

EDUCATION PLAN 2015

Lorne Akins Junior High School



St. Albert
PUBLIC SCHOOLS



LORNE AKINS JUNIOR HIGH SCHOOL EDUCATION PLAN 2015

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

Mission

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

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

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

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

At Lorne Akins School, both students and staff are learners, consider learning to be “Job #1”, and are 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, valuable assistance and resources 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 develop self-esteem.

Lorne Akins Junior High

Lorne Akins is the learning centre for 448 Grade 7 to 9 students residing primarily on the north-east side of St. Albert Trail. Twenty four teachers and eleven support staff comprise the total staff complement. Traditionally Lorne Akins has maintained its niche as a “Regular Junior High”, that is, a school that delivers the English, Alberta Education Program of Study. While witnessing continuous fluctuations in school demographics and an inevitable procession of educational change, Lorne Akins continues to provide excellent instruction to a wide diversity of learners. We are proud of our strong academic record that reflects excellent instruction, admirable student effort, and strong parental support for core learning. Lorne Akins is also delighted to offer its students an extensive assortment of option electives and a wide variety of exciting and popular extra-curricular activities.

Continual technological upgrades at Lorne Akins enhance everyone’s teaching and learning opportunities. We continue to maintain three computer stations (82 iMacs in the library, computer lab, and IA lab), a set of 47 MacBook Pro laptops, 58 classroom iMacs, a set of 39 iPads, and SMART Boards and projectors in all the classrooms.. This brings us up to 226 units giving us a healthy overall ratio of almost two students to one computer. In 2014, Random Access Memory (RAM) upgrades were completed on all the computers in the Industrial Arts Lab and Wi-Fi access points were added in every classroom. We continue to benefit from the use of Homework On-Line and the PowerSchool Parent Portal as tools to enhance home and school communication. Finally, in the gymnasium, with the installation of upgraded electronics/wiring to improve the quality of sound and two large video screens permanently mounted from the ceiling, we have completed a technology project aimed at improving the instructional potential in the gymnasium. This remotely controlled system provides a sophisticated means of providing multimedia experiences for classes, teams, school assemblies and numerous special events for our Gator community.

The Gator School Council offers thanks to Trustee Wright for her support and counsel during the 2014-2015 school year. Besides attending regular meetings and keeping us updated on district initiatives and policies, Trustee Wright shared her thoughts and ideas on many educational topics. 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 continues to open its heart to the needs of others in the community, provincially, nationally, and internationally. In 2014-15 we conducted six separate fundraising activities and raised over \$13 000.00 with proceeds being donated to The Terry Fox Foundation, Royal Canadian Legion Poppy Fund, St. Albert Food Bank, Free the Children Adopt-a-Village, Canadian Fallen Heroes, and the Leukemia & Lymphoma Society of Canada! The dedicated staff and students of our C.H.O.M.P. Council enriches our overall appreciation for volunteerism, creates global awareness, and promotes values that champion the mastery of service. In addition, the “Me to We” movement maintained a significant focus and We Day will be an event our school plans to attend again this fall.

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. First line help at Lorne Akins is available to students through their classroom teachers and Teacher Advisors (T.A.s). In addition, male and female teacher-counsellors are available to assist students and parents. 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’s Family and Community Support 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.

Gator Behaviour Support (GBS) records are stored centrally in the school. GBS is a tracking system used to record student attendance, punctuality, and discipline issues and attach them to the positive behavioural goals and incentives available through the Lorne Akins A.P.P.L.E. Program. This system of recorded information is used to keep the school in touch with parents. It monitors student behaviour through a series of internal and external checks and communications to make sure that the same problems are not re-occurring. In 2014-15 over 90% of students qualified to attend A.P.P.L.E. Day activities, indicating satisfactory to excellent performance in the areas of Achievement, Positive Relationships, Punctuality, Learning, and Effort.

We have worked diligently to identify and assist students experiencing learning challenges under the umbrella of the Gator Learning Support Program (GLS). 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 Club, 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 learning supports and 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 2014-2015. Throughout the year, topics on 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. "Gatorday Night Live" was an entertaining evening of dramatic comedy and Grade 9's enjoyed the merits of the P.A.R.T.Y. Program 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 Calgary and Banff. It was also a memorable sporting year at Lorne Akins Junior High School. Our Gator teams had one of their best years ever winning championships in Cross Country, Jr. Boys and Girls Volleyball, Sr. Boys Volleyball, Sr. Boys and Girls Basketball, Badminton, Track and Field, and Rugby. Intramural participation at noon hour was outstanding in self-directed and in teacher supervised activities and the Fitness, Gatorski, Sewing, Book and Art Clubs all had a strong following. The list of extra-curricular activities at Lorne Akins and the numbers of students involved at all levels is just outstanding.

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.

