

# EDUCATION PLAN 2017

## Lorne Akins Junior High School



**St. Albert**  
PUBLIC SCHOOLS



## LORNE AKINS JUNIOR HIGH SCHOOL EDUCATION PLAN 2017

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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 safe and caring environments 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 462 Grade 7 to 9 students residing primarily on the northeast side of St. Albert Trail. Our staff consists of 23 teachers and 11 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.

The Gator School Council thanks Trustee Dumont for her support and counsel during the 2016-2017 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 Heather Jeffery, 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.

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.

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 2016-2017. Throughout the year, topics on making positive choices including; 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. The Grade 9's experienced 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 Calgary and Banff. Our Gator athletes had another wonderful year winning championships in Track and Field as well as Boys 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.

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 2016-2017 year such an amazing and rewarding year.

**School Profile**

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**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 Technicians	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)
Other	(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>

**2017-2018  
as of September 30, 2017**

**Certificated Staff**

Teachers	20.51	FTE
Administration	1.82	FTE
Counselling	0.71	FTE
<b>Total</b>	<b>23.04</b>	<b>FTE</b>

**Support Staff**

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

**Students**

English	462
Special Needs	(26)
Academic Challenge	(11)
ELL	(11)
<b>Total</b>	<b>462</b>

**Grade Configuration**

<b>Grade</b>	
Grade 7	153
Grade 8	163
Grade 9	146
<b>Total</b>	<b>462</b>

## Issues and Trends

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### Trends

Achievement and Athletics - 2016-2017 was another year where Lorne Akins students performed exceptionally well academically and athletically as evidenced on the Provincial Achievement tests (PATs)/class averages and our overall standing at district athletic events. Certainly the successes of our students rest with their own hard work, the outstanding capabilities of our staff, and the great support we receive from caring and engaged parents.

Innovative Practices - Lorne Akins has made it a priority to sustain school improvement through professional development (p.d.) bringing new techniques and practices to their classrooms including the use of technology, collaboration and experimentation with teaching practices and effective feedback cycles.

Behaviour and student 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 over the years increasing amounts of time are invested in activities that take place in the community, off property, and outside of school time. Discipline is a team effort and we appreciate staff, students, and parents working together in respecting and observing our code of conduct.

### Issues

Learning needs - 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 ELL learners, mental health issues and complex family dynamics.

Technology – This 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, real time 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 and to provide students with meaningful opportunities to use technology remains a priority. The excessive screen time for young people, the conduit for unrefereed information, decision making strategies and miscommunication is deeply troubling to us at Lorne Akins.

Attendance – It continues to be a challenge to have all our students at school on a regular basis. Most problems relate primarily to mental health issues and family dynamics. As we work hard to track and support these learners a great deal of energy is expended and the results are less than promising. We struggle to find ways to help families address these issues with our children.

Anxiety/stress – Is related to attendance, stress/anxiety and worry are becoming engrained as part of the teaching and learning experience in school. We work hard to recognise the importance of belonging and making/maintaining meaningful connections for young people. We utilize district supports, programing and interventions to help our learners. We require more professionally trained and available cross-sector supports to help relieve some of this demand.

Teacher Expectations – Teachers are experiencing ever increasing pressures to provide more time to meet, take part in extra-curricular events, attend to more multifaceted and encompassing evaluation and reporting tools, and to meet the needs of more complex learners. We are working to find ways for teachers to actually teach as well as all the other latent demands.

## **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 in Preschool to Grade 12 through a district Enhancing Instructional Practice Project.

### **District Outcomes 2017-2020**

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

Outcome 2: Students 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 wellness and resiliency are supported through culture, collaboration and professional learning.

Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.



## School Objectives and Priority Areas 2017-2018

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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:**

This objective relates to the 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 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.

### **Reporting our Progress (2016-2017)**

#### **Highlights**

We understand and appreciate the fundamental importance of belonging. We are working hard to find a wide variety of ways to connect to our learners to find ways to anchor them as they grow and develop through their junior high years. We are continuing Teacher Advisor (TA) system where Grade 7, 8 and 9 students are heterogeneously mixed into their homerooms for attendance and other team building activities. These tasks bring the homerooms together as a whole, giving the Grade 9's an opportunity to be leaders in a group setting while the Grade 7 and 8's get the opportunity to work with students that they normally wouldn't work with.

