we believe that*

- Our students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance;
- By setting high expectations students are challenged to achieve to their full potential;
- Our schools must be a safe and caring environment where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The classroom is central to student learning; and,
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

## **Lorne Akins Junior High School Mission**

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### **SCHOOL MISSION STATEMENT**

**Lorne Akins Junior High School is committed to excellence in public education which fosters the joy of life-long learning.**

### **SCHOOL GOALS**

Learning is our core business, and as such, we understand learning as a partnership where students and staff grow through continuous learning. Our school is committed to the pursuit of excellence in education through:

- Providing a safe, caring, supportive, and compassionate learning environment;
- Encouraging the development of creative and critical thinking skills;
- Meeting the learning needs of all students with the direct assistance and support of our parents and our community;
- Emphasizing the growth and development of students and staff in a vibrant, dynamic learning environment; and,
- Recognizing and building on each student's strengths to foster self-esteem.

## Lorne Akins Junior High

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Lorne Akins is the learning centre for 472 Grade 7 to 9 students residing primarily on the northeast side of St. Albert Trail. Our staff consists of 23 teachers and 12 support staff. Lorne Akins has maintained its niche status as “the typical junior high school”, that is, a school that primarily delivers the English Alberta Education Program of Studies curricula. Even with “typical” status, Lorne Akins continues to deliver excellent instruction and support to a wide diversity of learning needs. We are proud of our strong academic record reflecting quality of instruction, student effort and parental support. We are also fortunate to have the means to continue to offer our students an extensive assortment of option electives and a wide variety of exciting and popular extra-curricular activities.

Once again, continual technological upgrades and ever-greening at Lorne Akins have enhanced learning experiences. With over 220 computers, we offer high levels of accessibility to technology for staff and students. We also continue to benefit from Homework On-Line and the PowerSchool Parent Portal as tools to enhance home and school communication. It is important for us to note that technology has become such an integral part of learning we must take care to remind all users about impacts of these technologies physically, intellectually and emotionally. As a follow up, our recent upgrade to multimedia presentation equipment in our gymnasium, has been problematic. Having installed the equipment, we have struggled with elusive technical problems that have not yet helped us see the increased usage and growth of instructional options for our gym space.

The Gator School Council thanks Trustee Armstrong for her support and counsel during the 2015-2016 school year. We were lucky to have her attend our regular meetings and keeping us updated on district initiatives and policies. Under the leadership of Chair Susan Havertape, the Lorne Akins School Council had a dependable cross section of parents, staff, and community members dedicated to addressing the issues of education and discussing the various Lorne Akins School happenings.

Lorne Akins continued to support others in our community financially and through service. In 2015-16 the school conducted many fundraising activities and raised over \$10,000.00 with proceeds being donated to The Terry Fox Foundation, Royal Canadian Legion Poppy Fund, St. Albert Food Bank, Free the Children and Canadian Fallen Heroes to name a few. The dedicated staff and students of our Community, Humanitarianism, Opportunity, Motivation and Participation club (CHOMP) have enriched our overall appreciation for volunteerism, global awareness, and service values. Our CHOMP council students and staff created events that fostered connection, pride and respect. We will send select CHOMP council members again this fall to WE Day as part of the “Me to We” movement.

In recent years a considerable commitment of school time, energy, and resources has been dedicated towards assisting students struggling with personal and/or academic problems. The first line of help at Lorne Akins is available through their classroom teachers and Teacher Advisors (T.A.s). In addition, male and female teacher-counsellors work hard to be available to assist students and parents as needed. Working alongside us to meet the various needs of our students, we have the very supportive District Student Services department, our own talented support staff, and St. Albert Community and Social Development services. We are fortunate to work with a very effective network of people who together sustain the wide-ranging need for student advocacy and support.

Once again Lorne Akins Gator Behaviour Support (GBS), a tracking system used to record student attendance/punctuality/discipline, and has been framed to encourage positive behavioural goals. In partnership with GBS the APPLE program (Achievement, Positive Relations, Punctuality and Attendance, Learning and Effort) encourages “APPLE” behaviours and rewards students who have exemplified these behaviours. Further, this system of recorded information is used to keep the school in touch with parents and monitors student behaviour through a series of internal and external checks to

ensure an effective communication loop. In 2015-16 over 90% of students qualified to attend APPLE Day activities.

The Gator Learning Support Program (GLS) identifies and assists students experiencing learning challenges. Once identified, students are scheduled to receive support from designated teachers through a system of pull outs, noon hour help through Gator Catch Up and Math help, one-on-one or small group sessions, or with extra help from their classroom teachers. This system operates all year long and is particularly busy in May and June leading up to final exams. We believe these interventions help students that are experiencing difficulties develop greater confidence and there have been many success stories of improved academic achievement.

Many co-curricular activities and presentations helped to round out successful curricular and extracurricular events at Lorne Akins in 2015-2016. Throughout the year, topics on making positive choices including; Live Different, Internet Integrity, RCMP Drug Awareness, and Junior Achievement Financial Literacy were all well received presentations. Our Staff-Student Charity Hockey Game has become an annual highlight and uniting event for the entire school and community right before the Christmas break. "Unplugged" a commentary of digital literacy was an entertaining and informative evening of dramatic comedy. The Grade 9's enjoyed the merits of the P.A.R.T.Y. Program (Prevent Alcohol and Risk related trauma in Youth) and "Take Your Kids to Work Day." Our Guitar and Band performers starred in two superb concerts at the Arden, several more laid-back productions at school, and a fun-filled tour to Kamloops and Kelowna. Our Gator athletes had another wonderful year winning championships in Track and Field as well as Boys and Girls Basketball and Badminton. We are so proud of all our athletes. Intramural participation at noon hour was outstanding in both self-directed and teacher supervised activities. Other choices include Fitness, Gatorski, Sewing, Book and Art Clubs, all had a strong following.

Lorne Akins continues to deliver outstanding academic results balanced with enthusiastic support for its appealing options and superior extracurricular activities. Our educational outlook and approaches are on the leading edge while our values reflect traditions and routines that have bound together generations of satisfied "Gator" learners. We are grateful for the all of the behind the scenes and frontline work of staff and students. We are thankful for our staff and students who have committed so much time and effort to make the 2015-2016 year such an amazing and rewarding year.