School Profile

**2014-2015
as of September 30, 2014**

Certificated Staff

Teachers	19.84	FTE
Administration	1.80	FTE
Counselling	.71	FTE
Total	22.35	FTE

Support Staff

Clerical	3.0	FTE
Teacher Aides	4.0	FTE
Library Technicians	1.0	FTE
Technical Support	.34	FTE
Total	8.34	FTE

Students

English	424
Special Needs	(22)
Academic Challenge	(7)
Other	(4)
Total	424

Grade Configuration

Grade	
Grade 7	154
Grade 8	134
Grade 9	136
Total	424

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

Certificated Staff

Teachers	20.10	FTE
Administration	1.80	FTE
Counselling	.71	FTE
Total	22.61	FTE

Support Staff

Clerical	3.0	FTE
Teacher Aides	4.0	FTE
Library Technician	1.0	FTE
Technical Support	.34	FTE
Total	8.34	FTE

Students

English	448
Special Needs	(23)
Academic Challenge	(10)
ESL	(1)
Total	448

Grade Configuration

Grade	
Grade 7	144
Grade 8	161
Grade 9	143
Total	448

Issues and Trends

2014-2015 proved to be a year where Lorne Akins students performed extremely well on the Grade 9 Provincial Achievement Tests (PATs). As always, our participation rate was close to 100% and the reported results from the PAT's indicated that 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 rests 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 .68 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 and school imposed noon hour sessions (Gator Catch Up) have enabled students to complete homework and assignments that might have otherwise gone undone. This has been helpful for students absent due to illness or for other reasons (recitals, competitions, family commitments, or just forgetfulness) that appear ever-more prevalent in school today. 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. At times these trips can cause disruptions for the teachers back at school when large numbers of students are absent from class. Likewise the benefits of family travel are seen as indisputable educational experiences, however, for some students, material covered during these holiday times away from class is never regained. 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 the important school improvement programs that were initiated through previous Alberta Initiative for School Improvement (AISi) projects and we look forward to providing more purposeful supports for teachers and students based on the district-wide focus on Literacy through a Response to Intervention (RTI) model. As part of the RTI model, this year we will be implementing a *Levelled Literacy Intervention System* (LLI) which is a supplementary literacy program designed to help teachers provide small group instruction for struggling students. Through lessons and levelled books, the LLI program supports learning in the areas of reading and writing. LLI is designed to be used with a small group of students who need intensive supports and the goal is to bring students participating in the program up to grade level achievement in reading. We plan on having four to five students each term work with a teacher using the LLI program and then after this year we will have more data that we will be able to use to help measure the success of the program. Overall, we will use aspects of the RTI model as a way to continue providing excellent instruction through some data based decision making and sound professional judgement that will guide the implementation of appropriate interventions for future students.

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. We do not want to let our special needs students, English Language Learners, First Nations, Métis and Inuit (FNMI), and students with mental health issues fall through the cracks, and yet if teachers are overwhelmed with the amount of specialized instruction that is required and under served with supports, then some students may suffer. Moving forward, we will need to find

creative ways to ensure that teachers have the time and resources to create inclusive learning environments that meet the diverse learning needs of the students in their classrooms.

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 constantly used in discussions at Lorne Akins. A culture of respect for one’s self, for each other, and for property is promoted daily, and the rewards of the APPLE program are 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, and all the other ills of any Canadian community. We are vigilant at school and, when necessary, out 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 severe behavioral issues will continue to be a demanding and time consuming endeavour and we appreciate our senior administration for their counsel and support in those cases where the complications and realities of investigations and disciplinary consequences force us to move “up the ladder”.

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. New sets of 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 Outcomes and Specific Outcome

District Outcomes 2015-2018

- Desired Outcome 1: Every student is successful.
- Desired Outcome 2: Alberta has quality teaching and school leadership.
- Desired Outcome 3: Alberta's education system is governed effectively.
- Desired Outcome 4: First Nations, Métis and Inuit students are successful.

Specific District Outcome 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 skills of students Preschool PUF to Grade 12 through a district Enhancing Instructional Practice project.

School Objectives and Priority Areas 2015-2016

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: 1, 2, and 4

Outcome 1: Every student is successful.

Outcome 2: Alberta has quality teaching and school leadership.

Outcome 4: First Nations, Métis, and Inuit students are successful.

Key Strategies 2014-2015:

- 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, and by dedicating the first day of Grade 7 to Gator Orientation activities.
- In September, counsellors 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 register 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).
- Ensure students have access to counselling services at school.
- Continue to have all of our Grade 9 students experience the PARTY Program.
- Blend Crocodilian Council and Gator Aide Service Club into the C.H.O.M.P. Council. The goal of the amalgamation of both clubs is to increase the leadership opportunities for all students. The new name of the club is student driven and the acronym represents C = Community, H = Humanitarianism, O = Opportunity, M = Motivation, P = Participation.
- Promote initiatives that provide organized and informal leadership/volunteer opportunities for students by encouraging involvement in the student led C.H.O.M.P. 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.
- 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, Quebec and Europe trips, Taste of Akins Foods of the World Luncheon, and Japanese Cultural Center).
- 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 nine students with information they need for a successful transition to high school.