We are continuing to foster "Safe Spaces" in the school supporting a spectrum of needs ranging from places for LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) students to meet, to finding places for kids to play Dungeons and Dragons within the school. Our hope is through these actions; students feel a sense of belonging and acceptance.

#### **Challenges**

We are challenged to find ways to support connections for our new and our Grade 7 students. The school works collectively to create experiences with things, such as Grade 6 visits, a Grade 6 band concert, Open House, and welcome activities. We want to create these types of experiences as often and as early as possible. Further, we would like to provide as many learning experiences as possible for our learners which has resulted in some timetabling challenges. We are still wrestling with the concepts of half year courses, new courses and alternative instructional models. Lastly, we continue to encounter new technologies in education on what seems like a daily basis. It can be difficult to keep up with these new technologies and having them implemented into our classrooms.

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

**We have experienced success and will continue to work towards achieving more fully.**

## **Transitions**

Junior High students experience two big transitions, our students coming into Grade 7 from elementary school and our Grade 9's preparing to enter high school. These two transitions are very important and we see this as a critical place to grow social, emotional, and academic supports for our learners.

- Transitioning – We begin the process of registrations for Grade 10 in the fall with visits from high school counsellors to our Grade 9 core classes, organize a school information evening for students and parents where the principals of both our district high schools come to present information and answer questions. The counsellors at Lorne Akins are readily available to assist Grade 9 students and go through the registration forms to make sure they are set up well for the fall. We like to get our future Grade 7s into our building a few times while they are in Grade 6. Band concerts, sport camps, tours and open houses all help to familiarize our new Grade 7s with Lorne Akins and increase their comfort level.
- The Teacher Advisor (TA) - system is a huge part of the culture at Lorne Akins. Staying with the same group for three years lets kids transition from being the new kids to becoming our leaders by Grade 9. Further, the relationship between TA teachers and students evolves over the students' whole junior high experience. TA teachers help with social/emotional needs, monitor attendance, help with academics, check on student organisation and are the first line counsellor and communication link for their students and their families.
- Student Record /Preparation - In September, counsellors and administration will meet with new students to help them with the transition into a new school community. We now spend time during p.d. days and staff meetings looking at new students Student Records.

## **Academic Focus**

Our core business is academics and as part of our universal supports this year we will focus on the targeted learning supports for students deemed to be experiencing higher need and requiring more supports

- Gator Catch up and Math Help are an opportunity at Lunch (Monday through Friday) time to provide students that are struggling or behind an opportunity for small group or one-on-one tutorials in their core subjects.
- Gator writing club and other Library programs present an opportunity for students to have a place of acceptance and belonging while enhancing their love of writing with likeminded people.
- Gator Learning Supports is a new option being offered at Lorne Akins. This class is intended to teach students different learning and studying techniques while also giving these students the opportunity for one-one support and the development of students learning styles.

## **Social and Emotional Supports**

The school recognises the wide variety of needs and as such will focus on social means of connection, school culture and engagement and counselling supports for the school.

- CHOMP- Establish a Welcome Back assembly as well as grade level assemblies to provide staff and students an opportunity to connect as a school. 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. Team building retreat for CHOMP council. Establish and maintain

T.A. Challenges (collaborative team building tasks) for development of strong connections with the T.A. group early in the year.

- Counselling - Students that are experiencing social and emotional difficulties have access to school counsellors and programs such as peers and “Taming the Worry Dragon” offered through the districts ILT (Inclusive Learning Team) team. 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.
- Participation - Continue providing opportunities for student involvement by encouraging participation in stakeholder workshops, presentations at our elementary feeder schools, fine arts performances, intramurals, 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 a national/international school trip. Helping students dealing with anxiety/stress/worry with such programs as “Taming the Worry Dragon”. Finally we will continue to work to reduce students in the margins by creating safe places such as an LGBTQ club.

**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: Students demonstrate growth in literacy and numeracy skills.

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

**Reporting our Progress (2016-2017)**

**Highlights**

We provided opportunities for students to become more engaged in their learning by developing their practical and social skills (extensive option programs, off-campus learning, physical education, fine arts, career days, clubs, PEERs, Taming Your Worry Dragon, intramurals, Computer Club, Book Club, Sewing Club, D&D Club, Drama Club, Workout Club, and other extracurricular activities.) We worked to reduce the episodic nature of our courses by providing opportunities to integrate all of the curricular disciplines through events such as the Grade 9 Inventors Fair. 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.

