

EDUCATION PLAN 2018

Lorne Akins Junior High School



St. Albert
PUBLIC SCHOOLS



LORNE AKINS
JUNIOR HIGH SCHOOL

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St. Albert Public Schools' Mission, Mandate and Beliefs

<p>Mission</p> <p>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.</p>	<p>Mandate</p> <p>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.</p> <p>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.</p>
<p>Beliefs</p> <p>In our commitment to public education, <i>we believe that...</i></p> <ul style="list-style-type: none"> ● 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. 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. ● Members of our school community have a shared responsibility and obligation to provide learners with an optimum 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 lifelong 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 Profile

		2017-2018 as of September 30, 2017		2018-2019 as of September 30, 2018	
Certificated Staff			Certificated Staff		
Teaching	20.51	FTE	22.15	FTE	
Administration	1.82	FTE	1.71	FTE	
Counselling	0.71	FTE	0.86	FTE	
Total	23.04	FTE	24.72	FTE	
Support Staff			Support Staff		
Clerical	3.0	FTE	3.0	FTE	
Teacher Aides	4.0	FTE	6.0	FTE	
Library Technicians	1.0	FTE	1.0	FTE	
Technical Support	0.34	FTE	0.34	FTE	
Total	8.34	FTE	10.34	FTE	
Students			Students		
English	462		English	509	
Special Needs	(26)		Special Needs	(26)	
			Special Needs (including Code 80, Gifted)	(40)	
Total	462		Total	509	

Classroom Configuration	2017-2018	Classroom Configuration	2018-2019
Grade	English	Grade	English
Grade 7	153	Grade 7	173
Grade 8	163	Grade 8	163
Grade 9	146	Grade 9	173
Total	462	Total	509

Lorne Akins Junior High School Profile

Lorne Akins is the learning centre for 509 Grade 7 to 9 students residing primarily on the northeast side of St. Albert Trail. Our staff consists of 25 teachers and 13 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 2017-2018 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 have 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 Family and Social 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 (GLS) is an option established to assist students experiencing learning challenges. Students are scheduled to receive support from designated teachers through a system of, noon hour help through Gator Catch Up, Math help, one-on-one or small group sessions classroom, and with extra help from their classroom teachers. This system operates all year long. 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 2017-2018. 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 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 Kelowna. Our Gator athletes had another wonderful year winning championships and working hard. 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 entire 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 2017-2018 year such an amazing and rewarding year.

Issues and Trends

Trends

Achievement and Athletics

2017-2018 was another year where Lorne Akins students performed well athletically as evidenced by our city championships in Rugby, Track and district cross country as well as having exceptional performances in Volleyball, Basketball and Badminton. Academically, we continued to perform above the provincial averages on the Provincial Achievement tests (PATs) and our class averages continue to be a source of pride for staff and students alike. 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 is necessary, we address issues that threaten our reputation as a safe and caring school and this is an ongoing effort. We recognize that over the years increasing amounts of time has been invested in activities that take place in the community, off the 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. Our district PEERs program provides support with students who experience the added barrier of social-emotional delays. The challenges we face, similar to most schools, is how do we meet all the needs of our special education students, resistant/reluctant learners, our ELL (English Language Learners) students, mental health issues, and complex family dynamics, all within increasing class populations.

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 internet as a conduit for questionable/invalid information, decision-making strategies, and miscommunication, remain deeply troubling to us at Lorne Akins. As a result, for the 2018/2019 school year, we have implemented the rule of no cell phones in the classroom unless approved by administration. Cell phones are expected to be locked in their locker if brought to school.

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

In relation to attendance, stress/anxiety, and worry are becoming ingrained as part of the teaching and learning experience in school. We work hard to recognize the importance of belonging and making/maintaining meaningful connections for young people. We are targeting this issue with strategies such as the monitoring the use of technology usage throughout the day, providing stress outlets, sharing supports for dealing with pressure, and ensuring frequent and easy access to adult supports in the school. 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 extracurricular events, attend to more multifaceted and encompassing evaluation and reporting tools, and to meet the needs of more complex learners.

District Priorities and Outcomes

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
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through a district Enhancing Instructional Practice Project.

District Outcomes 2018-2021

- 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 2018-2019

- Objective 1: Help students develop a sense of belonging at Lorne Akins by responding to their academic, social, and emotional needs.
- Objective 2: Enhance student engagement and ownership of learning through an outcomes based approach in the areas of planning, instruction, assessment, and reporting.
- 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.

