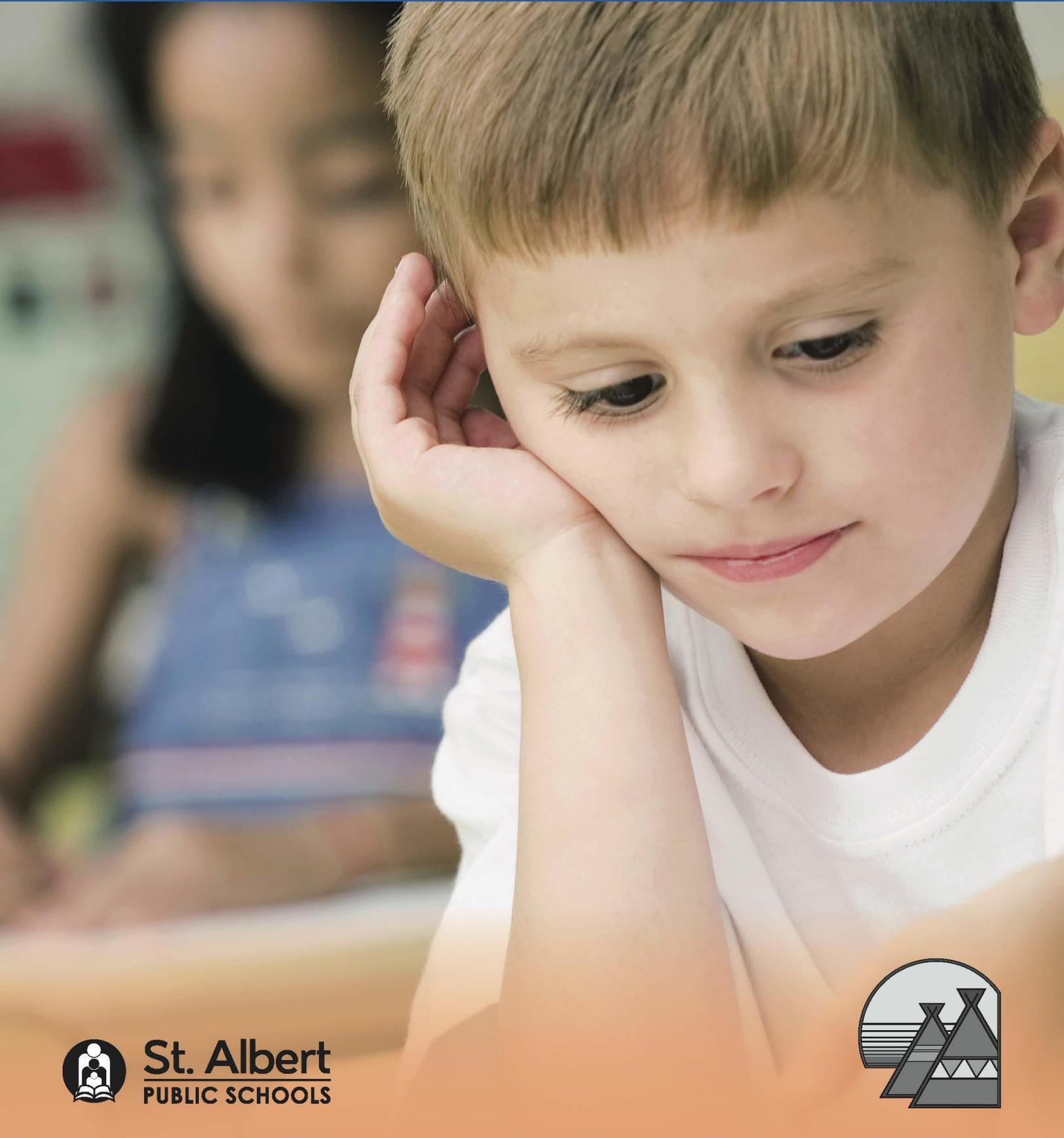


EDUCATION PLAN 2015

Keenooshayo Elementary School



St. Albert
PUBLIC SCHOOLS



KEENOOSHAYO ELEMENTARY SCHOOL EDUCATION PLAN 2015

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

Mission

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

Mandate

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

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

Beliefs

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

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

Keenooshayo Elementary School

“Where the Spirit Soars”

Since 1983, Keenooshayo School has been providing excellent learning opportunities to students in Kindergarten through Grade 6. The school offers a full elementary program of academics, French as a Second Language, Fine Arts, reading resource, and athletics to the children who are an integral part of our school family. We are also a designated location for students attending district Special Education classes for both Primary and Junior Learning Assistance (LAC) and Primary and Junior Opportunity (OP).

We are the neighbourhood school for Woodlands, Regency Heights, Kingswood, Oakmont, and Inglewood. Our school location provides excellent access to playground equipment, tennis courts, outdoor ice surfaces, as well as a ball diamond, and soccer and football fields. Located just south of the Sturgeon River, Keenooshayo is within easy walking distance of the Red Willow Trail, picnic areas, Woodlands Water Park, and cross-country ski trails. The city swimming pool, Arden Theatre, St. Albert Place, and Servus Centre are within cycling distance.

2015-2016 School Community

- 365 students
- 475 hour kindergarten program offered in morning and afternoon as well as full day, everyday
- United Nations Education, Scientific and Cultural Organization (UNESCO) Associated Schools Project Candidate School
- Fine Arts Programming
- District Primary and Junior Learning Assistance Classes
- District Primary and Junior Opportunity Classes
- Reading Resource intervention program
- District PUF Preschool
- St. Albert Day Care – Before and After School Program

Keenooshayo Elementary School Vision

Through effective communication between community and school, we will promote high standards of academic achievement and foster a desire for lifelong learning.