We continue to implement programs to support students that have academic struggles. Gator Learning Support (GLS) provided over 70 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 587 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.

Last year our Crocodilian Council and Gatoraide Service Club joined to form a new club called C.H.O.M.P. Council. The goal of this club was to increase the leadership potential of all students at Lorne Akins by having them participate in the organizing of school events and fundraising efforts. C.H.O.M.P. is an acronym with the letters representing C=Community, H=Humanitarianism, O=Opportunity, M=Motivation, and P=Participation. These words were chosen by the founding students of C.H.O.M.P. Council and embody the spirit of the group.

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, Graphic Design, Yearbook, and Girls Empowered). Junior high students love their options and it is encouraging to see how much excitement they generate.

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 Calgary.

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. We had an outstanding year in athletics winning championships in Cross Country, Senior Boys Volleyball, Junior Boys and Girls Volleyball, Sr. Boys and Girls Basketball, Badminton, Track and Field, and Rugby.

C.H.O.M.P. Council organized an activity called Stars of Lorne Akins. Each of the 434 students at the school had a star on the ceiling. Written on each star were positive character traits of that student identified by their classmates. This activity highlighted the power of kind words.

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. On another occasion we have them over for a band concert. 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.

Lorne Akins students celebrated their diversity and heritage at “A Taste of Akins”. Staff, students, and parents were invited to contribute an authentic culinary dish. We ended up with foods representing the four corners of the globe and our First Nations cultures. Leading up to the event students and staff purchased food tickets and then, on a Friday, our gym was turned into an international food fair. Patrons traded their tickets for food samples that celebrated the diverse backgrounds of our Gator Family. The proceeds from the event totalling \$800 were donated to Free the Children.

We received some sad news last year when one of our Grade 9 students was diagnosed with Leukemia. This news had a powerful effect on our school community. Our C.H.O.M.P. Council jumped into action organizing a school wide fundraising effort. Donations were collected towards the goal of earning a Pyjama and Movie Day. All the proceeds from our lunch time pizza sales as well as movie concession snacks were donated to the cause. Thanks to the generosity of our Gator Family we were able to make a donation of \$10 034 to the Leukemia and Lymphoma Society of Canada.

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 C.H.O.M.P. 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 2015-2016:

- 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 register 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).
- 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 C.H.O.M.P. 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.
- 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).
- 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 the 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.

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: 1, 2, and 4

Outcome 1: Every student is successful.

Outcome 2: Alberta has quality teaching and school leadership.

Outcome 4: First Nations, Métis, and Inuit students are successful.

Key Strategies 2014-2015:

- 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 focused on a comprehensive approach to literacy.
- All Language Arts teachers and our Lead Gator Learning Support teacher will be trained to use the Fountas & Pinnell Benchmark Assessment System (BAS) as a tool to assess a student's reading level. The BAS assesses the independent reading level for an individual student, allowing the teacher to guide a student's choice of reading material to match their reading level. This intervention will help the student experience more success with their reading and literacy learning.
- Teachers will employ cross curricular strategies for improving students' reading comprehension skills based on sessions in which they have participated at district sponsored literacy workshops. Teachers will examine the reading levels of prescribed resources and look for opportunities to help struggling readers by pairing visual resources with written text.
- Teachers will 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, Skype).
- Continue various forms of communication with home to keep our families well informed and connected to our school community (e.g. agendas, 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.

Reporting our Progress

Highlights

High standards are emphasized and reflected in Lorne Akins' PAT results. With almost 100% participation, Grade 9 students enrolled at Lorne Akins exceeded provincial averages for the Acceptable Standard and Standard of Excellence in all core subjects. We are very proud of the accomplishments of our students and confident that they are being challenged as learners.

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 2014-2015 included: The Role of the School Liaison Officer with Constable Jennifer Fraser, Cyber Citizenship with Katie Kitschke from SAFFRON Society, Student Learner Assessment and Curriculum Redesign with Catherine Coyne Supervisor of Curricular Services, District Coordinator of Educational Technology Scott Gibson Dodd, and monthly presentations from our teachers including Shawn Andersen (Outdoor Pursuits), Craig Baba (Literacy),

Denise Barrett (Graphic Design), Ken Bishop (Industrial Arts), Brian Demuynck (Band) and Rick Dorn (Science Challenge).

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.

Through our GLS program we were able to use the Fountas and Pinnell Benchmark Assessment System to identify 6-10 struggling readers. Teachers were able to use this information to assess whether a student was struggling with reading or if the issue was motivation. Teachers were then able to differentiate instruction accordingly and track growth.

All of our students had the good fortune of having David Bouchard do a presentation at our school. 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.

Last year we did not have a formalized system in place to provide interventions for struggling readers identified with the Benchmark Assessment system. Growth was tracked and did occur but many students could benefit from a more focussed and structured intervention.

Progress toward Meeting Objective 2:

Partially achieved and ongoing.