**School Profile**

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**2015-2016  
as of September 30, 2015**

**Certificated Staff**

Teachers	20.10	FTE
Administration	1.82	FTE
Counselling	0.71	FTE
<b>Total</b>	<b>22.61</b>	<b>FTE</b>

**Support Staff**

Clerical	3.0	FTE
Teacher Aides	4.0	FTE
Library Technicians	1.0	FTE
Technical Support	0.34	FTE
<b>Total</b>	<b>8.34</b>	<b>FTE</b>

**Students**

English	448
Special Needs	(23)
Academic Challenge	(10)
Other	(1)
<b>Total</b>	<b>448</b>

**Grade Configuration**

<b>Grade</b>	
Grade 7	144
Grade 8	161
Grade 9	143
<b>Total</b>	<b>448</b>

**2016-2017  
as of September 30, 2016**

**Certificated Staff**

Teachers	20.29	FTE
Administration	1.82	FTE
Counselling	0.71	FTE
<b>Total</b>	<b>22.82</b>	<b>FTE</b>

**Support Staff**

Clerical	3.0	FTE
Teacher Aides	5.0	FTE
Library Technician	1.0	FTE
Technical Support	0.34	FTE
<b>Total</b>	<b>9.34</b>	<b>FTE</b>

**Students**

English	472
Special Needs	(28)
Academic Challenge	(9)
ELL	(7)
<b>Total</b>	<b>472</b>

**Grade Configuration**

<b>Grade</b>	
Grade 7	151
Grade 8	147
Grade 9	174
<b>Total</b>	<b>472</b>

## Issues and Trends

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2015-2016 was another year where Lorne Akins students performed exceptionally well on the Grade 9 Provincial Achievement Tests (PATs). Again, our participation rate was close to 100% and the reported results as listed in the Education Plan show the number of students that met the Acceptable Standard and Standard of Excellence was well above the provincial results in all four core subject areas. Certainly the academic success of our Grade 9 students rest with their own hard work, the outstanding capabilities of our teaching staff, and the great support we receive from caring and engaged parents along the educational journey.

Various plans and programs undertaken at Lorne Akins to ensure high academic success rates have been influential in producing positive overall results. We have continued to fund Gator Learning Support by dedicating .57 FTE teaching time in order to provide individual and small group tutorials for academically at-risk students who are experiencing learning, motivation, or attention difficulties. In addition, extra time spent with classroom teachers throughout the year noon hour sessions (Gator Catch Up) have enabled students to complete homework and assignments that might have otherwise gone undone. Extra Math help sessions have also been made available to interested students during each noon hour. These too appear to be very positive opportunities for students to ask questions and follow up on Math concepts that may have appeared difficult or confusing in class. Field trips and off-site experiential learning activities are booked to help engage students, supplement classroom work, and bring learning alive. In all of these instances, through extra help or established programs, we try to provide a safety net for students to catch up and/or get additional help from teachers.

Lorne Akins has made it a priority to sustain school improvement programs and projects based on the district-wide focus on literacy and numeracy. Our teachers have been active in district sponsored professional development involving literacy and numeracy and bringing new techniques and practices to their classrooms. This year we will expand our literacy development by including focused programming for our English Language Learners (ELL).

Classrooms are becoming increasingly complex with more students that have diverse learning, medical, and emotional needs. Successful inclusive learning environments will be dependent on teachers receiving the necessary classroom supports so they can provide quality educational experiences for all their students. The challenges we face, similar to most schools, is how to meet all the needs of our special education students, resistant/reluctant learners, our regular ELA learners, students addressing mental health issues without missing one. As we grow in size and need, teachers become more and more overwhelmed with the amount of specialized instruction and additional supports required. With this in mind, it is incumbent upon us to find new ways to secure resources to meet the diverse learning needs of the students.

Posters stating our baseline expectations of “Working Hard” and “Being Nice”, of “Walking, Talking and Texting Politely”, and “Keeping Your Hands and Feet to Yourself” are widely displayed and regularly used as discussion topics. A culture of respect for one’s self, for each other, and for property is promoted daily and the APPLE program is working to keep over 90% of our students punctual, on task, and out of trouble. Our GBS (Gator Behavior Support) tracking keeps staff, students, and parents informed of student behavior and of potential consequences that could befall those unable to follow the Lorne Akins Code of Conduct as stated in our school agenda. Discipline is a team effort and we appreciate staff, students, and parents working together in respecting and observing our code of conduct. For the most part we are blessed with a safe building and respectful students. However, when it’s necessary, we address issues that threaten our reputation as a safe and caring school. We recognize that the problems of any society are inevitably reflected in the institutions, and that schools are certainly not immune to violence, theft, bullying, drug and alcohol abuse, intolerance, harassment,



cyber concerns and controversies. We are vigilant at school and, when necessary, in the community, off property, and outside of school time where many of these problems manifest themselves. Certainly, when school related serious situations arise, untangling these issues will continue to be a demanding and time consuming endeavour. We appreciate our senior administration for their counsel and support in those cases where investigations and disciplinary consequences require outside supports.

Technology has become one of the most critical and expensive learning tools used inside and outside of schools. It cannot replace the priceless interaction that occurs between teachers and students but the realities of instant information, communication, and having access to real world tools have taken on global proportions. Providing adequate planning and collaboration time for teachers to stay current as learners in their efforts to provide students with meaningful opportunities to use technology will need to be a priority. MacBook Pros and iPads for Lorne Akins are expensive and the systems that support them will always require service and repair. Changes in schools and in the district create the continuous need to renew technology. Hard work by school councils and fundraising societies are essential to support the learning needs at these levels and we salute those volunteers who offer time for fundraising and leadership. Also, we greatly appreciate the cooperation and assistance of the district office personnel and Lead Teachers who provide both service and technology training for teachers, administrators, and support staff at Lorne Akins.

## **District Priorities and Outcomes**

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### **District Priority Areas**

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students Preschool PUF to Grade 12 through a district Enhancing Instructional Practice project.

### **District Outcomes 2016-2019**

Outcome 1: The diverse needs of our students are met in inclusive learning environments.

Outcome 2: Student demonstrate growth in literacy and numeracy skills.

Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.

Outcome 5: Governance, policies and partnerships support the success of our students.

## School Objectives and Priority Areas 2016-2017

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**Objective 1: Help students develop a sense of belonging at Lorne Akins by responding to their academic, social, and emotional needs.**

### **Relationship with District Outcomes:**

Outcome 1: The diverse needs of our students are met in inclusive learning environments.

Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 5: Governance, policies and partnerships support the success of our students.

### **Reporting our Progress (2015-2016)**

#### **Highlights**

We continue to implement programs to support students that have academic struggles. Gator Learning Support (GLS) provided over 67 students with academic tutorials and/or help with organizational skills. This structured help during options provides the support and encouragement some students need to experience greater academic success and become more confident as learners. Two other programs that provide students with the opportunity to get some extra help with academic subjects are Gator Catch-Up and noon hour Math Help. Gator Catch-Up is a noon hour support program for students who require extra help, haven't completed homework, or have missed a test. Last year there were 543 student visits to Gator Catch-Up at lunch time. In addition, our Math department organizes daily noon hour sessions for any students interested in getting some extra help in Math. Last year, 25-30 students received Math help each week.