We value:

- Positive life attitudes;
- Support for each other;
- Balance in all that we do; and
- Working together toward success for all.

Outcomes:

- Academic growth;
- A collaborative approach;
- Recognition and appreciation of the uniqueness of individuals;
- Well-adjusted, healthy and happy individuals;
- Lifelong learning; and,
- Service work and citizenship.

Keenooshayo School Profile

2014-2015 as of September 30, 2014

Certificated Staff

Teaching	18.59	FTE
Administration	1.29	FTE
Counselling	0.41	FTE
Total	20.29	FTE

Support Staff

Clerical	1.21	FTE
Teacher Aides	12.29	FTE
Library Technicians	0.5	FTE
Technical Support	0.17	FTE
Total	14.17	FTE

Students

English	347
Special Needs	(65)
Total	347

Classroom Configuration

2014-2015		
Grade	English	
Kindergarten	Kam-19 Kpm-21 Kfull-18	58 students
Grade 1	1B-23 1Y-22	45
Grade 2	2P-21 2W-20	41
Grade 3	3M-19 3S-20	39
Grade 4	4B-24 4D-25	49
	5B-25	25
Grade 5	5H-12 6H-7	19
Grade 6	6B-27	27
Primary LAC	2H-6 3H-3 4H-3	12
Junior LAC	5Ro-10 6Ro-2	12
Opportunity	1M - 1 2M - 3 3M - 5 4Ru - 5 5Ru - 2 6Ru - 4	20
Total		347

2015-2016 as of September 30, 2015

19.28	FTE
1.4	FTE
0.4	FTE
21.08	FTE

1.4	FTE
13.3	FTE
0.5	FTE
0.34	FTE
15.54	FTE

English	365
Special Needs	(75)
Total	365

2015-2016		
Grade	English	
Kindergarten	Kam-18 Kpm-14 Kfull-22	54 students
Grade 1	1RB-23 1YK-21 1M-18	62
Grade 2	2P-21 2W-22	43
Grade 3	3M-19 3SB-19	38
Grade 4	4B-20 4R-20	40
Grade 5	5B-29	45
	5H-16 6H-9	
Grade 6	6B-28	37
Primary LAC	2H-2 3H-7 4H-2	11
Junior LAC	4Ro-3 5Ro-4 6Ro-10	17
Opportunity	2M - 1 3M - 4 4M - 2 4H - 4 5H - 5 6H - 2	18
Total		365

Issues and Trends

UNESCO ASPnet

We wish to instill in our students a great depth of understanding of world and societal issues. Our students have had many opportunities to provide service to the community around them such as fundraising for a foster child, collecting food for the Food Bank, helping out in our school neighbourhood, and many others. Becoming a candidate school for the UNESCO Associated Schools Project Network (ASPnet) has provided a focus for us to educate our students about world issues and allow them opportunities to help others. In addition, through our school SPIRIT program, our students take action and make a difference in the world. We know that more work is needed in order to become a member school; however we are proud of what we have accomplished through our monthly assemblies and cross-age activities.

Student Enrolment

We continue to enjoy an increase in student enrolment. As this trend continues, we will continue to monitor enrolment to ensure that we provide adequate learning spaces for our students.

Special Education

We are committed to providing the best education for all of our students. Each year, we experience an increase in the number of students with special needs as well as a greater diversity and complexity of needs. We endeavour to assist staff to program adequately to meet the diverse learning needs of students in all classrooms. In addition, it is always a struggle to provide staff with sufficient time for collaboration, planning, preparation, Individual Program Plan (IPP) planning, etc.

Student Record System Implementation

With the implementation of a new electronic student record system, a new IPP program, a new report card program, and a new substitute placement system in one year, all staff are experiencing much change and professional development. With this change, we endeavour to provide adequate assistance and time for staff to implement these new programs effectively while, at the same time, continuing to move forward with school and district-based curricular initiatives.

In addition to the above, the following are additional trends:

- Excellence in academics
- Balance of experienced and novice staff members
- Increased number of students with special needs
- Exemplary student character and behaviour
- High parental expectations, involvement, and satisfaction
- Excellence in teaching and the provision of top quality learning opportunities
- High levels of staff teamwork
- Well maintained building
- Focus on collaboration and grade or subject alike meetings
- Focus on literacy through the Balanced Literacy program
- Excellent support services for students experiencing difficulties
- Cooperation with neighbouring school
- Use of technology as a meaningful support for student learning
- Continued provision for optimal class sizes in Division I
- Focus on the development of 21st century literacy and numeracy skills

District Outcomes and Specific Outcomes

District Outcomes 2015-2018

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

Specific District Outcome Areas

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

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

School Objectives and Priority Areas 2015-2016

Objective 1: Foster in students a greater social awareness and sense of responsibility to contribute to making the world a better place.

Relationship with District Outcomes: 1, 2, and 4

- District Outcome 1: Every student is successful.
District Outcome 2: Alberta has quality teaching and school leadership.
District Outcome 4: First nations, Métis and Inuit students are successful.