Key Strategies 2015-2016:

- 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 focused on a comprehensive approach to literacy.
- Teachers will employ cross curricular strategies for improving students' reading comprehension skills based on sessions in which they have participated at district sponsored literacy workshops. Teachers examine the reading levels of prescribed resources and look for opportunities to help struggling readers by pairing visual resources with written text.
- 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.
- Provide teachers time to meet as core subject groups to investigate ways to expand on the number of cross-curricular opportunities for students.
- 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).
- Through our GLS program we will provide a small group of struggling readers each term with a targeted three month intervention using the Fountas and Pinnell Leveled Literacy program. Students identified using the Benchmark Assessment System will work with a teacher on Guided Reading which will help them develop skills to improve their reading.
- Continue to use technology to engage students in their learning (e.g. Google Apps, webinars, iPads, SMART lessons, Skype).
- Continue various forms of communication with home to keep our families well informed and connected to our school community (e.g. agendas, 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: 1, 2, and 4

Outcome 1: Every student is successful.

Outcome 2: Alberta has quality teaching and school leadership.

Outcome 4: First Nations, Métis, and Inuit students are successful.

Key Strategies 2014-2015:

- 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 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, Google Apps, Adobe Creative Suite, 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).

- Continue teaching students' practical strategies about proper and safe cyber conduct and the importance of being ethical digital citizens through the "Digital Citizenship Peer Teaching" activity developed by our junior high counsellors and a representative group of students from all the junior high schools.
- Teachers are able to purchase 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.
- This year, students taking Guitar in Grade 8 and Pop and Rock in Grade 9 will be able to use recording equipment and Garage Band software to record and edit their music.

Reporting our Progress

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.

Saffron Society presented information to our students on how to be good digital citizens. The presentation highlighted how digitally plugged in our students are at this age and that there are serious long term issues and consequences that can arise from being involved with improper online activities. The main message to students was about the importance of being a responsible digital citizen and exactly what that means in language they can understand.

Lorne Akins participated in the fifth 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.

Our Grade 8 French class used Skype to connect live with a high school class in Michigan. Students were divided into teams with the ultimate goal of using questions and answers in French to determine the location of the other teams' school. The student roles included hosts, questioners, video and photo crew, a think tank to generate questions, bloggers, and mappers. Grade 9 classes were able to connect with a school in the South of France. Due to the time difference, they exchanged videos by email to complete their activity.

Our Fine Arts Department collaborated in June to put on a "Rockin' Art Night" The evening combined a concert put on by our Guitar and Pop and Rock students with a photography display featuring the work of our Graphic Design students. Many of the musical performances featured original material composed by the students. iPads with the Aurasma app were available for people viewing the photography display. Using the application and pointing the iPad at one of the images automatically linked the user to a video created by the student photographer explaining how they created their project.

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.

Progress toward Meeting Objective 3:

Partially achieved and ongoing.

Key Strategies 2015-2016:

- 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 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).
- Continue teaching students practical strategies about proper and safe cyber conduct and the importance of being ethical digital citizens through the "Digital Citizenship Peer Teaching" activity developed by our junior high counsellors and a representative group of students from all the junior high schools.

- Teachers are able to purchase 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.
- Students will have the opportunity to join the Gator Makers Club. The maker movement is gaining worldwide popularity where individuals and groups work together to meet challenges in a creative way. Students will build skills in traditional areas such as wood and metal working often in combination with a higher tech component such as electronics, robotics, or coding. This club will provide a venue for interested students to build, explore, take a part, design, and generally flex their creative muscles.
- 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.

Financial Performance 2014-2015

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: \$104 316

Our surplus has been primarily dedicated to certificated and support staff to better meet the learning needs of our students in core and option classes.

Financial Planning 2015-2016

RESOURCE AND DISTRIBUTION			
LORNE AKINS SCHOOL			
	2015-2016	2015-2016	2014-2015
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 2,816,385	\$ 2,754,867	\$ 2,617,044
2. Other Revenues			
2.1 Fees	\$ 187,000	\$ 189,000	\$ 184,000
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 17,000	\$ 16,000	\$ 16,000
2.5 Other Revenues	\$ 78,500	\$ 75,000	\$ 65,000
3. Surplus / Deficit Allocation (S/D)	\$ 104,316	\$ 120,000	\$ 159,114
TOTAL REVENUES	\$ 3,203,201	\$ 3,154,867	\$ 3,041,158
	2015-2016	2015-2016	2014-2015
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 2,320,267	\$ 2,368,793	\$ 2,254,228
2. Support Staff	\$ 374,719	\$ 316,820	\$ 312,786
3. Services	\$ 154,050	\$ 159,189	\$ 153,200
4. Supplies	\$ 209,000	\$ 194,000	\$ 179,000
5. Furniture, Equipment & Capital	\$ 35,000	\$ 31,000	\$ 56,944
6. Technology	\$ 45,000	\$ 48,000	\$ 45,000
7. Future Emergent Initiatives	\$ 65,165	\$ 37,065	\$ 40,000
TOTAL EXPENDITURES	\$ 3,203,201	\$ 3,154,867	\$ 3,041,158
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2015-2016	2015-2016	2014-2015
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	448.00	441.00	424.00
	2015-2016	2015-2016	2014-2015
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	22.61	22.44	22.35
Support Staff FTE	8.13	6.77	6.77
Certificated Staff Percentage	79.4%	82.4%	81.2%
Support Staff Percentage	12.8%	11.0%	11.3%
TOTAL STAFFING PERCENTAGE (with S/D)	92.3%	93.4%	92.5%
TOTAL STAFFING PERCENTAGE (without S/D)	95.7%	97.5%	98.1%
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, extra-curricular, 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