The extensive and diverse option program complements the strong academic focus we have at Lorne Akins. There are numerous elective choices for students to pursue their interests and develop their talents (Art, Concert Band, Guitar, Industrial Arts, Home Economics, Drama, French, Computers and Technology, Fit for Life, Outdoor Pursuits, Gator Plus Challenge, Pop and Rock, and Graphic Design Yearbook).

We are also very proud of our fine arts program. There are numerous extracurricular band, art, and drama activities students can get involved with such as Band, Guitar, and Pop and Rock concerts, Drama performances, and a Band tour to Kamloops and Kelowna.

We continue to provide quality extracurricular sports programs where students have the opportunity to develop their skills, learn about the importance of good sportsmanship, and exhibit pride in their school through sports as proud Gators

Several events are planned to ensure that our Grade 9 students have a successful transition to high school. High school counsellors visit the Grade 9 classes twice during the year to provide program and registration information. A high school information evening is planned for parents and students where the principals from Bellerose and Paul Kane present information about their programs. Throughout the year our school counsellors make themselves available to answer any questions that the Grade 9's have about high school.

We also plan events to help our future Grade 7 students' transition to junior high. We invite the Grade 6 classes from our feeder schools to visit Lorne Akins for a tour and to go over registration forms. The focus of our open house in April is to provide our future Grade 7's and their parents with

information about the wide variety of programs offered at Lorne Akins. We also have a team of teachers and students visit the Grade 6 classes to answer any last minute questions the students may have a few days before the registration forms are due.

We also work to instill a sense of belonging for our students through the opportunity to purchase school clothing/gear at the start of the year. We also include bridging activities, such as band concerts, with our elementary feeder schools over the year helping encourage connections with our possible future students.

### **Challenges**

We are seeing more students with complex learning, medical, and emotional needs and we strive to meet their needs with appropriate learning activities that are provided in core and option classes. Some students need the physical release of energy expended in a Physical Education class, on a school team, or in intramural activities. Others thrive in a “Hands On” environment which is the focus of many of our option classes and noon hour clubs. More and more students need extra help and supports academically, which can range from differentiated activities in a classroom to using adaptive technology or tutorials/extra help sessions outside of class. The challenge in providing quality inclusive learning environments for an increasingly wide range of diverse learners will depend on teachers receiving the necessary supports for successful programming.

We are concerned with the growing number of students who are frequently late and absent. Missing school has a negative effect on a student’s education when many experience difficulty “catching up” when they return to school. When students are away they cannot recover the important in-class discussions, labs, explanations and demonstrations, and all the hands on activities that take place during class time. We have noticed a definite increase in the time counsellors, administrators, and outside agencies are spending with families who are struggling with attendance issues. Teachers are also spending more time creating homework packages and helping absent students get caught up on the work they have missed, which adds greatly to their workload. We are trying through various means to communicate to students and parents about the importance of good attendance and the direct correlation it has to success at school.

We continue looking for ways to keep our young people addiction-free by identifying potential risk factors apparent in some students and providing the necessary protective factors at home and school in order to help students stay away from the harmful effects of substance abuse. Through educational programs like the two session Drug Awareness presentation by local RCMP officers, counselling services, and other school based prevention programs, we convey the message about the powerful impact making positive choices can have on students’ lives.

We have a strong base of students that tend to be very involved in the organizing of activities through our CHOMP Council. We are asking ourselves the question: Are their ways to expand this base and involve more students, to create a culture of volunteerism within the school?

### **Progress toward Meeting Objective 1:**

Partially achieved and ongoing.

### **Key Strategies 2016-2017:**

- Continue offering Gator Learning Support tutorials and Gator Catch Up at lunch time for struggling students. Through one-on-one and small group tutorials students know there are teachers available to assist them with their core subjects so they can experience greater academic success.
- Teachers will offer extra help sessions to the students in the classes they teach and the Math department will coordinate daily noon hour tutoring sessions.
- Continue offering transition activities for Grade 6's coming into junior high by inviting all Grade 6's from our feeder schools over to Lorne Akins for an orientation morning and tour in March, the Open House Night in April, volleyball and basketball camps, and by dedicating the first day of Grade 7 to Gator Orientation activities.
- In September, counsellors and administration will meet with new students to help them with the transition into a new school community.
- Continue offering and promoting Gator Flex for those students needing flexible schedules because of their intensive training schedules and commitment in their chosen sport or Fine Arts activities outside of school.
- Continue using the Teacher Advisor System whereby Grade 7, 8, and 9 students are heterogeneously mixed into registered room classes for a three-year period and mentored by the same teacher advisor. At the beginning of the year, Grade 7 students have older students in the school they can connect with and the Grade 8's and 9's have opportunities to serve as "Big Brothers/Big Sisters" in their mentorship roles.
- Staff will ensure appropriate inclusion strategies, modifications and/or accommodations are implemented for special needs students through Individualized Program Plans (IPPs) and Individual Learning Plans (ILP's).
- Ensure students have access to counselling services at school.
- Continue to have all of our Grade 9 students experience the PARTY Program.
- Promote initiatives that provide organized and informal leadership/volunteer opportunities for students by encouraging involvement in the student led CHOMP Council, Gator Intramural Program, concession volunteers, and scorekeepers at league games and tournaments.
- Continue providing opportunities for student involvement by encouraging participation in stakeholder workshops, presentations at our elementary feeder schools, Fine Arts performances, intramurals, The Power of Being a Girl Conference, Fit for Life volunteers at the Preschool Fun Day and Sir Alexander Mackenzie School track meet, refereeing games, participating on school teams and clubs, and by connecting the curriculum to the real world by offering national/international school trips.
- Support efforts to heighten awareness of Aboriginal cultures, traditional histories and languages; and build library and classroom resources to reflect this knowledge.
- Continue providing incentive and student recognition programs such as APPLE DAY, High Five and Honours Luncheon, and Gator Awards Night.
- Continue to provide Grade 9 students with information they need for a successful transition to high school.
- Investigate the possibility of using PowerSchool to provide parents access to permission forms for various student activities online. This would help us reduce the number of students that may miss an activity due to a forgotten form.
- Establish and maintain a T.A. Challenges (collaborative team building tasks) for development of strong connections with the T.A. group early in the year.
- Host a Welcome Back assembly for all staff and students as an opportunity to connect as a school.

- Continue to celebrate the ethnic diversity of our student population through the sharing of cultural traditions in curricular activities and on field trips (e.g. cultural festivals, Europe trips, Taste of Akins Foods of the World Luncheon, and Japanese Cultural Center).
- Taste of Akins becomes Culture of Akins to address the various cultures/traditions in our school and beyond. Involve Social Studies to provide information displays on different cultures.
- Establish a program for all Grade 7 students to teach effective prosocial behaviours explicitly. This helps students that have difficulty connecting and making friends. It also provides a common language for students and staff when discussing social interactions.