The use of 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. We continued the use of technology to engage students in their learning (eg. Google Apps, webinars, iPads/iPad Pros, SMART lessons, Chrome Books, Skype). Various forms of communication with home to keep our families well informed and connected to our school community (eg. school handbook, school website, homework online, PowerSchool Parent Portal, newsletters, School Connects, report cards, IPPs, Parent Teacher Interviews, School Council meetings). Communicate student achievement and progress to parents and students by providing access to this information through the web based PowerSchool Parent Portal. Engaging students in various activities surrounding First Nation Metis Inuit culture by participating in Project of Heart, making Woodland Art in Grade 7, wearing orange to recognize

Every Child Matters, and joining other schools at the Aboriginal Day celebrations at Sir George Simpson Junior High School.

### **Challenges**

We are challenged to keep our reporting up-to-date on the Parent Portal so parents can constantly see their child's progress. We are also regularly challenged to find time to meet and collaborate as Core groups, gathering and organizing useful resources. Further, 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:**

**We have experienced success and will continue to work towards achieving more fully.**

### **Character education**

We value character education as it provides direct and specific examples of behaviours that are assumed to be developmental/self evident. We understand that these are skills that can be practiced, taught and brought to a conscious level with the goal of moving students to higher levels of social competence.

- As TA groups, we will discuss a common topic each month (eg. Empathy, Respect) and students who demonstrate these skills will be nominated to receive recognition and prizes.
- Working together as a TA group to compete in challenges and events and year-long activities.
- We will continue submitting photos of daily student life and events to the school Instagram page for an up-to-date "yearbook" of the richness of our school culture.

### **New reporting and attendance**

The technological drive creating high levels of data access easily for parents has changed the way we communicate. We are looking into finding ways where we still communicate but also preserve the personal connection between families and school.

- Powerschool/Parent Portalis live, so parents will have instant access to their child's progress in each class instead of only after a midterm or report card.
- Since switching to a two-term reporting structure, parent teacher interviews will be more effective as they occur at the mid-term point instead of after report cards have been distributed. This, along with live reporting on the Parent Portal should increase student success as there will be more communication at crucial times.
- Some options are semestered so that students can have the opportunity to test out different courses to see what interests them (CTF- Device Photography, GLS, Industrial Arts).
- The addition of core meetings will allow teachers to collaborate and use this time for cross-curricular activities, e.g. a shared novel study in Grade 9 Social Studies and Language Arts.
- The use of Google classroom and applications such as Remind, will allow students to continue to be informed at home.

### **Collaborative Practice**

The importance of connection of the teaching team and the support teams to regularly review student needs, student performance and planning are critical to supporting and growing our school.

- Core and Subject Teams will be established to meet as groups of core teachers and subject teachers in each grade level once per semester.
- Counsellor Team meeting the established meeting of counselling staff once per semester.

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

Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

### **Reporting our Progress (2016-2017)**

#### **Highlights**

We had great success with the use of Instagram to celebrate and highlight learning in classrooms and extra-curricular activities contributing to a sense of community and positive school culture. The use of School Connect has been very helpful with mass communication to our families for events such as our Awards Night. We have explored access to web based technologies to develop study strategies, distribute course content, and engage students in study skills (Quizlet, Kahoot, Remind 101 and Jeopardy Labs). Also the consistent use of Google Suite by both teachers and students to support learning, provide formative assessment and communication has continued to grow. Our introduction of student portal to students worked to encourage ownership and accountability for our learners. Chrome Books were also employed to support student learning and research skills in both core and option areas, this is our second year of implementation. Finally, we have added to our outdoor programming with the purchase of four more high quality mountain bikes (bringing our total to 24) to support engagement in our Outdoor Education program.

#### **Challenges**

We are constantly looking to find time to learn, play and practice as well as finding the funds to support teachers and students with emerging technologies. We struggle not having? staff on-site on a regular basis which would help our technology to work consistently. We deal with unrealistic expectations for teachers to have time throughout their teaching day and during home hours to respond to parent and student email requests. Finally, we struggle to support and encourage students to be safe and appropriate in the online world with the excessive screen time young people experience daily.

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

**We have experienced success and will continue to work towards achieving more fully.**

## **Key Strategies 2017-2018:**

### **Technology**

One of the fundamental errors is assuming technology is technological. We are looking to use devices and tools to disrupt, revise, and resee the *way* and the *what* of learning.