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	99.4%	88.9%	99.3%	88.9%	99.3	87.5	97.3	88.3	98.5	88.5
	Results Based on Number Enrolled									
Acceptable Standard	95.3%	79.1%	97.8%	77.4%	94.6	76.4	94.0	76.3	93.3	75.6
Standard of Excellence	23.8%	16.3%	26.1%	16.4%	34.2	14.7	18.8	15.0	21.5	14.4
	Results Based on Number Writing									
Acceptable Standard	95.9%	88.9%	98.5%	87.1%	95.3	87.2	96.6	86.4	94.7	85.5
Standard of Excellence	24.0%	18.4%	26.3%	18.4%	34.5	16.8	19.3	17.0	21.8	16.3

Interpretation of Results

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

- The percentage of students who achieved the Standard of Excellence on the Total Test increased from 19.3% in 2014 to 21.8% in 2015.
- In the Reading Comprehension portion of the exam, our students continue to display strength in the synthesis of ideas with a raw score of 12/16 (an increase from 11.4/16 from last year).
- Students were consistently strong at identifying literary techniques in both narrative/poetic as well as informational texts.

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

- In the Reading Comprehension portion of the exam, our students struggled with questions involving specific author choices of text organization and style.

3. Intervention – A specific initiative planned to address the above noted area of strength and concern are:

- This year, we will work toward including Guided Reading as a tool through which our students can recognize and discuss the specific choices of authors when it comes to structure and style in writing.
- Teachers will have the option to choose between either the Scholastic or Nelson resources for Guided Reading. District literacy coaches will be invited to the school to model this strategy.

Grade 9 English Science

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	98.8%	89.5%	99.3%	89.6%	99.3	88.3	98.0	89.0	97.8	89.4
	Results Based on Number Enrolled									
Acceptable Standard	91.9%	74.1%	92.8%	73.4%	90.7	72.0	88.6	72.5	91.9	73.3
Standard of Excellence	25.6%	20.8%	27.5%	22.3%	30.7	19.8	26.2	22.0	34.1	22.8
	Results Based on Number Writing									
Acceptable Standard	92.9%	82.8%	93.4%	82.0%	91.3	81.5	90.4	81.5	93.9	82.0
Standard of Excellence	25.9%	23.2%	27.7%	24.9%	30.9	22.4	26.7	24.7	34.8	25.5

Interpretation of Results**1. Strengths – Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:**

- Based on the raw scores in Table 4, Lorne Akins had higher scores in all categories compared to the province:
 - Biological Diversity (0.6 %+)
 - Matter and Chemical Change (1.2%+)
 - Environmental Chemistry (0.8%+)
 - Electrical Principles & Technologies (1.1%+)
 - Space Exploration (0.5%+)
- The Matter and Chemical Change and Electrical Principles units indicate the strongest achievement.
- When looking at Table 6 "Results on the Previous and Current Tests", the data indicates a slight increase in current achievement compared to previous achievement.
- Question items with the most noted positive difference in percentage when compared with the province are: 5, 17, 18, 26, 34, 36, 39, 40, and 45. All of these items showed a higher percentage correct for Lorne Akins students ranging from 12.0% up to 20.8%.

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

- The Biological Diversity and Space Exploration units show the greatest weakness with 0.6%+ and 0.5%+ higher scores than the province respectively.
- Numerical Response #5 indicated a 4.7% lower achievement than the province with only 45.5% of students answering the question correctly.
- Question items that were very close to (within 2%+) or lower than the province were: 2, 8, 15, 28, 37, 47, and NR5.

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

- To improve our areas of strength, our department will:
 - continue current review procedures and practices by using comprehensive review packages; and,
 - pay close attention to pacing / sequencing and maintain timelines for addressing all outcomes
- To improve areas of weakness, our department will:
 - develop classroom activities that offer more rigour for challenging concepts;

- use more local examples to inspire connections between what they are learning in Science and the real world; and,
- include more family examples to help make the outcomes more relevant.