School Objectives

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

Reporting our Progress (2017-2018)

Highlights

We are proud of the way in which staff and students work together to make meaningful and lasting connections in and out of our building. We use regular events such as intramurals, computer club, book club, sewing club, gay straight alliance, dungeons and dragons club, Grade 7/8 sports development, and open IA lab time at lunches, just to name a few. We encourage other symbols of belonging through spirit wear, pep rallies and the intentional use of the language of belonging. We also take time to create special events such as music/art shows, Grade 7 Phys. Ed wrestling demonstrations, and a wide variety of off campus activities designed to create shared experiences of both the staff and students. We work hard to make connections with our partner schools by involving former students with coaching and mentoring, Grade 6 volleyball camp, band concerts for elementary students, and sharing learning spaces. We are also so thankful to the staff who take pride in finding innovative ways for all of our students to belong.

Challenges

We are continuously challenged to find spaces and interests that meet the needs of all of our students. Meeting the need for students to belong is also very time intensive and increases demand on an already stretched staff.

Progress toward Meeting Outcome 1:

Partially Achieved and Ongoing

We are concerned with students who continuously struggle to make a connection to our building resulting in a variety of problems. We work with students experiencing mental health issues that are complex and require more resources than our school is able to provide without other sector supports. Finally, the technology paradox is evident in our school where students spend more time connecting online and more time estranged from direct interactions with the people around them.

Key Strategies for 2018-2019:

We are looking forward to another strong year of creating academic, social, and emotional bonds. We are in the process of engaging with the following strategies to meet this objective.

- We will use CHOMP Council to foster connections through Week of Welcome, club recognition, Gator Days, TA challenges, Orange Shirt Day, Movember, Ugly Sweater Day, Movie Day, Bake Sales, and Grade 9 Farewell.
- Staff directed school activities will include Party Program, Jr. Achievement, Ski Club, SOGI, a wide variety of coaching, band concerts, Drama productions, Art Shows, vertical team meetings.
- We will continue to work hard to establish connections with our partner elementary schools and high schools through joint activities
- School spirit activities including pep rallies and Gator swag giveaways.

- We are continuing our character education programming by intentionally focusing on specific traits and characteristics that support our school values.
- We are collectively working to create shared experiences for staff that foster and highlight the importance of deep and meaningful connections.
- Staff are encouraged to find a variety of ways to connect with our disconnected or resistant/reluctant learners.

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

Reporting our Progress (2017-2018)

Highlights

We have worked hard to reduce the naturally episodic nature of our curriculum with cross curricular integration through activities such as: the Inventors Fair, Food Truck activities, Social Studies inquiry learning, including First Nations Metis Inuit cultural experiences by participating in the Peace Pole activity, making Woodland Art, wearing orange to recognize Every Child Matters, and cross-grade and cross-curricular work in option programs. These activities help us to connect community members with students in classrooms to enhance their understanding that learning extends beyond the classroom walls and recognizing different ways of knowing. Teachers have taken advantage of professional development sessions and department collaboration time to incorporate best practices and establishing meaningful cross-curricular activities.

We used technology to engage students in their learning via Google Apps, webinars, iPads/iPad Pros, personal devices, Chromebooks, and the Adobe Suite. We worked to communicate student achievement and progress through the PowerSchool Parent Portal, kept parents and students up-to-date and informed on progress in classes without having to wait for official reports. Various other forms of communication with parents such as our school handbook, school website, newsletters, Instagram, Twitter, School Connects, report cards, IPPs, Google Classroom, Parent Teacher Interviews, and school council meetings also kept our families well informed and connected to our school community and daily life within the building.

We also provided opportunities for students to become more engaged in their learning by developing their practical and social skills through extensive option programs, off-campus learning, physical education, fine arts, career days, clubs, PEERs, School Council, intramurals, Computer Club, Book Club, Sewing Club, Creative Writing Club, D&D Club, Workout Club, and other extracurricular activities.

Challenges

We are regularly challenged to find time to meet and collaborate as Core groups, grade groups and subject matter groups. The diversity of our student population requires specialized programming to meet the wide variety of needs of our learners. We continue to experience low attendance for our parent council meetings and have found other ways to connect to our families but are continuing to explore more ways to create meaningful interactions.