- Continue to use digital photography and video as tools 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, Videoliscious, Anatomy 4D, and video feedback for student skill development.
- Provide students with access to a 3D printer and vinyl cutter as tools to create and share their learning.
- Staff will continue to become proficient with the current software available at the school (e.g. G Suite, SketchUp, ComicLife, Pixton, iMovie, Adobe Creative Suite, Lego NXT).
- Teachers are able have free or low-cost access to 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.

### **Training**

Time to learn is required by both teachers and students. Direct instruction is not nearly enough for an environment where all users of technology are encouraged to be makers and innovators. Technological instruction must change to encourage more experimentation, exploration and creation.

- We will continue to provide presentations for our students about the importance of making ethical choices with regards to technology.
- 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, NFB Film, and wireless devices).
- Investigate a variety of technology certifications available to staff and students such as Google or Adobe.

### **Collaboration**

We will continue to find spaces for sharing with each other and providing opportunities for students and staff to connect professionally and personally as a community.

- We will encourage and explore the use of communication tools for all stakeholders such as Remind 101, Google Classroom and Power School.
- Continue to update the school website to communicate the curricular and extracurricular programs, calendars, newsletters and educational links offered at Lorne Akins.
- Continue to update the Instagram page to display and celebrate activities throughout the school.
- Encourage cross-curricular learning through the use of technology tools. For example, students can use the tools in Graphic Design to enhance their presentations for the Social Studies Inventor's Fair.

## **Financial Performance 2016-2017**

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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:** \$ 118 174

We worked to be responsible with our public funds, with our goal to be below the 3% surplus benchmark. We are pleased with attaining a 4% surplus. This surplus offers the school the ability to attend to unexpected expenses such as the hiring of a new teacher or attending to technology issues. We will work towards our 3% goal for the 2017-2018 year.

**Financial Planning 2017-2018**

**RESOURCE AND DISTRIBUTION  
LORNE AKINS SCHOOL**

<b>REVENUES</b>	<b>2017-2018 Fall Budget</b>	<b>2017-2018 Spring Budget</b>	<b>2016-2017 Fall Budget</b>
1. Basic Program Allocation	\$ 2,923,146	\$ 2,876,565	\$ 2,943,042
2. Other Revenues			
2.1 Fees	\$ 163,700	\$ 151,300	\$ 187,000
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 14,500	\$ 17,000	\$ 17,000
2.5 Other Revenues	\$ 78,400	\$ 79,000	\$ 79,000
3. Surplus / Deficit Allocation (S/D)	\$ 118,174	\$ 130,000	\$ 79,879
<b>TOTAL REVENUES</b>	<b>\$ 3,297,920</b>	<b>\$ 3,253,865</b>	<b>\$ 3,305,921</b>

<b>EXPENDITURES</b>	<b>2017-2018 Fall Budget</b>	<b>2017-2018 Spring Budget</b>	<b>2016-2017 Fall Budget</b>
1. Certificated Staff	\$ 2,388,990	\$ 2,406,550	\$ 2,372,484
2. Support Staff	\$ 355,908	\$ 355,834	\$ 371,971
3. Services	\$ 162,350	\$ 156,772	\$ 156,828
4. Supplies	\$ 245,950	\$ 238,000	\$ 239,500
5. Furniture, Equipment & Capital	\$ 34,000	\$ 20,000	\$ 40,000
6. Technology	\$ 35,700	\$ 45,000	\$ 45,000
7. Future Emergent Initiatives	\$ 75,022	\$ 31,709	\$ 80,138
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,297,920</b>	<b>\$ 3,253,865</b>	<b>\$ 3,305,921</b>

<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
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<b>ENROLMENT</b>	<b>2017-2018 Fall Budget</b>	<b>2017-2018 Spring Budget</b>	<b>2016-2017 Fall Budget</b>
FTE Enrolment (ECS @ .5)	462.00	469.00	473.00

<b>STAFFING PERCENTAGES</b>	<b>2017-2018 Fall Budget</b>	<b>2017-2018 Spring Budget</b>	<b>2016-2017 Fall Budget</b>
Certificated Staff FTE	23.04	22.94	22.94
Support Staff FTE	7.33	7.54	7.90
Certificated Staff Percentage	78.6%	80.0%	78.5%
Support Staff Percentage	11.7%	11.8%	12.3%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>90.3%</b>	<b>91.9%</b>	<b>90.8%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>93.9%</b>	<b>96.0%</b>	<b>93.3%</b>