**Objective 2: Enhance student engagement and ownership of learning through an outcomes based approach in the areas of planning, instruction, assessment, and reporting.**

**Relationship with District Outcomes:**

Outcome 1: The diverse needs of our students are met in inclusive learning environments.

Outcome 2: Student demonstrate growth in literacy and numeracy skills.

Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.

Outcome 5: Governance, policies and partnerships support the success of our students.

**Reporting our Progress (2015-2016)**

**Highlights**

Providing mentorship experiences to our students through classes such as Fit For Life when assisting the SAM track day and Pre-School fun days. In addition, Paul Kane students come back to assist with our track day (cross-grade mentorship).

An exciting new addition to our extra-curricular activities was the MakerSpace Club which was open to all students at lunch time to build and explore all areas of curriculum. MakerSpaces are meant to engage students in inquiry projects of their choosing where they can explore and expand their learning, collaborate with other students and attain knowledge they would not necessarily achieve in classes.

We value working closely with parents and trustees who are able to attend our monthly School Council meetings. At these meetings we often include presentations from community members on topics of interest related to education. Informative presentations in 2015-2016 included: Associate Superintendent of Program and Planning Marianne Barrett, school health nurse Sasha Schnitzler Mental Health Supports, Matt Mitschke Parents Promoting Mental Health, Associate Superintendent of Finance Michael Brennies and monthly presentations from our teachers including: Cynthia Dyer, Darlene Ferguson, Stephanie Filomeno, Allyson Fong, and Erin Gahan.

Students in Grades 7, 8, and 9 experienced presentations by Junior Achievement volunteers. The focus for Grade 7 students was diversity in the classroom and workplace, how this diversity makes us stronger, and some of its benefits and challenges. Grade 8 students explored personal finances with emphasis on being a smart consumer, budgeting, and personal investment choices. The topic for the Grade 9's was planning for their future which included information on employability skills, job interviews, and career exploration and planning.

Many of our students had the good fortune of attending the district's national Aboriginal Day Celebration at Sir George Simpson which featured a presentation by, David Bouchard. David shared his aboriginal culture through the tradition of storytelling and demonstrated the power of the spoken word. David is an advocate for literacy and his presentation was a powerful message about the importance of students finding a love of reading.

Language Arts teachers continued to refine their implementation of practices introduced at district sponsored literacy sessions. When using the "Book Club" approach to novel study, teachers choose a variety of novels representing different reading levels. Individual students, with coaching from the teacher, choose the novel that interests them. The teacher forms the discussion groups for the chosen novels ensuring the make-up of the groups facilitates good discussion and thoughtful reflection of the chosen novel.

### **Challenges**

It is challenging for teachers to find enough time to plan engaging lessons, assess students, meet with colleagues, stay current with best practices, and contribute to the important extracurricular activities that add to the overall educational experience for their students. Teachers are stretched and finding the healthy balance between the time and energy they devote to curricular and extracurricular activities is an ongoing challenge.

Student engagement often involves student access to technology. Keeping our technology current, running smoothly, and teachers up to date with their skills requires both time and a financial commitment. When there are "glitches" and technology does not operate effectively, teachers get frustrated and their motivation to continue to be innovative is hampered. Change in technology is a constant and the challenge will be for teachers to stay current so that students can access this tool as a way to create and share their own learning.

Increases to the diversity of our student population means we must provide programming for the specialized needs of more types of students. These include English language learners, students with learning difficulties, gifted students as well as those with social and emotional issues.

### **Progress toward Meeting Objective 2:**

Partially achieved and ongoing.

### **Key Strategies 2016-2017:**

- Provide professional development sessions and department collaboration time for teachers to incorporate best practices into designing lessons and finding cross curricular links that will motivate students to be engaged in their learning.
- Teachers will continue to participate in district professional development sessions focussing on a comprehensive approach to literacy and numeracy.
- Teachers will continue to use the Grade 9 Inventors Fair to make cross-curricular links for their students. Students are able to use knowledge and skills gained in many subjects to create their inventions and teachers are able to reinforce concepts using student inventions as examples.

- Continue to provide opportunities for students to become more engaged in their learning by developing their practical and social skills (e.g. extensive option program, off-campus learning, Physical Education, Fine Arts, career days, clubs and extracurricular activities).
- Continue to use technology to engage students in their learning (e.g. Google Apps, webinars, iPads, SMART lessons, Chrome Books, Skype).
- Continue various forms of communication with home to keep our families well informed and connected to our school community (e.g. school handbook, school website, homework online, PowerSchool Parent Portal, newsletters, report cards, IPPs, parent-teacher interviews, School Council meetings).
- Continue to communicate student achievement and progress to parents and students by providing access to this information through the web based PowerSchool Parent Portal.

**Objective 3: Staff and students will connect with others and explore various learning pathways by using new innovations and technologies to create and share knowledge.**

**Relationship with District Outcomes:**

Outcome 1: The diverse needs of our students are met in inclusive learning environments.

Outcome 2: Student demonstrate growth in literacy and numeracy skills.

Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.

**Reporting our Progress (2015-2016)**

**Highlights**

We continue to utilize desktop computers, lap tops, iPads, and personal electronic devices to help students create and share their learning. Teachers are collaborating with their colleagues about the various apps that help students improve their ability to think, connect, and use information in a way that will enhance their overall learning experience.

We continue to offer interested students the opportunity to build their technology skills through our option program. Students in Grade 7 can choose Gator Plus Challenge and those in Grade 9 can choose Graphic Design/Yearbook. These options provide students with a chance to learn about digital photography and graphic design and the ability to explore programs such as: Flash, Dream Weaver, Office, iMovie, iPhoto, Photoshop, Illustrator, and Final Cut Pro.

Lorne Akins continues to participate in St. Albert Public Schools' Internet Integrity Day where student leaders from our Grade 8 classes joined students from the other junior highs to learn how to safely navigate their online world. Excellent presentations by SAFFRON Society and the R.C.M.P. highlighted the importance of establishing a positive online reputation and how the long-term implications and consequences of inappropriate cyber conduct can have lasting effects. These Grade 8 students prepared presentations that they shared with their core classes at Lorne Akins.

**Challenges**

Our challenge continues to be moving forward and trying to keep up with the fast pace of technology. Incorporating the time for staff to learn how to use new technology authentically in order for students to be engaged and active learners can be challenging. We need to keep carving



out time for lead technology teachers to mentor staff in the area of technology and plan to continue using staff meetings and PD Days for in-servicing in this area. The time required to teach students how to use new technology to create and share their learning cuts into the time needed to spend on course content. It is a balancing act.