Progress toward Meeting Outcome 2:

Partially Achieved and Ongoing We experienced a wide variety of successes with student engagement but continue to be challenged by the needs of complex students and the demands imposed upon teachers.

Key Strategies for 2018-2019:

This year, we anticipate further successes in enhancing student engagement and ownership of their learning.

- Establish ELL supports including teacher FTE, technological support, Educational Assistant (EA) involvement, and collaborative practices.
- Establish new technology options including coding, programming, and innovative problem solving
- Establish Gator Learning Support at all grade levels providing study skills, stress reduction, and preparation for learning.
- Our Math instruction has been refined to include mental math as part of our curricular expectations at all grade levels and we are hopeful this will foster more confidence and fluency in numeracy.
- Establish weekly morning meetings for staff to engage in specific student needs and attend to any weekly agenda items
- The introduction of flexibility with options
- We ceased providing the half year option transitions for some of the options.
- Continue to provide collaborative time for staff
- We have a staff member assigned specifically to work with our ELL learners to first identify their needs and provide, alongside classroom teachers, support in these areas.

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.

Reporting our Progress (2017-2018)**Highlights**

We are pleased with the progress made towards integrating technology into our current teaching practices. We have increased the accessibility and availability of a wide variety of devices for staff and students. We have encouraged professional development opportunities for staff and are exploring new options and enhancing instructional practice.

We have:

- Made use of the D.O. Tech Lending Library - specifically VR headsets and Spheros
- Purchased a series of Breakout EDU boxes
- Purchased and explored 3D printer, Vinyl Cutter and explored the use of a CNC machine
- Explored and instructed the use of Adobe applications
- Expanded the Device Photography course
- Purchased and deployed iPad pros with Procreate and Apple Pencil
- Increased devices available to classes within the school (Chromebooks)
- 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, ReadTheory, Accelerated Reader and Jeopardy Labs, GSuite, SketchUp, ComicLife, Pixton, iMovie, Adobe Creative Suite, Lego NXT, iMotion, iMovie, Videoliscious, Vine, Anatomy 4D)

Challenges

We have continued to embrace the idea of technology as disruptive. Disruption encourages breaks from past practice, new ways of seeing, purposeful practice, and redefining what learning looks like. Much of our technology has been incremental and complementary rather than disruptive. This is our most difficult goal to achieve.

We will:

- Educate young people about the importance of making ethical choices
- Continue to strive to improve the effective use of technology
- Coordinate with district technology lead teachers to provide various professional development sessions to teachers
- Investigate a variety of certifications available to staff and students

Progress toward Meeting Outcome 3:

Partially Achieved and Ongoing We experienced a wide variety of successes with technology but continue to be challenged by the needs of complex students and the demands imposed upon teachers.

Key Strategies for 2018-2019:

This year, we anticipate further successes in enhancing student engagement and ownership of their learning.

- We will continue to increase the availability of a variety of different technologies for staff and students.
- We will explore the viability of a cell phone policy regarding appropriate time for usage.
- We will revise and develop a specific technology plan for the school in partnership with teachers and students.
- We will purchase, train staff and students and make use of a CNC machine to create and make school and student projects.
- We will purchase a new Chromebook cart and Chromebook to provide more accessibility for classrooms.
- We will convert our aging iMacs to Chromebooks.
- We will continue to explore the idea of a serverless environment.
- We will purchase technology to enhance IA instruction.
- We will work to provide needed p.d. and supports for teachers.
- We will review the new Computing/Coding option.

Financial Performance 2017-2018

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: \$ 152 456

Rationale:

As would be expected, the school has remained conservative in this time of fiscal uncertainty. Understanding the importance of spending public funds for the betterment of our learners, we continue to seek a balance of responsible money management in our school. We hope to keep a modest reserve for unforeseen expenses but have already invested significant funds into new learning experiences and resources for our students.