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.  
 Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.  
 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

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>99.3</b>	87.5	<b>97.3</b>	88.3	<b>98.5</b>	88.5	<b>97.8</b>	88.8	<b>98.8</b>	88.8
Results Based on Number Enrolled										
Acceptable Standard	<b>94.6</b>	76.4	<b>94.0</b>	76.3	<b>93.3</b>	75.6	<b>92.8</b>	77.0	<b>90.1</b>	76.8
Standard of Excellence	<b>34.2</b>	14.7	<b>18.8</b>	15.0	<b>21.5</b>	14.4	<b>21.7</b>	15.2	<b>26.2</b>	14.9
Results Based on Number Writing										
Acceptable Standard	<b>95.3</b>	87.2	<b>96.6</b>	86.4	<b>94.7</b>	85.5	<b>94.8</b>	86.7	<b>91.2</b>	86.4
Standard of Excellence	<b>34.5</b>	16.8	<b>19.3</b>	17.0	<b>21.8</b>	16.3	<b>22.2</b>	17.1	<b>26.5</b>	16.8

### 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:

- This year, the percentage of students who achieved to the Standard of Excellence on the total test was up from last year (26.5% from 22.2%) and the Standard of Excellence for the Writing Test was 40.0% compared to a provincial average of 21.6%. Our students continue to perform exceptionally well in the Written portion of the exam.

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

- Our overall average for the reading test went down from 69.2% last year to 68.0% in 2017; 24 students achieved below the Acceptable Standard compared to 12 in the year prior. It is important to note two things: our Grade 9 student population increased this year from 135 (2016) to 170 (2017); and we had a number of English Language Learners for whom this was a first year of school in Canada. We will continue to perform strand by strand and question by question analysis to find areas of strength and areas we need to focus on.

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

- This year, we will be using the Agile Schools Sprints approach to pursue and achieve our goals. The focus will be using Reading Comprehension Strategies to strengthen our students' skills and better prepare them for the reading section of the Provincial Achievement Test. We feel this approach will allow us to grow by targeting specific parts of our instruction and programming.

**Grade 9 English Science**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>99.3</b>	88.3	<b>98.0</b>	89.0	<b>97.8</b>	89.4	<b>97.8</b>	89.3	<b>98.8</b>	88.8
	Results Based on Number Enrolled									
Acceptable Standard	<b>90.7</b>	72.0	<b>88.6</b>	72.5	<b>91.9</b>	73.3	<b>89.9</b>	73.5	<b>86.6</b>	73.2
Standard of Excellence	<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>91.3</b>	81.5	<b>90.4</b>	81.5	<b>93.9</b>	82.0	<b>91.9</b>	82.3	<b>87.6</b>	82.4
Standard of Excellence	<b>30.9</b>	22.4	<b>26.7</b>	24.7	<b>34.8</b>	25.5	<b>26.7</b>	25.2	<b>30.0</b>	24.0

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

- We are pleased with the students' performance in the Space and Exploration and Electricity units of instruction. We are performing over the provincial average in both Standard of Excellence and the Acceptable Standard.

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

- As we do each year, we review each topic of instruction and look to an analysis of the strands and questions. This year we will focus on Biological Diversity as an area we can improve on.

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

- We will review the items identified as a challenge to our students and adjust the lessons around those items possibly including additional labs and/or activities in the classroom to clarify those outcomes. Our areas of strength will also be reviewed to see if we can apply our successful strategies to other areas of the curriculum.

**Grade 9 English Social Studies**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>99.3</b>	87.7	<b>98.0</b>	88.1	<b>98.5</b>	88.1	<b>97.8</b>	88.4	<b>98.3</b>	88.8
	Results Based on Number Enrolled									
Acceptable Standard	<b>91.9</b>	64.6	<b>85.2</b>	64.8	<b>85.9</b>	64.4	<b>81.2</b>	64.0	<b>82.6</b>	66.3
Standard of Excellence	<b>34.9</b>	19.0	<b>30.2</b>	20.3	<b>34.8</b>	20.0	<b>27.5</b>	18.3	<b>34.9</b>	20.2
	Results Based on Number Writing									
Acceptable Standard	<b>92.6</b>	73.6	<b>87.0</b>	73.6	<b>87.2</b>	73.1	<b>83.0</b>	72.3	<b>84.0</b>	74.7
Standard of Excellence	<b>35.1</b>	21.7	<b>30.8</b>	23.0	<b>35.3</b>	22.7	<b>28.1</b>	20.7	<b>35.5</b>	22.7

## 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:

- This year we again scored significantly higher in both Acceptable Standard and Standard of Excellence compared to provincial results. We are pleased with the performance of our students in Social Studies.