Our society continues to be challenged by digital issues and our students are spending more time online. Because of that, internet safety and cyber bullying are increasingly prominent home and school issues for teens. There are many benefits and opportunities for learning through technology, yet the dangers and downside of inappropriate use are becoming increasingly complex for schools to untangle and resolve. We will need to be proactive and continue teaching our students about the importance of keeping their online reputations intact while teaching them the skills needed to be responsible digital citizens. In addition, parents also need to monitor their children's online activity. Working together we can make progress in this area.

The responsible use of Smart Phones at school continues to be an issue. The vast majority of our students carry a Smart Phone with them all of the time. When used responsibly, under the direction of the teacher, it can be a powerful learning tool. Some students have trouble understanding that just because it is in their pocket it doesn't mean they shouldn't be able to access it all of the time. Text messages are going back and forth between students and parents often during class time. Students have 24-hour access to their peers, which isn't always a good thing, and there is a great deal of research that links poor sleep and performance patterns to late night screen time. Working to educate students on the appropriate use of this technology is becoming a bigger part of what we do.

Students are very adept at using App based programs on their mobile devices; they use them all the time and are very comfortable and keen to figure out all of the features. They do not always show the same enthusiasm for desktop programs. Many students struggle with keyboarding and the general competencies of using these programs.

### **Progress toward Meeting Objective 3:**

Partially achieved and ongoing.

### **Key Strategies 2016-2017:**

- Continue to update the school website to communicate the curricular and extracurricular programs, calendars, newsletters and educational links offered at Lorne Akins.
- Continue to provide presentations for our students about the importance of making ethical choices with regards to technology.
- Use of applications such as Skype and Google Hangouts to provide students access to local, national, and international experiences.
- Staff will continue to become proficient with the current software available at the school (e.g. GeoGebra, SketchUp, ComicLife, iMovie, Adobe Creative Suite, Google Apps, Lego NXT).
- Improve the effective use of technology by having school and district Technology Lead Teachers provide various professional development sessions to teachers. These sessions will assist teachers in bringing the digital world into the classroom to meet the individual needs of learners (e.g. SMART Boards, MacBook Pro laptops, iPads, streaming technology including Discovery Education and LearnAlberta, Learn 360, NFB Film, Promethean Tablets and wireless devices).

- Teachers are able to have free or low-cost access software such as Microsoft Office and the Adobe Suite for home use which will facilitate further exploration of how technology can be used as a teaching and learning tool.
- Continue to provide students in Guitar and Pop and Rock with the opportunity to use recording equipment and Garage Band software to record and edit their music.
- Continue to use digital photography and video as a tool for students to create and share their learning. Examples include using a green screen to enhance student videos, video clips as a teaching aid for physical skills, apps such as iMotion, iMovie, Aurasma, Videoliscious, Anatomy 4D, and video feedback for student skill development.
- Provide students with access to a 3D printer as a tool to create and share their learning.
- Investigate a variety of technology certifications available to staff and students such as (Google, Adobe etc.)
- Educate and encourage students to make use of their digital scheduling devices and apps to take responsibility for personal and school time management.
- Encourage and explore the use of communication tools for all stakeholders such as Remind 101, Google classroom and Power School.

## **Financial Performance 2015-2016**

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The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

**Year End Balance:** \$ 79 879

As this was a transition year for administrators, a balance of slightly over 2% surplus was carried as a reserve in the event the projected population growth exceeded the capacity to staff at budgeted levels.

**Financial Planning 2016-2017**

**RESOURCE AND DISTRIBUTION  
LORNE AKINS SCHOOL**

REVENUES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
1. Basic Program Allocation	\$ 2,943,042	\$ 2,811,872	\$ 2,816,385
2. Other Revenues			
2.1 Fees	\$ 187,000	\$ 187,000	\$ 187,000
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 17,000	\$ 17,000	\$ 17,000
2.5 Other Revenues	\$ 79,000	\$ 78,500	\$ 78,500
3. Surplus / Deficit Allocation (S/D)	\$ 79,879	\$ 100,000	\$ 104,316
<b>TOTAL REVENUES</b>	<b>\$ 3,305,921</b>	<b>\$ 3,194,372</b>	<b>\$ 3,203,201</b>

EXPENDITURES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
1. Certificated Staff	\$ 2,372,484	\$ 2,376,740	\$ 2,320,267
2. Support Staff	\$ 371,971	\$ 383,197	\$ 374,719
3. Services	\$ 156,828	\$ 156,050	\$ 154,050
4. Supplies	\$ 239,500	\$ 209,000	\$ 209,000
5. Furniture, Equipment & Capital	\$ 40,000	\$ 30,000	\$ 35,000
6. Technology	\$ 45,000	\$ 39,385	\$ 45,000
7. Future Emergent Initiatives	\$ 80,138	\$ -	\$ 65,165
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,305,921</b>	<b>\$ 3,194,372</b>	<b>\$ 3,203,201</b>

<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
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ENROLMENT	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
FTE Enrolment (ECS @ .5)	473.00	454.00	448.00

STAFFING PERCENTAGES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
Certificated Staff FTE	22.94	22.87	22.61
Support Staff FTE	7.90	8.13	8.13
Certificated Staff Percentage	78.5%	81.6%	79.4%
Support Staff Percentage	12.3%	13.2%	12.8%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>90.8%</b>	<b>94.8%</b>	<b>92.3%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>93.3%</b>	<b>98.2%</b>	<b>95.7%</b>

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.  
 Fees include Board approved fees, and may include lunchroom, school assessed, and extra-curricular  
 Other Revenue includes adult and international student fees.

## Appendix I – Student Performance and Achievement

### Provincial Achievement Test Results

The following provides the school's results on Provincial Achievement Tests (PATs), participation rates, and an interpretation of the results.

#### Grade 9 English Language Arts

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>99.3%</b>	88.9%	<b>99.3</b>	87.5	<b>97.3</b>	88.3	<b>98.5</b>	88.5	<b>97.8</b>	88.8
Results Based on Number Enrolled										
Acceptable Standard	<b>97.8%</b>	77.4%	<b>94.6</b>	76.4	<b>94.0</b>	76.3	<b>93.3</b>	75.6	<b>92.8</b>	77.0
Standard of Excellence	<b>26.1%</b>	16.4%	<b>34.2</b>	14.7	<b>18.8</b>	15.0	<b>21.5</b>	14.4	<b>21.7</b>	15.2
Results Based on Number Writing										
Acceptable Standard	<b>98.5%</b>	87.1%	<b>95.3</b>	87.2	<b>96.6</b>	86.4	<b>94.7</b>	85.5	<b>94.8</b>	86.7
Standard of Excellence	<b>26.3%</b>	18.4%	<b>34.5</b>	16.8	<b>19.3</b>	17.0	<b>21.8</b>	16.3	<b>22.2</b>	17.1

### Interpretation of Results

#### 1. Strengths – Compared to provincial results and school trends over time, the reporting categories and areas where our school performance appears to be relatively strong are:

- This year, the percentage of students who achieved to the Standard of Excellence on the Writing Test was 34.8% compared to the province at 22.5% with a student average of 74% on the Essay/Narrative and Functional combined.
- While our students struggled with Reading Comprehension questions pertaining to Text Organization in previous years, this year the average in this category of questions was 75% - one of our highest results.