Financial Planning 2018-2019

**RESOURCE AND DISTRIBUTION
LORNE AKINS SCHOOL**

REVENUES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
1. Basic Program Allocation	\$ 3,234,366	\$ 3,018,745	\$ 2,923,146
2. Other Revenues			
2.1 Fees	\$ 229,739	\$ 233,385	\$ 163,700
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 5,000	\$ 7,500	\$ 14,500
2.5 Other Revenues	\$ 90,465	\$ 92,000	\$ 78,400
3. Surplus / Deficit Allocation (S/D)	\$ 152,456	\$ 200,000	\$ 118,174
TOTAL REVENUES	\$ 3,712,026	\$ 3,551,630	\$ 3,297,920

EXPENDITURES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
1. Certificated Staff	\$ 2,561,503	\$ 2,658,512	\$ 2,388,990
2. Support Staff	\$ 470,236	\$ 356,976	\$ 355,908
3. Services	\$ 225,520	\$ 224,920	\$ 162,350
4. Supplies	\$ 296,065	\$ 261,081	\$ 245,950
5. Furniture, Equipment & Capital	\$ 25,352	\$ 24,441	\$ 34,000
6. Technology	\$ 89,700	\$ 25,700	\$ 35,700
7. Future Emergent Initiatives	\$ 43,650	\$ -	\$ 75,022
TOTAL EXPENDITURES	\$ 3,712,026	\$ 3,551,630	\$ 3,297,920

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
FTE Enrolment (ECS @ .5)	509.00	491.00	462.00

STAFFING PERCENTAGES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
Certificated Staff FTE	24.72	25.33	23.04
Support Staff FTE	9.83	7.33	7.33
Certificated Staff Percentage	75.6%	82.6%	78.6%
Support Staff Percentage	13.9%	11.1%	11.7%
TOTAL STAFFING PERCENTAGE (with S/D)	89.5%	93.7%	90.3%
TOTAL STAFFING PERCENTAGE (without S/D)	93.7%	99.9%	93.9%

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 Exam Results - Summary Analysis

As this year was the first year we have written the Math Part A exam we have chosen to separate the analysis of Math results and review them separately.

Over the last 5 years, attendance for writing has continued to be high with 97.9% participating in this year's writing. This was a disappointing year for our Standard of Excellence results, we are hopeful to see an upward trend over the next few years to return to our expected levels of performance. Overall, we are pleased with the number of students who achieved above the Acceptable Standard across all core subjects. We are particularly pleased with Language Arts (16.2 % higher than the acceptable provincial standard) and Social Studies (8.8% higher than the acceptable provincial standard). We are also pleased with the success in meeting provincial standards with only 5.6% below the Acceptable Standard in Language Arts. In Science, our students achieved 11.7% higher than our acceptable provincial standard and have demonstrated a small growth over last year.

In Math, we were troubled but not surprised by the results. The new Part A's focus on the computation showed a definite weakness in our mental math, basic operations, and basic facts. This resulted in an overall higher Part B result for our students. We are working hard at modifying our instruction and working on a variety of strategies to better prepare our students for the Part A and Part B portion of the exams. We are confident we will be able to improve our acceptable results as we explore this new component of the provincial assessment.

The following tables provide the school's results on provincial achievement tests.

Five Year Trends

Grade 9 English Language Arts

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.3	88.3	98.5	88.5	97.8	88.8	98.8	88.8	97.9	88.9
	Results Based on Number Enrolled									
Acceptable Standard	94.0	76.3	93.3	75.6	92.8	77.0	90.1	76.8	92.3	76.1
Standard of Excellence	18.8	15.0	21.5	14.4	21.7	15.2	26.2	14.9	16.8	14.7
	Results Based on Number Writing									
Acceptable Standard	96.6	86.4	94.7	85.5	94.8	86.7	91.2	86.4	94.3	85.6
Standard of Excellence	19.3	17.0	21.8	16.3	22.2	17.1	26.5	16.8	17.1	16.5

Grade 9 Mathematics

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.3	88.6	97.8	88.8	97.8	88.9	98.3	88.5	97.9	88.2
	Results Based on Number Enrolled									
Acceptable Standard	81.2	65.9	85.2	64.0	86.2	66.7	82.0	66.2	66.4	58.0
Standard of Excellence	18.8	16.9	28.1	17.5	29.0	17.2	33.7	18.7	8.4	14.5
	Results Based on Number Writing									
Acceptable Standard	83.4	74.4	87.1	72.0	88.1	75.0	83.4	74.8	67.9	65.8
Standard of Excellence	19.3	19.1	28.8	19.7	29.6	19.3	34.3	21.1	8.6	16.4