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

- As a trend, we have noticed the Acceptable Standards have decreased over time but rebounded slightly from 2015-2016. We will continue to perform a question analysis to observe student performance.

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

- We will continue to work on skills and process questions (interpretation of news articles with political or editorial cartoons). We will also bring in presenters to provide further depth and breadth to the content. We will in our Social Studies team meeting, review the results question by question to see what areas require further supports.

## Grade 9 English Mathematics

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>99.3</b>	87.8	<b>97.3</b>	88.6	<b>97.8</b>	88.8	<b>97.8</b>	88.9	<b>98.3</b>	88.5
	Results Based on Number Enrolled									
Acceptable Standard	<b>90.0</b>	65.5	<b>81.2</b>	65.9	<b>85.2</b>	64.0	<b>86.2</b>	66.7	<b>82.0</b>	66.2
Standard of Excellence	<b>33.3</b>	18.0	<b>18.8</b>	16.9	<b>28.1</b>	17.5	<b>29.0</b>	17.2	<b>33.7</b>	18.7
	Results Based on Number Writing									
Acceptable Standard	<b>90.6</b>	74.6	<b>83.4</b>	74.4	<b>87.1</b>	72.0	<b>88.1</b>	75.0	<b>83.4</b>	74.8
Standard of Excellence	<b>33.6</b>	20.5	<b>19.3</b>	19.1	<b>28.8</b>	19.7	<b>29.6</b>	19.3	<b>34.3</b>	21.1

## 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:

- Once again, a fantastic set of results from Lorne Akins Math students on the Provincial Achievement Test, 34.3 % of Lorne Akins students were able to achieve the Standard of Excellence. As a Math department we are very proud of this, our highest percentage ever. We were ABOVE the provincial percentage correct results on 47 out of 50 questions.

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

Questions # 23 was more than 7% lower than the rest of the province. Only 19% of our students solved this question even though it was LOW complexity. Questions # 20 and # 14 were the only other questions of which we were marginally lower than the Provincial average.

**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. We will continue 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 will also increase 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. We will also continue our weekly Math help sessions that were in place last year during the lunch hour and encourage more students to show up to receive help. We offer these sessions three days per week and we feel as though these were a strong reason for our excellent overall results from 2016-2017.
- More review of some basic concepts that are covered in the Grade 7 and 8 curriculums. (7 out of the 50 PAT questions from 2017 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, Career and Technology Foundations (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 level 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, 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. The number of respondents is also included. Please be advised that survey processes were modified in the 2016-2017 school year. There were both changes to a number of survey questions and the method of administration. In particular, we shifted to an online survey administration for parents. Caution is warranted when comparing results from year to year.

### Student Survey (Based on the Accountability Pillar Survey)

Question	% Good / Very Good 2014-2015	% Good / Very Good 2015-2016	% Good / Very Good 2016-2017
Is the quality of teaching at your school?	96	96	97
Overall, is the education you are receiving at school?	100	99	98
Are the opportunities you have to learn about art at school?	86	90	87
Are the opportunities you have to learn about computers at school?	87	81	84
Are the opportunities you have to learn about drama at school?	82	86	82
Are the opportunities you have to learn about health at school?	78	75	72
Are the opportunities you have to learn about music at school?	85	87	83
Are the opportunities you have to learn another language at school?	73	79	73
Are the opportunities you have to participate in physical education at school?	98	98	98
Is the variety of courses available to you at school?	96	94	93
	% Agreement 2014-2015	% Agreement 2015-2016	% Agreement 2016-2017
It is clear what I am expected to learn at school.	93	91	92
My school work is challenging.	78	81	81
My school work is interesting.	71	71	70
The core subjects (math, language arts, social studies, science) I am learning at school are useful to me.	93	91	89
At school, I am encouraged to get involved in activities that help people in my community.	77	75	71
At school, I am encouraged to try my best.	94	95	95
At school, students follow the rules	80	69	70
At school, students help each other.	80	76	78
At school, students respect each other	77	71	70
I am proud of my school.	93	89	92
I would recommend my school to a friend.	92	91	90
I am treated fairly by adults at my school.	90	90	88
I feel safe at school.	94	94	88
I feel safe on the way to and from school.	93	91	93
My teachers care about me.	86	86	88
Other students treat me well.	87	81	79