Grade 9 English Social Studies

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	98.8%	88.2%	99.3%	88.5%	99.3	87.7	98.0	88.1	98.5	88.1
Results Based on Number Enrolled										
Acceptable Standard	86.6%	66.5%	87.7%	68.1%	91.9	64.6	85.2	64.8	85.9	64.4
Standard of Excellence	27.9%	19.3%	28.3%	19.5%	34.9	19.0	30.2	20.3	34.8	20.0
Results Based on Number Writing										
Acceptable Standard	87.6%	75.4%	88.3%	76.9%	92.6	73.6	87.0	73.6	87.2	73.1
Standard of Excellence	28.2%	21.9%	28.5%	22.1%	35.1	21.7	30.8	23.0	35.3	22.7

Interpretation of Results

- 1. Strengths – Compared to provincial results and school trends over time, the reporting categories and area where our school’s performance appears to be relatively strong are:**
 - Results based on the number of students that wrote the test exceeded provincial levels (Acceptable Standard Lorne Akins: 87.2% Province: 73.1% / Standard of Excellence Lorne Akins: 35.3% Province: 22.7%). The number of students meeting the Acceptable Standard remained consistent over last year’s results, however, the number that met the Standard of Excellence improved by 4.5% compared to the 2013-14 results.
 - Questions relating to ‘Skills and Process’ improved over last year (increased to 71% which was a 4% improvement compared to the 2013-14 results).
- 2. Weaknesses – Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance was of concern is:**
 - Scores in the area of ‘Immigration’ were lower than other categories. In all other areas, students met or exceeded the provincial average.
- 3. Intervention – Specific initiatives planned to address the above noted areas of strength and concern are:**
 - We will spend more time and provide more learning activities related to the topic on immigration.
 - We will continue working on skills requiring interpretation of political cartoons, news article analysis, and cause and effect.

Grade 9 English Mathematics

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	98.9%	88.9%	99.3%	89.2%	99.3	87.8	97.3	88.6	97.8	88.8
Results Based on Number Enrolled										
Acceptable Standard	81.4%	65.1%	73.2%	65.3%	90.0	65.5	81.2	65.9	85.2	64.0
Standard of Excellence	21.5%	17.2%	18.1%	17.5%	33.3	18.0	18.8	16.9	28.1	17.5
Results Based on Number Writing										
Acceptable Standard	82.4%	73.2%	73.7%	73.2%	90.6	74.6	83.4	74.4	87.1	72.0
Standard of Excellence	21.8%	19.3%	18.2%	19.7%	33.6	20.5	19.3	19.1	28.8	19.7

Interpretation of Results

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

- Based on the number of students enrolled, 85.2% of our students reached the Acceptable Standard for the exam (21.2% above the province).
- Based on the number of students writing the test, 87.1% reached the Acceptable Standard (15.1% above the province).
- We were above the provincial average in 4 of the 4 Mathematical Strands.
- We were above the provincial % in correct results on 48 out of 50 questions. In 2014, we were above the provincial % in correct results on 34 out of 50 questions. We were very pleased with this improvement.
- 12.8% of our students achieved below the Acceptable Standard compared to 24.9% provincially.

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

- The percentage of students that answered the correct response was lower compared to the province on questions #29 and #31.
- After looking at the two Item descriptions for questions # 29 and #31, the Math department feels we will need to find alternate learning activities related to these outcomes because the textbook examples are confusing.

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 continuing to use strategies that help students improve their mathematical literacy skills. We start each unit by having students complete a vocabulary exercise based on the key vocabulary terms in each unit.
- We are using more formative in-class assessments to check for understanding rather than the more traditional assign homework and mark it the next day questions where copying can be an issue.
- We are continuing to offer daily noon hour extra help math sessions which are well attended. Some of the students need a little extra time / support learning a new Math concept. We believe these extra help / tutorial sessions have contributed to our improved Math results over the past few years.

- As a Math department, we have made comprehensive review packages that are aligned to the Mathematical Strands for all three grades. Students receive these review packages in May so that they have a sufficient amount of time to review for their final exams both inside and outside of class.

Appendix II – Other Indicators of Student Performance

LORNE AKINS AWARDS PROGRAM

ACADEMIC AWARDS

Honours Award (Awarded to all students who have achieved an 80% average or higher in the four core subjects, Physical Education and all three options.)

Highest Final Exam Results (An award for the top student(s) on all final core course exams in all grades.)

Grade 7- Honours

Erin Arnason	Ryan Holmes	Adam Olsen
Jamie Arnason	Mackenzie Jackshaw	Drew Olsen
Emily Atkins	Dana Jones	Mackenna Olsson
Vittoria Barbieri	Vail Ketsa	Tyce Oosterhuis
Hailey Benedict	Brian Kong	Katie Ostapchuk
Halle Binder	Maren Krec	Amanda Penner
Lief Bjornson	Jared L'Heureux	Pasha Perlette
Aaron Boyd	Clayton Lamoureux	Sydney Peskett
Ella Broeksma	Derek Lum	Amy Polczer
Noah Bryan	David Lynne	Kristen Polegi
Ethan Buchanan	Alexa MacDonald	Madeline Reddick
Raeesa Cherniwchan	Ava Mackenzie	Emma Renner
Cayden Clark	Kenzie MacRae	Emma Richardson
Owen Cooke	Evan Maloney	Keegan Sharpe
Zoe Cooper	Griffin Maloney	Robyn Short
Samuel Daly	Chelsea Marko	Harmonie Theberge
Kira Dawson	Shahab Marzoughi	Kassie Thomas
Brooklyn De Benedetto	Arielle Mathisen	Daniel Tomkins
Kyla Dorn	Jake Maunder	Alyssa Wachniak
Teagan Duperron	Ainsley Maxwell	Carter Walter
Benjamin Failing	Shea McMahon	Connor Wanhella
Sarah Gardiner	Sarah Miller	Mackenzie Wehnan
Avary Gurney	Madison Murray	Joshua Wirth
Maya Habben	Bryce Neuls	Alesha Worthmann
Clare Havertape	Emily Nikiforuk	Nicholas Zaichkowski
Jayleen Hills	Candace Nilsson	Brennen Zaplachinski