#### 2. Weaknesses – Compared to provincial results and school trends over time, the reporting category and area where our school performance was of concern is:

- In the Reading Comprehension portion of the exam, our students struggled most with informational texts and synthesis of both informational and narrative/poetic pieces.

#### 3. Intervention – Specific initiatives planned to address the above noted area of strength and concern is:

- This year, more nonfiction texts will be included in our resources. As well, collaborative learning environments will provide space for students to work on synthesizing skills in a less intimidating way than traditional assessment practices of the mastery of this skill would achieve.

## Grade 9 English Science

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>99.3%</b>	89.6%	<b>99.3</b>	88.3	<b>98.0</b>	89.0	<b>97.8</b>	89.4	<b>97.8</b>	89.3
	Results Based on Number Enrolled									
Acceptable Standard	<b>92.8%</b>	73.4%	<b>90.7</b>	72.0	<b>88.6</b>	72.5	<b>91.9</b>	73.3	<b>89.9</b>	73.5
Standard of Excellence	<b>27.5%</b>	22.3%	<b>30.7</b>	19.8	<b>26.2</b>	22.0	<b>34.1</b>	22.8	<b>26.1</b>	22.5
	Results Based on Number Writing									
Acceptable Standard	<b>93.4%</b>	82.0%	<b>91.3</b>	81.5	<b>90.4</b>	81.5	<b>93.9</b>	82.0	<b>91.9</b>	82.3
Standard of Excellence	<b>27.7%</b>	24.9%	<b>30.9</b>	22.4	<b>26.7</b>	24.7	<b>34.8</b>	25.5	<b>26.7</b>	25.2

### Interpretation of Results

#### 1. Compare to provincial results and school trends over time, the reporting categories and areas where our school performance appears to be relatively strong are:

- Lorne Akins Junior High School had a 97.8% participation rate as compared to the provincial rate of 89.3%.
- 89.9% of the students at Lorne Akins met the Acceptable Standard. This exceeds the provincial rate of 73.5%.
- The number of students at Lorne Akins meeting the Standard of Excellence was 26.1% compared with the provincial rate of 22.5%.
- The number of students that did not meet the Acceptable Standard (8.0%) was much lower than the province (15.8%).
- Lorne Akins scored significantly higher than the province in both the Electrical Principles & Technologies and Space Exploration units. Our students scored almost a full mark higher on each unit than the province.
- On the open-ended numerical response questions, Lorne Akins students scored higher than the province in four out of five questions.
- Lorne Akins scored the same or higher than the province in each of the five units.

#### 2. Compared to provincial results and school trends over time, the reporting category and area where our school performance was of concern is:

- In the Biological Diversity unit, Lorne Akins equalled the raw score provincial average of 7.3 out of 11 questions.

#### 3. Specific initiatives planned to address the above noted areas of strengths and concerns are:

- Gator Learning Support staff will continue to work with students at risk.
- The Science department will continue to make lab work a priority.
- Students will complete year-end review packages that contain provincial exam type questions.
- Continue to emphasize the reading and interpretation of graphs and charts throughout all units.

**Grade 9 English Social Studies**

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>99.3%</b>	88.5%	<b>99.3</b>	87.7	<b>98.0</b>	88.1	<b>98.5</b>	88.1	<b>97.8</b>	88.4
	Results Based on Number Enrolled									
Acceptable Standard	<b>87.7%</b>	68.1%	<b>91.9</b>	64.6	<b>85.2</b>	64.8	<b>85.9</b>	64.4	<b>81.2</b>	64.0
Standard of Excellence	<b>28.3%</b>	19.5%	<b>34.9</b>	19.0	<b>30.2</b>	20.3	<b>34.8</b>	20.0	<b>27.5</b>	18.3
	Results Based on Number Writing									
Acceptable Standard	<b>88.3%</b>	76.9%	<b>92.6</b>	73.6	<b>87.0</b>	73.6	<b>87.2</b>	73.1	<b>83.0</b>	72.3
Standard of Excellence	<b>28.5%</b>	22.1%	<b>35.1</b>	21.7	<b>30.8</b>	23.0	<b>35.3</b>	22.7	<b>28.1</b>	20.7

**Interpretation of Results****1. Strengths – Compared to provincial results and school trends over time, the reporting category and area where our school performance appears to be relatively strong is:**

- Students are consistently above provincial average both in Acceptable Standard and Standards of Excellence.

**2. Weaknesses – Compared to provincial results and school trends over time, the reporting category and area where our school performance was of concern is:**

- Areas that showed lower student achievement concerned the interpretation of multi-sourced material. This included comparison and contrasting pertinent information from more than one source.

**3. Intervention – Specific initiatives planned to address the above noted areas of strength and concern are:**

- We will make use of *News in Review* as a means to compare news stories from multiple sources.
- We will include questions on summative assessments that require students to examine then interpret pertinent information from multiple sources of data.
- We will compare and contrast multiple viewpoints on any given issue presented throughout the Grade 9 curriculum.

## Grade 9 English Mathematics

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>99.3%</b>	89.2%	<b>99.3</b>	87.8	<b>97.3</b>	88.6	<b>97.8</b>	88.8	<b>97.8</b>	88.9
Results Based on Number Enrolled										
Acceptable Standard	<b>73.2%</b>	65.3%	<b>90.0</b>	65.5	<b>81.2</b>	65.9	<b>85.2</b>	64.0	<b>86.2</b>	66.7
Standard of Excellence	<b>18.1%</b>	17.5%	<b>33.3</b>	18.0	<b>18.8</b>	16.9	<b>28.1</b>	17.5	<b>29.0</b>	17.2
Results Based on Number Writing										
Acceptable Standard	<b>73.7%</b>	73.2%	<b>90.6</b>	74.6	<b>83.4</b>	74.4	<b>87.1</b>	72.0	<b>88.1</b>	75.0
Standard of Excellence	<b>18.2%</b>	19.7%	<b>33.6</b>	20.5	<b>19.3</b>	19.1	<b>28.8</b>	19.7	<b>29.6</b>	19.3

### Interpretation of Results

#### 1. STRENGTHS – Compared to provincial results and school trends over time, the reporting categories and areas where our school performance appears to be relative strong are:

- Perhaps the best ever showing by Lorne Akins Math students on the Provincial Achievement Test.
- 86.2 of our students reached the Acceptable Standard for the exam (19.5% better than the province)
- 88.1% reached the Acceptable Standard (Also excellent. 13.1% higher than the rest of the province)
- We were able to achieve above the Provincial average in 4 of the 4 Mathematical Strands.
- We were above the Provincial % Correct results on 41 out of 50 questions.
- Only 16 out of 135 students or 11.9% of our students achieved below the Acceptable Standard set by the Province compared to 22.2% provincially.
- 97.8% of our students wrote the examination compared to 88.9% provincially

#### 2. WEAKNESSES – Compared to provincial results and trends over time, the reporting categories and areas where our school performance was of concern are:

- Questions # 29, #31, #33, #36 were more than 5% lower than the rest of the province.
- A total of 9/50 questions were lower than the Provincial average, something we would like to improve on this year.
- 7 of these 9 questions were from the Pattern and Relations strand which is also something we will need to look at

#### 3. Intervention – Specific initiatives planned to address the above noted areas of strength and concern are:

- As a Math department we are focusing at the beginning of the school year on improving all grades' basic Math skills (Adding, subtracting, multiplying and dividing). We are committed to trying to keep those basic Math skill levels high throughout the entire year.
- Continuing to improve the general mathematical language skills of the students. Including key vocabulary terms in each unit that the students should be focusing on learning.
- We have revamped all of our Unit Final exams. The Grade 9 examinations were done last year and they are more reflective of the types of questions we would find on a PAT. We have found that our past exams were too long and too repetitive.



- Increasing the number of small in-class assessments to indicate whether learning is taking place instead of the traditional take home and mark it the next day type assignments where copying or looking in the back of the textbook for the answers could have taken place.
- Continue our weekly math help sessions that were in place last year during the lunch hour. Encouraging more students to show up to receive help. We offer these sessions 4 days per week and we feel as though these were a strong reason for our excellent overall results for 2013 and good results from 2014, and once again excellent results from 2015.
- As a math department we met as a grade 9 teaching group and we were able to put together what we feel is an excellent review package that has been directly aligned to all of the Mathematical Strands as per the Alberta Curriculum. We have filled this review package with as many Provincial Achievement Test (PAT) type questions as we could possibly find and have backed those questions up with mini-lessons to help students figure out the process of answering the question.
- More review of some basic concepts that are covered in the Grade 7 and 8 curriculums. (16 out of the 50 PAT questions from 2016 included concepts that were introduced in Grades 7-8)

## Appendix II – Other Indicators of Student Performance

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### LORNE AKINS AWARDS PROGRAM

We are very proud of our student achievement at Lorne Akins. We recognize young people through an extensive program that rewards not only academics, but complementary course work, citizenship and athletics. Our students are complex and dynamic and we take time to see the many facets that represent student growth and excellence.

#### ACADEMIC AWARDS

Our academic awards are, as expected, consisting of *Honours* (awarded to all students who have achieved an 80% weighted average overall). We also recognize the *Highest Final Exam Award* (including PATs) for the top student or students on all final core course exams in all grades. It is also important to recognize growth and development as the *Most Improved Student* in all grades. Additionally, each term we recognise students with a *High 5 award* (for students who have improved their weighted average by 5% or more).

#### COMPLEMENTARY COURSE AWARDS

We implicitly understand the deep and lasting value of complementary courses for the growth and development of young people. In this way, we have identified *Top Overall Student(s) in a Complementary Course*, nominated students exhibit the outstanding achievement in a particular field or fields. Our specific awards consist of awards in the following options *Art, Band, Guitar, Gator Pop and Rock, CTF Foods and Fashion Awards, CTF Graphic Design, CTF Industrial Arts Award, Drama Award, French Award*, and an *Outdoor Pursuits Award*.

#### ATHLETIC AWARDS

The *Athletic Participation* award is awarded to those students who have participated on three or more school teams while maintaining all academic expectations during the year. An *Outstanding Athletic Achievement* award honours one male and one female student at each grade who have the highest point totals for participating in school sports demonstrating ability, leadership, and sportsmanship. We also have the *Sportsmanship Award* that recognizes one male and one female, usually in Grade 9, who have displayed outstanding sportsmanship.

#### SERVICE AWARDS

It is of the utmost importance to grow and develop citizenship responsibilities for our students consisting of commitment, stewardship and altruism. The recognitions consist of the *Special Service Award*, given to students who have dedicated their time to help organize and run school activities offered at all grade levels. The *Outstanding Service* award honours one male and one female student typically from Grade 9, who have given exceptional time and energy to school activities. These students have, while volunteering and carrying out these activities have helped to build and maintain a positive attitude among fellow students. Finally, the *Citizenship Award* is awarded to one male and one female from Grade 9 who have shown outstanding leadership, achieved to the best of his/her ability and provided a role model for other students.

## Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. Response rates are also included:

Student Survey Questions Grades 7 and 9	% Satisfied			
	2012-2013	2014-2015		
1. Overall, I am satisfied with the quality of education that I am receiving in my school.	99%	97%		
2. I am satisfied with the variety of courses and programs that are offered in my school.	98%	96%		
3. I can talk to a teacher, counselor or other school staff about problems I am having.	90%	91%		
4. I am encouraged to do my best	96%	96%		
5. I can get extra help with my school work when I need it.	98%	97%		
6. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, technology, presentations, etc.)	82%	86%		
7. I feel that my learning needs are being met.	95%	94%		
8. Opportunities, resources and counseling are available for course selection and career planning if I want it.	84%	86%		
9. The school helps me become a good, caring citizen.	90%	90%		
10. I am satisfied with opportunities in my school to participate in volunteerism and community contribution.	90%	87%		
11. I am satisfied with the administration within my school.	96%	94%		
12. I am satisfied that my input is considered, respected and valued by my school.	89%	90%		
13. I am satisfied that the school provides students opportunities to assume leadership roles.	93%	94%		
14. The staff keeps me informed of my progress (e.g. report cards, interviews, agendas, etc.).	90%	95%		
15. The staff at my school care about their students.	96%	95%		
16. I feel safe in my school.	96%	93%		
17. My school is a positive and welcoming place	96%	95%		
18. Expectations for student behaviour are clear	96%	96%		
19. I am satisfied with how discipline is dealt with at school	88%	89%		
20. The school is effective in deterring students from bringing illegal drugs and substances to the school.	91%	96%		
21. Are you subjected to ongoing harassment, intimidation and/or bullying in your school?	Yes 6 %	No 94%	Yes 8%	No 92%

### Participation Rates

Year	Respondents	Rate
2014-2015	266/298	89%
2012-2013	257/278	92%
2010-2011	297/319	93%