**Participation Rates**

Year	Respondents
2016-2017	405
2015-2016	410
2014-2015	379

Parent Survey Questions	% Satisfied	Parent Survey Questions Online survey (all families)	% Satisfied	% Don't Know
How satisfied are you...	2014-2015	How satisfied are you...	2016-2017	2016-2017
1. with the quality of education that your child is receiving?	98	with the quality of education that your child is receiving?	93	2
2. with the choice of courses and programs available in your school?	100	with the choice of courses and programs available in your school?	90	0
3. (New Question for 2016-17)		with the support and resources available to meet the diverse needs of students.	86	7
4. that your child is encouraged by his or her teachers to achieve high standards?	98	that your child is encouraged by his or her teachers to achieve at their personal best.	88	2
5. that your child's learning needs are being met?	98	that your child's learning needs are being met?	88	2
6. with the extra help available, if your child requires it?	98	with the extra help available, if your child requires it?	74	19
7. that teachers help your child to achieve learner outcomes?	98	that teachers help your child to achieve learner outcomes.	83	2
8. that your child is developing the skills and attitudes to become a lifelong learner?	98	that your child is developing the skills and attitudes to become a lifelong learner?	85	7
9. that the school helps your child become a good, caring citizen?	100	that the school helps your child become a good, caring citizen?	83	7
10. that the school provides your child with activities that promote volunteerism and community contribution?	92	that the school provides your child with activities that promote volunteerism and community contribution	48	31
11. (New Question for 2016-17)		that my child enjoys going to school.	93	0
12. that the school provides students opportunities to assume leadership roles?	100	that the school provides students opportunities to assume leadership roles?	69	19
13. with how the school keeps you informed about your child's progress and achievement?	98	that your child's progress is reported in an ongoing and timely manner.	90	0
14. that the school is safe?	98	that the school is safe?	95	2

15. that your child's school is a positive and welcoming place?	98	that your child's school is a positive, caring, and welcoming place.	95	0
16. that expectations for student behaviour are clear?	97	that expectations for student behavior are clear and well-communicated.	90	5
17. with the way discipline matters are dealt with by school staff?	94	that discipline matters are dealt with in a reasonable and timely manner by school staff.	64	31
18. with the image of the school in the community?	100	with the image of the school in the community?	93	7
19. with the communications you receive from the school?	100	that the information I receive about my child's learning at school tells me if my child is being successful in school.	90	0
20. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	97	that the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	57	38
21. that your input is considered, respected, and valued by your school?	95	that your input is considered, respected, and valued by your school.	73	22
22. with the leadership within your child's school?	97	that the leadership at your school effectively supports and facilitates teaching and learning.	69	26
23. that the School Council plays a meaningful role in your school?	97	that the School Council plays a meaningful advisory role in your school.	39	56
24. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	95	that there are opportunities for you to have meaningful input into decisions that affect your child's education.	62	29
25. with the leadership provided by district office?	97	that leadership at district level effectively supports and facilitates teaching and learning.	52	45
26. with how the district manages financial resources?	94	that St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	45	50
27. with the Board's resource allocation, policies, priorities and processes?	94	with the St. Albert Public School Board's policies and processes.	52	43
28. that your input is considered, respected, and valued by the St. Albert Public School Board?	92	that your input is considered, respected, and valued by the St. Albert Public School Board?	52	45

29. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 3%	No 97%	Are finances a barrier to your child's participation in classroom activities?	Yes 12%	No 88%
30. (New Question for 2016-17)			If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	Yes 56%	No 44%



**Participation Rates**

<b>Year</b>	<b>Respondents</b>
2016-2017	42 online surveys
2014-2015	40 Telephone Interviews
2012-2013	42 Telephone Interviews