Key Strategies 2014-2015

- Continue to work toward becoming a member school of the UNESCO Associated Schools Project network (UNESCO ASPnet)
- Fulfill requirements of member school status for UNESCO ASPnet including:
 - a) Provide evidence of sustained commitment to the values, work, and principles of UNESCO from all school stakeholders in order to build a culture of peace
 - Continue to involve the parent community in the fulfillment of the goals of UNESCO ASPnet
 - b) Provide evidence that UNESCO Theme 1 “World Issues and the Role of the UN” provides a focus for curricular and extracurricular programming leading to an informed student body
 - Expose students to current events and world issues
 - Use the book, *What Does It Mean to be Global?*, by Rana DiOrio to enable students to understand better what it means to be globally aware
 - c) Engage staff in professional development in pursuit of the school’s UNESCO goals and/or projects
 - As a staff, continue to undergo professional development based on UNESCO themes and world issues, in addition to the teaching of social issues
 - d) Sustain projects with at least one other school in the Canadian network and at least one other school in the international network
 - Explore project opportunities with other schools
 - Initiate student collaborative opportunities with students around the globe (pen pals, Skype, etc.)
 - e) Provide evidence over a sustained period of time of collaboration with the community, organization, or agencies to realize UNESCO ideals
 - Continue to send Grade 6 students to WE day in Calgary. Following WE day, the Grade 6 students will be responsible to be “leaders” in sharing their experiences and in helping students at Keenooshayo to be more socially aware and responsible
 - Encourage parents and community members to attend monthly SPIRIT assemblies and special days
 - Invite guest speakers to educate students about local, national, and global issues
 - Continue to encourage students to initiate service projects in the school
 - f) Provide evidence that the school has linked UNESCO pillars and themes with curricular and extracurricular programs and integrated them into school policies and practices. In order to do this, we will:
 - Acknowledge student responsibility and citizenship through the SPIRIT ballot program, SPIRIT activities, and monthly assemblies
 - Through the school SPIRIT program, educate students about their responsibilities and rights as a member of the Keenooshayo community
 - Involve students in service work such as collecting food for the food bank, clothing drives, etc.
 - Inspire students to take action in response to limiting their impact on the environment such as cleaning up after themselves, bringing environmentally friendly lunches to school, recycling, turning off the lights, etc.
 - Continue to involve students in raising funds for such causes as the Terry Fox run, Cancer Walk for Kids, Operation Christmas Child, etc.

- Involve students in hands-on service activities such as community clean-up, Earth day, Rake and run, etc. to help students gain compassion and empathy
- Continue the “Green team” of students to promote environmental action and sustainability
- Involve students in school leadership activities such as paper recycling, office helpers, etc.
- g) Provide evidence over a sustained period of time of successful action taken to incorporate within the school a culture that reflects UNESCO ideals
 - Visually celebrate and acknowledge the four pillars of UNESCO ASPnet throughout the school in order to develop a common language and understanding
- h) Highlight international days, weeks, years, or decades as designated by the United Nations and UNESCO
 - Recognize and celebrate special United Nations days and international days over the Keenooshayo News Network
- i) Attend network meetings at the provincial level and where possible at the national level
 - Continue to offer the Drug Awareness and Resistance (DARE) program to Grade 6 students

Reporting our Progress

Highlights

With our participation in the UNESCO Associated Schools Project Network, we continue to expose our students to the realities of the world around them, and we feel that we inspire them to take action to make a difference. Once again, we participated in a number of projects that included collecting shoes to be donated to charity on our Day Without Shoes, donating boxes to Operation Christmas Child, selling, and wearing moustaches for Movember, etc.

Our Grade 6 students attended WE Day, and came back inspired to share what they learned. As their project the Grade 6s organized a silent market for the “We Are Silent” campaign. For this, they made items such as bookmarks, bracelets, magnets, and baked goods that were then sold to their fellow students in order to raise money and awareness to combat child hunger.

In their year plans, teachers began to incorporate the UNESCO pillars and themes into the subject areas they teach. By doing this, the staff is focusing on ways to ensure that UNESCO ASPnet is alive in the classroom and not solely as an extracurricular activity.

With the support of the John Humphrey Centre and Wedad Amiri, our Community Resource Coordinator, Grade 4 and 5 student volunteers were trained to become “peacebuilders”. Under the supervision of an adult, these students have the role of assisting students during recess time to resolve conflicts and to find friends with whom to play.

Challenges

With the progress we have made towards becoming a UNESCO ASPnet member school, we continue to have difficulty establishing partnerships with world member schools. As a result, we will focus more of our efforts on partnering with other Canadian member schools in order to provide support to each other and to have open dialogue and learning.

Progress toward Meeting Objective 1:

Partially achieved and ongoing.

Key Strategies 2015-2016:

- Continue to work toward becoming a member school of the UNESCO Associated Schools Project network (UNESCO ASPnet)
- Fulfill requirements of member school status for UNESCO ASPnet including:
 - a) Provide evidence of sustained commitment to the values, work and principles of UNESCO from all school stakeholders in order to build a culture of peace
 - Continue to involve the parent community in the fulfillment of the goals of UNESCO ASPnet
 - Integrate UNESCO pillars and themes into school assemblies
 - b) Provide evidence that UNESCO Theme 1 “World Issues and the Role of the UN” provides a focus for curricular and extracurricular programming leading to an informed student body
 - Expose students to current events and world issues
 - c) Engage staff in professional development in pursuit of the school’s UNESCO goals and/or projects
 - As a staff, continue to undergo professional development based on UNESCO themes and world issues, in addition to the teaching of social issues
 - Embed UNESCO goals within each classroom’s yearly activities to support curricular programs
 - d) Sustain projects with at least one other school in the Canadian network and at least one other school in the international network
 - Continue to explore project opportunities with other schools
 - Seek support from provincial network coordinator to establish key contacts
 - Initiate student collaborative opportunities with students around the globe (pen pals, Skype, etc.)
 - e) Provide evidence over a sustained period of time of collaboration with the community, organization or agencies to realize UNESCO ideals
 - Continue to send Grade 6 students to WE Day in Calgary. Following WE Day, the Grade 6 students will be responsible to be “leaders” in sharing their experiences and in helping students at Keenooshayo to be more socially aware and responsible
 - Encourage parents and community members to attend monthly SPIRIT assemblies and activity days
 - Invite guest speakers to educate students about local, national, and global issues
 - Continue to encourage students to initiate service projects in the school
 - f) Provide evidence that the school has linked UNESCO pillars and themes with curricular and extracurricular programs and integrated them into school policies and practices. In order to do this, we will:
 - Ensure that teacher yearly plans include the UNESCO pillars and themes with the curriculum to be taught
 - Acknowledge student responsibility and citizenship through the SPIRIT ballot program, SPIRIT activities, and monthly assemblies
 - Through the school SPIRIT program, educate students about their responsibilities and rights as a member of the Keenooshayo community
 - Involve students in service work such as collecting food for the food bank, clothing drives, etc.
 - Inspire students to take action in response to limiting their impact on the environment such as cleaning up after themselves, bringing environmentally friendly lunches to school, recycling, turning off the lights, etc.
 - Continue to involve students in raising funds for such causes as the Terry Fox Run, Operation Christmas Child, etc.
 - Involve students in hands-on service activities such as community clean-up, Earth Day, Rake and Run, etc. to help students gain compassion and empathy
 - Continue the “Green Team” of students to promote environmental action and sustainability

- Involve students in school leadership activities such as paper recycling, office helpers, etc.
- Initiate peacebuilder program whereby student peacebuilders provide support to students to problem solve and to find friends with whom to play
- g) Provide evidence over a sustained period of time of successful action taken to incorporate within the school a culture that reflects UNESCO ideals
 - Visually celebrate and acknowledge the four pillars of UNESCO ASPnet throughout the school in order to develop a common language and understanding
- h) Highlight international days, weeks, years or decades as designated by the United Nations and UNESCO
 - Recognize and celebrate special United Nations days and international days over the Keenooshayo News Network (KNN) and within class when possible
- i) Attend network meetings at the provincial level and where possible at the national level
 - Continue to offer the Drug Awareness and Resistance (DARE) program to Grade 6 students

Objective 2: Continue to build upon and improve the collaborative culture of the Keenooshayo community.

Relationship with District Outcomes: 1, 2, and 3

Desired Outcome 1: Every student is successful.

Desired Outcome 2: Alberta has quality teaching and school leadership.

Desired Outcome 3: Alberta's education system is governed effectively.

Key Strategies 2014-2015:

- Encourage parents and community members to attend special events, assemblies, etc. at the school
- Ensure staff members have regular contact with parents through emails, telephone calls, meetings, etc.
- Assist the school council and Keenooshayo Parents' Association to improve attendance at their meetings and to get more volunteers to assist with events
- Encourage parents to volunteer in the school
- Maintain an open door policy in the office for parents to meet with administration regarding questions, concerns, etc.
- Through the school website, the school sign, the newsletter, etc. keep parents and the community informed about school activities
- Invite stakeholders to participate in decision making with respect to topics of interest and relevance to them
- Meet often with staff and be available to discuss issues with staff
- Reinforce and remind ourselves of the tremendous lessons we learned from David Irvine
- Encourage all staff members to be involved in at least one committee at the school so that they are involved in decision making that affects their areas of interest
- Support school and district initiatives, with the intent of enhancing morale and staff wellness (barbecues, special events, staff socials, district professional development, staff and parent appreciation events, etc.)
- Provide opportunities for stakeholder input at the school and district levels and encourage stakeholder attendance (school council, Keenooshayo Parents' Association, district stakeholder workshop, etc.)
- Enhance and refresh staff understanding of the Healthy Interactions Program to sustain a positive and professional working environment at Keenooshayo
- Collaborate with local agencies to deliver appropriate programs and support services for our staff and students
- Promote the importance of citizenship in the school community

- Ensure that staff members have time during the day to collaborate, plan, etc.
- Involve the community in the school by utilizing their skills to educate the students
- Acknowledge individual volunteer contributions to the school through Volunteer tea, etc.
- Acknowledge and appreciate all staff in the school for their contributions to the school as a whole
- Continue to offer fun staff social events to build team spirit
- Expand cross-grade activities to enable students to get to know each other better and to take collective responsibility for the school
- Expand staff co-mentorship by sharing ideas and supporting each other
- Use Twitter to inform Keenooshayo stakeholders of activities occurring in the school
- Ensure that all new teaching staff are paired with a mentor and participate in the district mentorship program
- Implement early Parent-Teacher Learning Conferences in October to allow parents to be better informed about their child's progress
- Explore ways to better involve staff in the school SPIRIT program and to develop common agreements to assist us in our work together
- Actively seek meaningful ways to solicit parent feedback and include them in the decision making process through the use of Twitter, telephone calls, the school website, etc.

Reporting our Progress

Highlights

With a strong focus on fostering collaborative relationships with all Keenooshayo stakeholders, we feel that a stronger and more meaningful partnership has been established. Parents continue to be active members of the Keenooshayo community by volunteering in classes, helping with school events, and serving as members of our school council and Keenooshayo Parents Association (KPA). We are so fortunate to have such supportive and involved parents.

In order to improve communication with parents regarding student academic progress, we began to hold our parent-teacher learning conferences in early October and February rather than traditionally following the distribution of report cards. We have received much appreciative feedback regarding this change as parents feel better informed with the increase in formal contact we have with parents about student progress.