Grade 9 Science

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	98.0	89.0	97.8	89.4	97.8	89.3	98.8	88.8	97.9	89.1
Results Based on Number Enrolled										
Acceptable Standard	88.6	72.5	91.9	73.3	89.9	73.5	86.6	73.2	86.7	75.0
Standard of Excellence	26.2	22.0	34.1	22.8	26.1	22.5	29.7	21.3	19.6	24.4
Results Based on Number Writing										
Acceptable Standard	90.4	81.5	93.9	82.0	91.9	82.3	87.6	82.4	88.6	84.1
Standard of Excellence	26.7	24.7	34.8	25.5	26.7	25.2	30.0	24.0	20.0	27.4

Grade 9 Social Studies

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	98.0	88.1	98.5	88.1	97.8	88.4	98.3	88.8	97.9	88.9
Results Based on Number Enrolled										
Acceptable Standard	85.2	64.8	85.9	64.4	81.2	64.0	82.6	66.3	74.8	66.0
Standard of Excellence	30.2	20.3	34.8	20.0	27.5	18.3	34.9	20.2	16.1	21.6
Results Based on Number Writing										
Acceptable Standard	87.0	73.6	87.2	73.1	83.0	72.3	84.0	74.7	76.4	74.2
Standard of Excellence	30.8	23.0	35.3	22.7	28.1	20.7	35.5	22.7	16.4	24.3

Survey Results

Survey Results - Summary Analysis

Our school survey results indicate a high level of satisfaction with the educational programming and services offered at Lorne Akins.

Our student survey results indicate that students are pleased with the quality of teaching and the overall education received at school. Our results also indicate that 95% of our students feel that they are always encouraged to try their best. One area that we will explore with our students is the area of respecting each other and getting involved in activities that help people in the community. We will do this through continued discussions and mini-lessons surrounding character education within our EA groups. We believe that by exposing our students to ideas such as empathy, perseverance, respect, etc. and providing them space to practice these traits, they will be more aware of their own character and how they treat themselves and others.

Our staff results suggest that our school is a wonderful place to learn and work. 100% of our staff are pleased with the quality of education our students are receiving, the choice of programs available to them, and believe that we are helping our students become good, caring citizens. Based on our survey results, we engaged in discussions about how to enhance our communication as a staff in order for everyone to feel heard and valued equally. We have implemented a weekly meeting to discuss the current happenings in our building so all staff are aware of any issues much more readily than waiting for our monthly meeting. This style of meeting encourages staff to add to the agenda and discuss areas of concern or highlight upcoming events. It also allows for more collaborative time to work on curriculum within our departments at our regular meetings. We have also added a large communal calendar for staff to add important happenings to so that everyone remains apprised of what is going on in our building at all times.

Our parents are very pleased with the programming offered at our school and believe that their child's learning needs are being met. Results also indicate that 97% of parents find the school to be a positive, caring, and welcoming place. They also believe that expectations for student behaviour are clear, the leadership is effective, and the image of the school in the community is very positive. An area of focus emerging from the survey relates to prevention and intervention strategies to deal with the general wellbeing of our student population, specifically drugs and alcohol. We recognize that parents often require more information and guidance in this area and so have begun to offer parent information sessions where the administration team and counselors meet with interested parents to discuss issues such as trending drugs, anxiety, and the health and wellbeing of our students. We recognize that there is also some confusion regarding communication of student progress, so we will continue to encourage parents to check PowerSchool for results that are updated by our teachers bi-weekly, email teachers directly with issues and questions, and for them to join our Google Classroom groups for a live record of student progress.

Survey Results - Action Plan

- Discussion with the staff regarding the results
- P.d. time to review and, if warranted, the creation of a response to areas of need
- Creation of more specific feedback tools for the survey (comment sections)

Student Survey Results

(Based on the Accountability Pillar Survey and Our School Survey conducted with Grades 7, 8, and 9)