<b>School Staff Survey Questions</b>	<b>% Satisfied</b>	<b>Revised School Staff Survey Questions</b>	<b>% Satisfied</b>	<b>% Don't Know</b>
	<b>2014-2015</b>		<b>2016-2017</b>	<b>2016-2017</b>
1. I am satisfied with the quality of education that students are receiving in this school.	100	I am satisfied with the quality of education that students are receiving in this school.	95	0
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	With the choice of courses and programs available for students in the school district.	100	0
3. The district provides adequate support / resources to meet diverse student needs.	97	That I am provided the support and resources needed to meet the diverse needs of students.	95	0
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	100	With the services offered to students by teachers, counselors, administration, and other staff in my school.	100	0
5. The professional development opportunities are useful in helping me meet the needs of my job.	94	With professional learning opportunities that are supported by the district.	89	0
6. There is sufficient computer-related training available.	97	With the technology support and training that is supported by the district.	80	10
7. The school staff have an opportunity to work in a collaborative and collegial fashion.	97	With the opportunities to collaborate with colleagues.	80	0
8. (Non-teaching staff only) My annual growth plan helps me improve my skills. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	89 100	That the professional growth plan process helps me improve my skills.	90	0
9. Students are developing the skills and attitudes to become lifelong learners.	100	That students are developing the skills and attitudes to become lifelong learners.	100	0
10. The school helps students become good, caring citizens.	100	That the school helps students become good, caring citizens.	100	0
11. I am satisfied with how discipline is dealt with within the school.	100	That discipline is dealt with in a reasonable and timely manner within the school.	100	0
12. The school provides opportunities for students to develop leadership roles.	100	That the school provides opportunities for students to develop leadership roles.	100	0

13. I am satisfied with the opportunities to assume leadership roles.	97	I am satisfied with the opportunities to assume leadership roles.	100	0
14. My input is considered, respected, and valued by my school.	97	My input is considered, respected, and valued by my school.	95	0
15. I have the support necessary to be effective and successful in my job.	97	That I have the support necessary to be effective and successful in my job.	95	0
16. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100	The expectations of my assignment are clearly defined.	95	0
17. My work or teaching assignment matches my knowledge and skills.	97	My work or teaching assignment matches my knowledge and skills.	95	0
18. I feel safe in the school.	100	I feel safe in the school.	100	0
19. The school is a positive and welcoming place.	100	That the school is a positive, caring, and welcoming place.	100	0
20. The facilities are satisfactory.	100	That the facilities are well-maintained.	100	0
21. That the image of the school in the community is positive.	100	That the image of the school in the community is positive.	95	5
22. I am satisfied with the leadership within my school.	97	That the leadership at school effectively supports and facilitates teaching and learning.	100	0
23. I am satisfied with leadership provided by district office.	97	That the leadership at the district level effectively supports and facilitates teaching and learning.	95	5
24. I am satisfied with how the district manages financial resources.	93	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	85	10
25. I am satisfied with the Board's resource allocation, policies, priorities and processes.	96	With the St. Albert Public School Board's policies, priorities, and processes.	89	5
26. My input is considered, respected, and valued by the St. Albert Public School Board.	86	That my input is considered, respected, and valued by the St. Albert Public School Board.	85	10

### Participation Rates

Year	Respondents
2016-2017	20
2014-2015	32
2012-2013	36

## 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.

- We are pleased to be identified as a safe and caring place where students and parent feel education is a priority. Students are proud of their school and for the most part feel like they are treated well and belong. Staff are also happy with their school and their work. We are pleased with the result of our survey.

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

- Volunteerism – we are currently looking to develop more opportunities for students to contribute time and energy to our community. We have planned a few activities through CHOMP council and are looking forward to engaging our students beyond the bounds of our school.
- Student Leadership – We have worked to provide more opportunities for students to lead the school through a revision of the way CHOMP council operates.
- Discipline – We operate as a staff to ensure the school maintains high standards for student conduct and work as a team to resolve issues as they occur. We are satisfied with the discipline practices as they are but we will take time to review and debrief situations as they occur to remain reflective and reflexive in our practice.
- School Council- We are looking to grow our membership and the engagement of parents in our parent council. We actively connected with parents and sent regular updates and minutes to over 80 parents last year. We will continue to work towards developing our parent council.

#### **General Comments**

- Surveys are an important data source for the operation of our school. We encourage this feedback cycle and actively use the data within to revise our practice. We also acknowledge other sources of data including marks, anecdotal feedback, community feedback and comparison data.