Challenges

Although we have made positive progress with the collaborative culture of the Keenooshayo community, we feel that we further need to find ways to keep all stakeholders informed.

Progress toward Meeting Objective 2:

Partially achieved and ongoing.

Key Strategies 2015-2016:

- Encourage parents and community members to attend special events, assemblies, etc. at the school
- Ensure staff members have regular contact with parents through emails, telephone calls, meetings, websites, digital calendars, etc.
- Assist the school council and Keenooshayo Parents' Association to improve attendance at their meetings and to get more volunteers to assist with events

- Maintain an open door policy in the office for parents to meet with administration regarding questions, concerns, etc.
- Through the updated school website, the school calendar, the school sign, the newsletter, etc. keep parents and the community informed about school activities
- Invite stakeholders to participate in decision making with respect to topics of interest and relevance to them
- Meet often with staff and be available to discuss issues with staff
- Encourage all staff members to be involved in at least one committee at the school so that they are involved in decision making that affects their areas of interest
- Support school and district initiatives, with the intent of enhancing morale and staff wellness (barbecues, special events, staff socials, district professional development, staff and parent appreciation events, etc.)
- Enhance and refresh staff understanding of the Healthy Interactions Program to sustain a positive and professional working environment at Keenooshayo
- Collaborate with local agencies to deliver appropriate programs and support services for our staff and students
- Promote the importance of citizenship in the school community
- Ensure that staff members have time during the day to collaborate, plan, etc.
- Involve the community in the school by utilizing their skills to educate the students
- Acknowledge individual volunteer contributions to the school through Volunteer Tea, etc.
- Acknowledge and appreciate all staff in the school for their contributions to the school as a whole
- Expand cross-grade activities to enable students to get to know each other better and to take collective responsibility for the school
- Expand staff co-mentorship by sharing ideas and supporting each other, and by ensuring that staff have time for this
- Use Twitter and other media to inform Keenooshayo stakeholders of activities occurring in the school
- Ensure that all new teaching staff are paired with a mentor and participate in the district mentorship program
- Continue to offer early Parent-Teacher Learning Conferences in October to allow parents to be better informed about their child's progress
- Actively seek meaningful ways to solicit parent feedback and include them in the decision making process through the use of Twitter, telephone calls, the school website, etc.
- Explore the use of mindfulness in enabling students and staff to be "present" in their interactions with each other

Objective 3: Enhance literacy skills of students at all grade levels.

Relationship with District Outcomes: 1, 2, and 4

Desired Outcome 1: Every student is successful.

Desired Outcome 2: Alberta has quality teaching and school leadership.

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

Key Strategies 2014-2015

1. Continue to provide support to Kindergarten and Grades 4-6 teachers to implement the Balanced Literacy program in their classrooms
2. Encourage Grade 5 and 6 teachers and those new to the profession to attend district professional development workshops on Balanced Literacy and provide support to those teachers in implementing the program into the classroom
3. Ensure that teachers have adequate literacy resources within their classrooms

4. Foster staff collaboration with grade level partners on approaches to literacy
5. Continue the “I-pick” program in the library to enable students to choose appropriate books according to their interests and grade levels as well as to encourage students to read
6. Encourage staff to be involved in book studies and discussions regarding approaches to improving student literacy in the classroom
7. Encourage the entire school community (students, teachers, teacher assistants, and parents) to use Reading A-Z, Starfall, RAZ kids, Star Advanced Reader, etc. to support student progress in reading
8. Encourage teachers to share and observe each other’s best practices and strategies regarding reading and writing strategies
9. Encourage all staff to incorporate free reading in their classroom programs
10. Implement strategies from The Daily Five and Café to supplement the Balanced Literacy program
11. Continue to offer a reading intervention program for students with identified reading issues in Grades 1 and 2

Reporting our Progress

Highlights

In order to introduce our “Magic” theme this past year, we invited magician and author Sheldon Casavant to perform a magic show at first school assembly. In addition to this, every student was read his book, Morton the Magician, in their classroom. This helped to show students that every person can benefit from the magic of reading and that each of us has something special about us.

We are very pleased with the tremendous progress we have made in enhancing our students’ literacy skills at all levels. All grade level teachers continue to find engaging and innovative ways to infuse The Daily Five and Café strategies into their literacy programs. Staff attended district workshops to hone their skills in providing a balanced approach to literacy. In addition, a number of staff attended the Levelled Literacy Intervention workshops held at the district level.

At every staff meeting, time was allocated for the discussion and sharing of ideas and techniques to improve students’ literacy skills and to help to troubleshoot challenges. Furthermore, to enable parents to help their children to read and write at home, a reading strategies workshop was held for parents early in the year.

Challenges

Although we have made much progress in improving our students’ literacy skills, we continue to find ways to meet the needs of all of our students. Finding engaging and interesting age-level and reading level books can sometimes be a challenge.

Progress toward Meeting Objective 3:

Partially achieved and ongoing.