Accountability Pillar Survey Questions	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2014-2015	2015-2016	2016-2017	2017-2018
That the quality of teaching at your school.	96	96	97	93
That the overall education received at school.	100	99	98	96
That the opportunities to learn about Art at school.	86	90	87	80
That the opportunities to learn about computers at school?	87	81	84	72
That the opportunities to learn about Drama at school.	82	86	82	62
That the opportunities to learn about Health at school.	78	75	72	68
That the opportunities to learn about Music at school.	85	87	83	71
That the opportunities to learn another language at school.	73	79	73	63
That the opportunities to participate in Physical Education at school.	98	98	98	97
That the variety of courses available at school.	96	94	93	91
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
	2014-2015	2015-2016	2016-2017	2017-2018
That it is clear what I am expected to learn at school.	93	91	92	85
That my school work is challenging.	78	81	81	81
That my school work is interesting.	71	71	70	63
That the core subjects (Math, Language Arts, Social Studies, Science) I am learning at school are useful to me.	93	91	89	82
That at school, I am encouraged to get involved in activities that help people in my community.	77	75	71	66
That at school, I am encouraged to try my best.	94	95	95	95
That at school, most students follow the rules.	80	69	70	55
That at school, most students help each other.	80	76	78	74
That at school, most students respect each other.	77	71	70	63
That I am proud of my school.	93	89	92	84
That I would recommend my school to a friend.	92	91	90	86
That I am treated fairly by adults at my school.	90	90	88	83
I feel safe at school.	94	94	88	87
That I feel safe on the way to and from school.	93	91	93	90
That my teachers care about me.	86	86	88	80
That other students treat me well.	87	81	79	80

	School Year			
	2014-2015	2015-2016	2016-2017	2017-2018
Number of Student Respondents	379	410	405	410

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that my child is receiving.	2016-17	2	2	3	41	52	93
	2017-18	0	0	3	40	57	97
With the choice of courses and programs available in your school.	2016-17	0	5	5	48	42	90
	2017-18	0	0	6	37	57	94
With the support and resources available to meet the diverse needs of students.	2016-17	7	2	5	48	38	86
	2017-18	10	0	3	44	43	87
That my child is encouraged by his or her teachers to achieve at their personal best.	2016-17	3	7	2	38	50	88
	2017-18	3	3	0	41	53	94
That my child's learning needs are being met.	2016-17	2	5	5	48	40	88
	2017-18	2	1	5	43	49	92
With the extra help available, if my child requires it.	2016-17	19	2	5	36	38	74
	2017-18	18	0	3	35	44	79
That teachers help my child to achieve learner outcomes.	2016-17	5	5	7	39	44	83
	2017-18	8	3	2	41	46	87
That my child is developing the skills and attitudes to become a lifelong learner.	2016-17	7	2	5	49	37	86
	2017-18	3	3	8	41	45	86
That the school helps my child become a good, caring citizen.	2016-17	7	5	5	47	36	83
	2017-18	8	0	3	52	37	89
That the school provides my child with activities that promote volunteerism and community contribution.	2016-17	31	2	19	34	14	48
	2017-18	39	0	9	34	18	52
That my child enjoys going to school.	2016-17	0	7	0	52	41	93
	2017-18	1	0	5	48	46	94
That the school provides students opportunities to assume leadership roles.	2016-17	19	2	10	43	26	69
	2017-18	34	0	6	38	22	60
That my child's progress is reported in an ongoing and timely manner.	2016-17	0	3	7	52	38	90
	2017-18	0	5	11	35	49	84
That the school is safe.	2016-17	2	0	3	45	50	95
	2017-18	3	0	5	37	55	92
That my child's school is a positive, caring, and welcoming place.	2016-17	0	5	0	38	57	95
	2017-18	1	0	2	47	50	97
That expectations for student behavior are clear and well-communicated.	2016-17	5	0	5	43	47	90
	2017-18	3	0	7	37	53	90
That discipline matters are dealt with in a reasonable and timely manner by school staff.	2016-17	31	0	5	38	26	64
	2017-18	37	2	1	31	29	60
With the image of the school in the community.	2016-17	7	0	0	38	55	93
	2017-18	6	0	0	38	56	94
That the information I receive about my child's learning at school tells me if my child is being successful in school.	2016-17	0	0	10	46	44	90
	2017-18	5	1	8	40	46	86

That the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	2016-17	38	2	3	31	26	57
	2017-18	52	0	2	21	25	46
That my input is considered, respected, and valued by my school.	2016-17	22	0	5	44	29	73
	2017-18	23	1	5	39	32	71
That the leadership at my school effectively supports and facilitates teaching and learning.	2016-17	26	0	5	36	33	69
	2017-18	13	0	5	43	39	82
That the School Council plays a meaningful advisory role my school.	2016-17	56	0	5	24	15	39
	2017-18	62	2	2	24	11	35
That there are opportunities for me to have meaningful input into decisions that affect my child's education.	2016-17	29	0	9	36	26	62
	2017-18	21	3	0	55	21	76
That leadership at district level effectively supports and facilitates teaching and learning.	2016-17	45	0	2	28	24	52
	2017-18	35	0	0	39	26	65
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	50	0	5	19	26	45
	2017-18	32	0	0	47	21	68
With the St. Albert Public School Board's policies and processes.	2016-17	43	0	5	33	19	52
	2017-18	30	0	2	44	24	68
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	45	0	2	31	21	52
	2017-18	40	0	1	35	24	59