Highest Final Exam Results for Grade 7

Language Arts	Jayleen Hills & Alexa MacDonald
Science	Madeline Reddick
Social Studies	Kyla Dorn, Jayleen Hills & Alesha Worthmann
Mathematics	Owen Cooke & Shea McMahon

Grade 8 – Honours

Katie Allenby	Evan Chisholm	Monique Koekemoer
Cole Barlott	Ryan Dawson	Adriana Krasnikoff
Jaxon Belter	Ryan Dwyer	Kiana Krueger
Alexa Bereziuk	Caitlyn Edwards	Ryan Krupa
Emma Berglund	Marshall Eglinski	Erin Kuehn
Nolan Biesinger	Tiana Grasdahl	Hannah Lapierre
Sydney Bishop	Abby Harris	Kyle Lawrence
Madison Blankenstein	Cole Hoff	Ryleigh Leonard
Hanna Boyce	Karleigh Hollands	Amanda Letourneau
Liam Boyd	Isabella Johnson	Preston Leung
Benjamin Brown	Aidan Kelly	Raegan Lewis
Carter Burden	Joshua Kelly	Miya Logan
Arie Callens	Olivia Kidd	Kayla Lottin
Zachary Carlson	Kaitlyn Kluttig	Meaan Mah

Elorra Marchand
Zachary Martell
Taylor Marthiensen
Chantal Mathiassen
Kaelyn McEwan
Jackson Moffat
Reanna Mowbray
Michael Nobrega
Gracie Reschke
Paisley Reschke

Serena Rose
Leo Rosselli
Matthew Schneider
Makenna Schuttler
Cade Seaton
Lauren Semple
Parker Seymour
Erinn Simm
Anna Smith

Erica Smith
Lauren Thomson
Benjamin Van Berkel
Dylan Warner
Jason Watamaniuk
Jamie Weaver
Tess Willette
Alex Wong
Mackenzie Wood

Highest Final Exam Results for Grade 8

Language Arts	Cole Hoff
Science	Cole Hoff
Social Studies	Elorra Marchand
Mathematics	Cole Barlott

Grade 9 – Honours

Connor Ackroyd
Cody Anklam
Victoria Argel
Lily Armstrong
Katie Atkins
Riley Baker
Mira Basahti
Bailey Bieganek
Katrijn Bjornson
Anna Bobinski
Henry Bordian
Reagan Broadhurst
Claire Brubaker
Jackson Bryan
Spencer Burden
Tyra Clark
Lily Ezzard
Noah Fayad
Kiara Gennaro
Holly Gerrard
Madeline Ginn
Connor Guy
Alice Halinda

Amy Hallworth
Taylor Hambly
Kalina Hanson
Rebecca Hauptman
Sara Hennig
Sophia Holik
Hannah Holzer
Paige Jones
Elora Keith
Jack Korte
Cierra Kowalyk
Jessica Letto
Milana Longo
Caleb Lonson
Mikaela Lukie
Alexis Lum
Grace Maxwell
Deanna Missins
Farah Musbah
Conlan Neuls
Erin Newnham
Megan Oosterhuis
Jack Oopenorth

Bryana Perlette
Emily Pichlyk
Jayden Platz
Devin Poulin
Brett Price
Ian Price
Eveline Scouten
Tatum Sharpe
Megan Shigeta
Courtney Smith
Karl Soriano
Alexandra Stasiw
Mohamed Tarrabain
Evan Todd
Christopher Ulch
Seth Van Berkel
Hayden Vetsch
Stuart Watamaniuk
Eldon Whitnack
Amy Xu
Aiden Yakimchuk
Evan Zaplachinski
Shane Zilka

Highest Grade 9 Provincial Achievement Test Results

Language Arts	Bailey Bieganek & Eveline Scouten
Science	Eldon Whitnack
Social Studies	Emily Pichlyk
Mathematics	Caleb Lonson, Bryana Perlette & Eldon Whitnack

Most Improved Student

Grade 7	Lucas Jones, Alex Gregoire
Grade 8	Caelan Scott, Madison Blankenstein
Grade 9	Karl Soriano, Caeleigh Duperron

COMPLEMENTARY COURSE AWARDS

Top Overall Student(s) in a Complementary Course (These students exhibit the best in outstanding achievement.)