Key Strategies 2015-2016:

1. Continue to provide support all teachers to implement a balanced approach to literacy in their classrooms
2. Encourage all teachers and those new to the profession to attend professional development workshops on a balanced approach to literacy and provide support to those teachers in implementing the program into the classroom
3. Ensure that teachers have adequate literacy resources within their classrooms
4. Foster staff collaboration with grade level partners on approaches to literacy

5. Continue the “I-pick” program in the library to enable students to choose appropriate books according to their interests and grade levels as well as to encourage students to read
6. Encourage staff to be involved in book studies and discussions regarding approaches to improving student literacy in the classroom
7. Encourage the entire school community (students, teachers, teacher assistants, and parents) to use Reading A-Z, Starfall, RAZ kids, Star Advanced Reader, etc. to support student progress in reading
8. Encourage teachers to share and observe each other’s best practices and strategies regarding reading and writing strategies
9. Encourage all staff to incorporate free reading in their classroom programs
10. Implement strategies from The Daily Five and Café to supplement the Balanced Literacy program
11. Continue to offer a reading intervention program for students with identified reading issues in Grades 1 and 2
12. Offer parent information evening sessions on using school reading strategies at home
13. Encourage reading at home through newsletter articles; library reading program, cross-age reading groups, etc.
14. Invite guest authors to read to the students and to speak about the writing process and to encourage students to read
15. Explore school-wide literacy activities such as “Read-in” on KNN after lunch, buddy reading, whole school reading in the gym, etc.
16. Expand the school’s library collection to ensure that students have a wide variety of genres to choose from
17. At staff meetings, allow staff the opportunity to collaborate and share ideas on the teaching of literacy
18. Encourage staff to access support and coaching from the district Literacy Lead teacher
19. At the school level, meet regularly with staff to share approaches and techniques on how to best improve student literacy skills
20. Explore the use of technology, specifically one to one wireless computing, as a tool for literacy instruction
21. Develop a number of easily accessible web-based literacy resources to support the Daily Five program in addition to the district literacy goals
22. Utilize assistive technologies to support students with literacy challenges
23. Provide support and resources to develop students’ non-fiction literacy skills

Financial Performance 2014-2015

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

Year End Balance: \$171,817

This surplus is a reflection of an approach of fiscal restraint in the last school year due to possible significant funding cutbacks. We are fortunate to be able to use this money to deal with awkward class sizes and to enable us to proactively deal with an increasing student enrolment.

Financial Planning 2015-2016

RESOURCE AND DISTRIBUTION

KEENOOSHAYO SCHOOL

	2015-2016	2015-2016	2014-2015
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 2,505,130	\$ 2,465,367	\$ 2,341,871
2. Other Revenues			
2.1 Fees	\$ 162,687	\$ 154,847	\$ 146,047
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 5,000	\$ 5,000	\$ 5,000
2.5 Other Revenues	\$ 13,000	\$ 13,000	\$ 13,000
3. Surplus / Deficit Allocation (S/D)	\$ 171,817	\$ 160,000	\$ 105,079
TOTAL REVENUES	\$ 2,857,634	\$ 2,798,214	\$ 2,610,997
EXPENDITURES	2015-2016	2015-2016	2014-2015
	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 2,190,669	\$ 2,191,390	\$ 2,069,454
2. Support Staff	\$ 264,038	\$ 246,187	\$ 186,567
3. Services	\$ 139,018	\$ 121,795	\$ 151,496
4. Supplies	\$ 98,690	\$ 117,210	\$ 90,480
5. Furniture, Equipment & Capital	\$ 40,000	\$ 30,000	\$ 40,000
6. Technology	\$ 85,219	\$ 41,632	\$ 53,000
7. Future Emergent Initiatives	\$ 40,000	\$ 50,000	\$ 20,000
TOTAL EXPENDITURES	\$ 2,857,634	\$ 2,798,214	\$ 2,610,997
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	2015-2016	2015-2016	2014-2015
	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	340.00	336.50	318.00
STAFFING PERCENTAGES	2015-2016	2015-2016	2014-2015
	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	21.19	20.59	20.29
Support Staff FTE	5.32	5.00	3.68
Certificated Staff Percentage	81.8%	83.5%	84.6%
Support Staff Percentage	9.9%	9.4%	7.6%
TOTAL STAFFING PERCENTAGE (with S/D)	91.7%	92.8%	92.2%
TOTAL STAFFING PERCENTAGE (without S/D)	98.0%	98.9%	96.3%
Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.			
Fees include Board approved fees, and may include lunchroom, school assessed, extra-curricular, adult and international student fees.			

Appendix I – Student Performance and Achievement

Provincial Achievement Test Results

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

Grade 6 English Language Arts

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	98.2	90.8	91.4	90.8	100.0	90.8	94.1	90.4	95.0	90.6
	Results Based on Number Enrolled									
Acceptable Standard	87.5	83	87.9	82.7	86.3	82.5	82.4	81.9	92.5	82.8
Standard of Excellence	28.6	18.5	20.7	17.8	17.6	16.3	19.6	17.6	32.5	19.5
	Results Based on Number Writing									
Acceptable Standard	89.1	91.4	96.2	91.0	86.3	90.9	87.5	90.6	97.4	91.3
Standard of Excellence	29.1	20.4	22.6	19.6	17.6	18.0	20.8	19.5	34.2	21.5

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - Comparing achievement results over five years, we have had positive growth in the number of students meeting the Acceptable Standard as well as the Standard of Excellence;
 - For the students writing, we performed 10.1% higher than the provincial average for Acceptable Standard;
 - In regards to the Standard of Excellence, students were 12.7% higher than the provincial average; and.
 - Almost all of the specialized program students wrote for the most recent testing year.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - We performed better overall with functional writing than the narrative assignment; and,
 - We performed below the provincial average for questions with a focus on informational articles approximately a third of the time.
- Specific initiatives planned to address the above noted areas of strengths and concerns are:
 - We will continue to work towards having all students write the Language Arts Provincial Achievement Tests in the future school years;
 - We will focus on teaching specific strategies for informational text with focused lessons on non-fiction reading skills;
 - We will focus on developing our narrative writing skills through focused lessons on key target areas, such as content development, sentence variety, and enhancing vocabulary; and,
 - We will introduce a number of assistive technologies to support the development of students' writing skills, with a specific focus on those students in the specialized programs.