		Yes	No
Are finances a barrier to your child's participation in classroom activities.	2016-17	12	88
	2017-18	6	94
If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	2016-17	56	44
	2017-18	67	33

	School Year	
	2016-2017	2017-2018
Number of Parent Respondents	42	63

Staff Survey Results

(based on an annual online survey available for all staff)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that students are receiving in this school.	2016-17	0	5	0	10	85	95
	2017-18	0	0	0	10	90	100
With the choice of courses and programs available for students in the school district.	2016-17	0	0	0	15	85	100
	2017-18	0	0	0	35	65	100
With the provision of the support and resources needed to meet the diverse needs of students.	2016-17	0	0	2	45	50	95
	2017-18	0	0	10	52	38	90
With the services offered to students by teachers, counselors, administration, and other staff in my school.	2016-17	0	0	0	20	80	100
	2017-18	0	0	0	48	52	100
With professional learning opportunities that are supported by the district.	2016-17	0	0	11	47	42	89
	2017-18	0	0	9	48	43	91
With the technology support and training that is supported by the district.	2016-17	10	0	10	40	40	80
	2017-18	0	0	10	33	57	90
With opportunities to learn about First Nations, Métis, and Inuit worldviews, histories and cultures.	2016-17	n/a	n/a	n/a	n/a	n/a	n/a
	2017-18	10	5	5	55	25	80
With the opportunities to collaborate with colleagues.	2016-17	0	0	20	50	30	80
	2017-18	0	5	19	52	24	76
That the professional growth plan process helps me improve my skills.	2016-17	0	0	10	60	30	90
	2017-18	0	5	9	67	19	86
That students are developing the skills and attitudes to become lifelong learners.	2016-17	0	0	0	45	55	100
	2017-18	5	0	5	47	43	90
That the school helps students become good, caring citizens.	2016-17	0	0	0	30	70	100
	2017-18	0	0	0	48	52	100
That discipline is dealt with in a reasonable and timely manner within the school.	2016-17	0	0	0	35	65	100
	2017-18	0	10	9	48	33	81
That the school provides opportunities for students to develop leadership roles.	2016-17	0	0	0	60	40	100
	2017-18	5	0	5	57	33	90
With the opportunities that I have to assume leadership roles.	2016-17	0	0	0	50	50	100
	2017-18	5	5	10	55	25	80
That my input is considered, respected, and valued by my school.	2016-17	0	5	0	25	70	95
	2017-18	0	5	19	43	33	76
With the support necessary to be effective and successful in my job.	2016-17	0	5	0	20	75	95
	2017-18	0	0	19	33	48	81
That the expectations of my assignment are clearly defined.	2016-17	0	5	0	32	63	95
	2017-18	0	9	5	43	43	86
That my work or teaching assignment matches my knowledge and skills.	2016-17	0	5	0	26	69	95
	2017-18	0	0	0	33	67	100
That I feel safe in the school.	2016-17	0	0	0	10	90	100
	2017-18	0	0	0	14	86	100

That the school is a positive, caring, and welcoming place.	2016-17	0	0	0	10	90	100
	2017-18	0	0	0	19	81	100
That the facilities are well maintained.	2016-17	0	0	0	10	90	100
	2017-18	0	0	0	19	81	100
That the image of the school in the community is positive.	2016-17	5	0	0	9	90	95
	2017-18	0	0	5	14	81	95
That the leadership at school effectively supports and facilitates teaching and learning.	2016-17	0	0	0	25	75	100
	2017-18	0	5	14	48	33	81
That leadership at district level effectively supports and facilitates teaching and learning.	2016-17	5	0	0	50	45	95
	2017-18	9	0	5	38	48	86
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	10	0	5	45	40	85
	2017-18	5	0	0	47	48	95
With the St. Albert Public School Board's policies and processes.	2016-17	5	0	6	42	47	89
	2017-18	10	0	0	52	38	90
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	10	0	5	45	40	85
	2017-18	9	0	5	48	38	86

	School Year	
	2016-2017	2017-2018
Number of Staff Respondents	20	21