Art Awards

Alex Gregoire
David Lynne
Alexa MacDonald
Jenna Quiring

Karleigh Hollands
Olivia Kidd
Hannah Lapierre
Tess Willette

Kalina Hanson
Mason Moreau
Eveline Scouten
Amy Xu

Band

Emily Nikiforuk
Amy Polczer

Marshall Eglinski
Paisley Reschke

Conlan Neuls
Alexandra Stasiw

Guitar

Hailey Benedict
Amanda Penner

Hanna Boyce
Ryleigh Leonard

Rowan McVittie
Tess Willette

Gator Pop and Rock

Taylor Hambly

Deanna Missins

CTS Foods and Fashion Awards

Ella Broeksma
Owen Cooke
Brooklyn De Benedetto
Kyla Dorn
Alex Gregoire
Madison Larkin-Miller

Alexa Bereziuk
Monique Koekemoer
Raegan Lewis
Megan Mah
Elorra Marchand
Ella Stanley

Victoria Argel
Lily Armstrong
Joshua Benesch
Joseph Fletcher
Kalina Hanson
Mikaela Lukie

CTS Graphic Design

Katie Atkins

Tatum Sharpe

CTS Industrial Arts Awards

Ella Broeksma
Jayleen Hills
Brian Kong
Bryce Neuls
Kristen Polegi
Connor Wanhella
Zachary Chizen
Ryan Dawson

Abby Harris
David Howes
Monique Koekemoer
Kiana Krueger
Preston Leung
Zachary Martell
Chantal Mathiassen
Cade Seaton

Connor Ackroyd
Joshua Benesch
Jessica Letto
Alexis Lum
Nina Sommers
Shane Zilka

Drama Awards

Hailey Benedict
Kyla Dorn
Mackenzie Wehnan

Benjamin Brown
Gracie Reschke

Bailey Bieganek
Lily Ezzard

French Awards

Emily Atkins
Vittoria Barbieri
Owen Cooke

Amy Polczer
Cole Hoff
Gracie Reschke

Bailey Bieganek
Alexis Lum
Amy Xu

Outdoor Pursuits Awards

Ethan Buchanan
Maya Habben
Maren Krec
Clayton Lamoureux
Griffin Maloney
Shea McMahon
Austyn Morin

Tyce Oosterhuis
Keegan Sharpe
Alexa Bereziuk
Logan Farr
Brody LaBine
Paisley Reschke
Lauren Thomson

Jackson Tymko
Jason Watamaniuk
Connor Ackroyd
Bryana Perlette
Christopher Ulch
Nathan Wynn

ATHLETIC AWARDS

Athletic Participation Award (Given to those students who have participated on three or more school teams.)

Outstanding Athletic Achievement Award (Given to 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.)

Sportsmanship Award (Given to one male and one female, usually in Grade 9, who have displayed outstanding sportsmanship.)

Grade 7 – Athletic Participation

Payton Basterash
Ella Broeksma
Raeesa Cherniwchan
Cayden Clark
Owen Cooke
Brooklyn De Benedetto
Kyla Dorn
Mia Ewashko
Andrew Gargan

Maya Habben
Mackenzie Jackshaw
Vail Ketsa
Maren Krec
Derek Lum
Griffin Maloney
Evan Maloney
Bryce Neuls
Jacob Northcott

Drew Olsen
Katie Ostapchuk
Pasha Perlette
Emma Richardson
Robyn Short
Marcus Williams
Joshua Wirth
Brayden Yaceyko

Outstanding Athletic Achievement for Grade 7

Joshua Wirth

Pasha Perlette

Grade 8 – Athletic Participation

Rylan Baerg
Hanna Boyce
Benjamin Brown
Caitlyn Edwards
Freya Feely
Nigel Guile
Holly Heron
Joshua Kelly
Aidan Kelly

Kaitlyn Kluttig
Brady Kobitowich
Edyn Lavoie
Kyle Lawrence
Morgan Maloney
Taylor Marthiensen
Chantal Mathiassen
Jackson Moffat
Dawson Murray

Michael Nobrega
Cody Reiling
Paisley Reschke
Gracie Reschke
Serena Rose
Makenna Schuttler
Ella Stanley
Jackson Tymko
Benjamin Van Berkel

Outstanding Athletic Achievement for Grade 8

Dawson Murray
Michael Nobrega

Caitlyn Edwards

Kaitlyn Kluttig

Grade 9 – Athletic Participation

Connor Ackroyd
Riley Baker
Hope Budskin
Ryan Deets
Connor Guy
Sophia Holik
Anatonia Hood

Jack Korte
Trey Lavoie
Kyle Lund
Grace Maxwell
Logan McCaffrey
Bryana Perlette
Davis Pratt

Courtney Smith
Nina Sommers
Mohamed Tarrabain
Evan Todd
Seth Van Berkel
Eldon Whitnack

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%

School Staff Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
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

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

School Evaluation of Satisfaction Surveys

Results

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

- 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.