Parent Survey Questions (Grades 7 and 9 Random Telephone Survey) How satisfied are you...	% Satisfied		% Satisfied	
	2012-2013		2014-2015	
1. with the quality of education that your child is receiving?	98%		98%	
2. with the choice of courses and programs available in your school?	98%		100%	
3. with the choice of courses and programs available in your school district?	100%		97%	
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	90%		97%	
5. that your child is encouraged by his or her teachers to achieve high standards?	95%		98%	
6. that your child's learning needs are being met?	95%		98%	
7. with the extra help available, if your child requires it?	97%		98%	
8. that teachers help your child to achieve learner outcomes?	98%		98%	
9. that your child is developing the skills and attitudes to become a lifelong learner?	95%		98%	
10. that the school helps your child become a good, caring citizen?	100%		100%	
11. that the school provides your child with activities that promote volunteerism and community contribution?	95%		92%	
12. that the school provides students opportunities to assume leadership roles?	100%		100%	
13. with the leadership provided by district office?	83%		97%	
14. with the leadership within your child's school?	100%		97%	
15. with the Board's resource allocation, policies, priorities and processes?	88%		94%	
16. with how the district manages financial resources?	94%		94%	
17. with how the school manages its financial resources?	97%		100%	
18. that your input is considered, respected, and valued by the St. Albert Public School Board?	87%		92%	
19. that your input is considered, respected, and valued by your school?	95%		95%	
20. that the School Council plays a meaningful role in your school?	97%		97%	
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	97%		95%	
22. with the school's partnerships with community agencies and organizations?	94%		94%	
23. with the communications you receive from the school?	93%		100%	
24. with how the school keeps you informed about your child's progress and achievement?	98%		98%	
25. that there is a caring environment at the school?	98%		98%	
26. that the school is safe?	100%		98%	
27. that your child's school is a positive and welcoming place?	100%		98%	
28. that expectations for student behaviour are clear?	98%		97%	
29. with the way discipline matters are dealt with by school staff?	95%		94%	
30. with the bus service?	89%		78%	
31. with the image of the school in the community?	100%		100%	
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	95%		97%	
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 5%	No 95%	Yes 3%	No 98%

## Participation Rates

Year	Respondents
2014-2015	40 Telephone Interviews
2012-2013	42 Telephone Interviews
2010-2011	33 Telephone Interviews

School Staff Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
1. I am satisfied with the quality of education that students are receiving in this school.	100%	100%
2. I am satisfied with the choice of courses and programs available for students in the school district.	100%	100%
3. I am satisfied with how the school assigns support to special education programs.	100%	100%
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	100%	100%
5. The professional development opportunities are useful in helping me meet the needs of my job.	91%	94%
6. There is sufficient computer-related training available.	100%	97%
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	82%	89%
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	100%	100%
9. Students are developing the skills and attitudes to become lifelong learners.	100%	100%
10. The school helps students become good, caring citizens.	100%	100%
11. The school provides students with activities that promote volunteerism and community contribution.	100%	100%
12. The school provides opportunities for students to develop leadership roles.	100%	100%
13. I am satisfied with leadership provided by district office.	100%	97%
14. I am satisfied with the leadership within my school.	100%	97%
15. I am satisfied with the opportunities to assume leadership roles.	100%	97%
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	97%	96%
17. I am satisfied with how the district manages financial resources.	100%	93%
18. I am satisfied with how the school manages its financial resources.	100%	97%
19. (Teaching staff only) I am able to meet individual student needs.	96%	100%
20. The district provides adequate support / resources to meet diverse student needs.	94%	97%
21. My input is considered, respected, and valued by Alberta Education.	69%	79%
22. I have the opportunity to be involved in decision-making at the district level.	77%	80%
23. My input is considered, respected, and valued by the St. Albert Public School Board.	91%	86%
24. I have the opportunity to be involved in decision making at my school.	91%	97%
25. My input is considered, respected, and valued by my school.	91%	97%
26. Overall, staff morale is positive.	97%	100%
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	97%	97%
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	97%	100%
29. I have the support necessary to be effective and successful in my job.	100%	97%
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100%	100%

<b>School Staff Survey Questions</b>	<b>% Satisfied 2012-2013</b>	<b>% Satisfied 2014-2015</b>
31. My work or teaching assignment matches my knowledge and skills.	94%	97%
32. There is a caring environment at the school.	100%	100%
33. I feel safe in the school.	100%	100%
34. The school is a positive and welcoming place.	100%	100%
35. The facilities are satisfactory.	100%	100%
36. Expectations for student behaviour are clear.	100%	100%
37. I am satisfied with how discipline is dealt with within the school.	100%	100%
38. My school is free from verbal harassment and other forms of workplace bullying.	100%	100%
39. The image of the school in the community is positive.	100%	100%
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	100%	100%

### Participation Rates

<b>Year</b>	<b>Respondents</b>	<b>Rate</b>
2014-2015	32/38	84%
2012-2013	36/36	100%
2010-2011	34/36	94%

## School Evaluation of Satisfaction Surveys

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### Results

#### According to the results, our school's strengths from the 2015 survey are:

Please note: As the data from the satisfaction surveys remained the same for this reporting year we have kept last year's survey findings and analysis.

- Our survey results are very positive. Of the 94 areas surveyed, our stakeholders reported satisfaction levels of over 80% in 92 areas.
- Our students indicated very high levels of satisfaction with:
  - the quality of education they receive at Lorne Akins (97%)
  - the variety of courses and programs that are offered (96%)
  - being encouraged to do their best (96%)
  - expectations for student behaviour that are clear (96%)
  - the school being effective at deterring students from bringing drugs and illegal substances to school (96%)
  - the availability of extra help (97%)
- Parents were 100% satisfied with:
  - the choice of courses and programs available in our district
  - how Lorne Akins helps children become caring citizens
  - students being provided with leadership opportunities
  - how the school manages its financial resources
  - the communications they receive from the school
  - the image of the school in the community
- Staff results were very positive with 100% satisfaction on 22 of the 40 survey questions

#### According to the results, areas in need of development are:

- We will continue to work with the various bus carriers and the district transportation department to provide a safe bus service for our students. An issue at our school is that we have many students that need to take large band instruments and guitars home to practice and they are not allowed on the bus with these instruments. With our growing music program, this presents challenges for many families.
- We will take more time with staff to share information about the district allocation process that involves school principals and senior administration developing recommendations for the superintendent to bring forward to the Board of Trustees. We will highlight the basic principle for the district's allocation of resources, which involves the board making decisions so that resources are allocated equitably to all schools to support the learning needs of students.
- We will encourage staff to get more involved with activities / opportunities to provide their input to St. Albert Public Schools.

### General Comments

- We are very proud of our results and we will continue to reflect on ways we can incorporate strategies that will help for those areas in need of improvement.

### Participation Rates

- All students and staff present on the day the survey was administered completed the satisfaction survey.