Grade 6 English Mathematics

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Sch	Prov								
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	82.1	90.2	79.3	90.4	86.3	90.3	86.3	90.1	92.5	90.2
Results Based on Number Enrolled										
Acceptable Standard	82.1	72.8	77.6	74.1	74.5	72.1	80.4	72.7	75.0	72.5
Standard of Excellence	33.9	17.5	32.8	16.4	33.3	16.3	19.6	15.3	17.5	13.8
Results Based on Number Writing										
Acceptable Standard	100	80.7	97.8	81.9	86.4	79.8	93.2	80.7	81.1	80.4
Standard of Excellence	41.3	19.4	41.3	18.1	38.6	18.0	22.7	17.0	18.9	15.3

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - 92.5% of our Grade 6 students participated in the exam – a significant increase compared to the previous four years;
 - We are above the provincial average for Acceptable Standard as well as Standard of Excellence; and,
 - We have a strong understanding of number strand of Mathematics.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - As our participation rate increased, we also had a decrease in the number of students at the Acceptable Standard as well as Standard of Excellence; and,
 - We were below the provincial average in two focus areas -
 - Shape and Space (0.1% below average) – Geometric thinking skills particularly involving transformation and irregular polygons
 - Statistics and Probability (0.1% below average) – identifying how data is represented on various types of graphs and probability based on parts of a whole.
- Specific initiatives planned to address the above noted areas of strengths and concerns are:
 - We will continue to encourage having all our students write the Mathematics Provincial Achievement Tests in the year to come;
 - Although not an area of need illustrated by the exam results, we will continue to focus on multi-step processes and problem solving question;
 - We will promote professional learning and development on areas relating to geometric and statistical thinking;
 - We will continue to develop hands on learning to support students mathematical understanding
 - We will explore and utilize a number of digital learning tools to support the learning of students, with a targeted focus on those students in the specialized programs; and,
 - We will continue to reinforce cross grade professional collaboration to address long term strategies and foci for targeted mathematic strands.

Grade 6 English Science

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	83.9	89.9	75.9	90.3	72.5	90.3	82.4	89.5	85.0	89.7
	Results Based on Number Enrolled									
Acceptable Standard	82.1	75.7	75.9	77.4	70.6	77.1	78.4	75.4	82.5	76.0
Standard of Excellence	42.9	25.2	41.4	28.5	31.4	26.2	47.1	25.3	32.5	25.9
	Results Based on Number Writing									
Acceptable Standard	95.7	89.0	100	85.8	97.3	85.4	95.2	84.2	97.1	84.8
Standard of Excellence	51.1	28.1	54.5	31.5	43.2	29.0	57.1	28.2	38.2	28.8

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - We performed 12.3% over the provincial average for the Acceptable Standard; and,
 - We performed 9.4% over the provincial average for the Standard of Excellence.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - We had challenges with the area of the process of experimentation; and,
 - We will continue to work towards integration of students from the Learning Assistance Program into the mainstream Science program.
- Specific initiatives planned to address the above noted areas of strength and concern is:
 - We will further develop hands on student learning in Science with a focus on the process of experimentation and experimental thinking, as well as reflection on the nature of science.

Grade 6 English Social Studies

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	82.1	89.9	75.9	90.1	72.5	89.5	82.4	88.9	82.5	89.2
	Results Based on Number Enrolled									
Acceptable Standard	76.8	71.0	75.9	72.9	72.5	72.2	78.4	70.2	80.0	69.6
Standard of Excellence	30.4	19.0	27.6	20.1	29.4	19.3	41.2	17.1	35.0	18.7
	Results Based on Number Writing									
Acceptable Standard	93.5	78.9	100	81.0	100.0	80.7	95.2	78.9	97.0	78.0
Standard of Excellence	37.0	21.1	36.4	22.4	40.5	21.6	50.0	19.2	42.4	21.0

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - We continue to perform significantly higher than the provincial average;
 - 97.0% of the students who wrote the exam achieved the Acceptable Standard; and,
 - 42.4% of the students who wrote the exam achieved the Standard of Excellence.

2. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - We will continue to work towards integration of students from the Learning Assistance Program into the global Social Studies program;
 - The electoral process and the role of elected officials are identified areas of growth; and,
 - Geographic thinking skills are an additional area of growth.

 3. Specific initiatives planned to address the above noted areas of strengths and concerns are:
 - We continue to further integrate our school wide focus on the principles of UNESCO program into the Social Studies curriculum;
 - We will develop a targeted approach to geographic thinking skills throughout grade levels;
 - We will expand our coverage of the election process in class to align more with the targeted focus of the curriculum; and,
 - We will continue to offer a Social Studies program that is supported by effective resources, enrichment activities, and staff expertise, while recognizing the strengths of our students.
-

Summary Comments Regarding Provincial Achievement Test Results

Keenooshayo School provides a strong academic program that promotes high achievement in daily work as well as on Provincial Achievement Tests. Dedicated staff, committed parents, and eager students work collaboratively to ensure learning success.

Keenooshayo School represents a relatively homogeneous population with respect to socio-economics, parental support, and the level of educational enrichment opportunities provided at home. These factors combine to produce an expectation of above average results.

Appendix II – Other Indicators of Student Performance

The staff's target for student performance on Provincial Achievement Tests is to exceed the provincial standards. This target was achieved in all reporting categories with exceptional achievement noted in Grade 6 English Mathematics, Science, and Social Studies.

We achieved this goal through:

- A collaborative team approach to student learning;
- Strong community support for our school programs;
- A safe and caring learning environment;
- Strong communication links between home and school;
- Co-curricular activities that enhance student learning;
- Providing cross-age opportunities for students;
- Using rubrics developed by staff for evaluation of written work;
- Current learning resources;
- Participating in professional development opportunities;
- Innovative and creative classroom instruction;
- Applying concepts in the curriculum to real life situations; and
- Use of technology – SMART Boards, document projectors, iPads, Chromebooks

Additional educational practices that have contributed to a strong school's performance include:

- Holding high expectations for student performance;
- Utilizing Keenooshayo News Network (KNN) to support various areas of the curriculum;
- Continued focus on updating curricular resources;
- Ensuring that co-curricular activities match curricular objectives;
- Maintaining a strong teaching staff and ensuring that instructional placements match teachers' strengths and expertise;
- Ensuring that there are few disruptions during key instructional times;
- Focusing on discovery, hands-on learning, and problem-solving;
- Promoting innovative teaching practices that will enhance student learning;
- Hosting cross-grade meetings to make connections between programs of studies;
- Encouraging and supportive school administration;
- Focusing on a balanced approach to literacy, in all grades;
- Using technology to support curriculum outcomes;
- Providing a wide range of extra-curricular activities;
- Continuing to offer a well-balanced program at all grade levels;
- Fostering a strong relationship between home, school and community;
- Placing students in appropriate special education programs;
- Using a team approach to meet student needs;
- Making more computers available to students and incorporating interactive technology such as SMARTBoards, document cameras, and Chrome books;
- Integrating special needs students into the regular program when possible;
- Focusing on creating small learning groups;
- Maintaining the Reading Resource Program; and
- Encouraging active listening and public speaking skills through the use of the Keenooshayo News Network (KNN).

Appendix III – Satisfaction Survey Results

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

Student Survey Questions Grades 3-6	% Satisfied			
	2012-2013	2014-2015		
1. Overall, I am happy with my school.	95	96		
2. I can talk to a teacher, counsellor, or other school staff about problems I am having.	85	87		
3. I am encouraged to do my best.	96	96		
4. I can get extra help with my school work when I need it.	95	90		
5. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, presentations, etc.).	91	91		
6. The school helps me become a good, caring citizen.	94	97		
7. I am satisfied with opportunities to help other people in my school or community.	93	96		
8. My teachers tell me how I am doing in school.	92	85		
9. My teachers care about me.	97	96		
10. I feel safe in my school building.	93	95		
11. I feel safe on the playground during school time.	91	87		
12. My school is a positive and welcoming place.	97	97		
13. Expectations for student behaviour are clear.	94	91		
14. There are consequences when the school rules are not followed.	94	95		
15. Have you been bullied by another student on a repeated basis this year?	Yes 22	Yes 22	Yes 32	No 68
16. My school promotes physical activity, health and wellness.	99	1	97	3

Participation Rates

Year	Respondents	Rate
2014-2015	190/197	96%
2012-2013	166/187	89%
2010-2011	203/221	92%

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Parent Survey Questions (Grades 1, 3-6) How satisfied are you...	% Satisfied		% Satisfied	
	2012-2013		2014-2015	
1. with the quality of education that your child is receiving?	95		96	
2. with the choice of courses and programs available in your school?	97		99	
3. with the choice of courses and programs available in your school district?	95		99	
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	89		92	
5. that your child is encouraged by his or her teachers to achieve high standards?	96		94	
6. that your child's learning needs are being met?	88		93	
7. with the extra help available, if your child requires it?	86		93	
8. that teachers help your child to achieve learner outcomes?	92		95	
9. that your child is developing the skills and attitudes to become a lifelong learner?	91		94	
10. that the school helps your child become a good, caring citizen?	97		96	
11. that the school provides your child with activities that promote volunteerism and community contribution?	95		98	
12. that the school provides students opportunities to assume leadership roles?	90		96	
13. with the leadership provided by district office?	91		94	
14. with the leadership within your child's school?	65		90	
15. with the Board's resource allocation, policies, priorities and processes?	85		93	
16. with how the district manages financial resources?	83		95	
17. with how the school manages its financial resources?	77		90	
18. that your input is considered, respected, and valued by the St. Albert Public School Board?	86		91	
19. that your input is considered, respected, and valued by your school?	74		89	
20. that the School Council plays a meaningful role in your school?	87		94	
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	82		89	
22. with the school's partnerships with community agencies and organizations?	89		92	
23. with the communications you receive from the school?	87		92	
24. with how the school keeps you informed about your child's progress and achievement?	83		89	
25. that there is a caring environment at the school?	90		96	
26. that the school is safe?	94		96	
27. that your child's school is a positive and welcoming place?	90		96	
28. that expectations for student behaviour are clear?	90		94	
29. with the way discipline matters are dealt with by school staff?	80		90	
30. with the bus service?	79		81	
31. with the image of the school in the community?	92		97	
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	98		98	
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 12%	No 88%	Yes 14%	No 86%

Participation Rates

Year	Respondents	Rate
2014-2015	187/197	95%

Keenooshayo Elementary School Education Plan 2015

2012-2013	145/223	65%
2010-2011	138/261	53%

Parent of students with special needs Survey Questions

How satisfied are you...	% Satisfied 2012-2013	% Satisfied 2014-2015
1. with the quality of education your child is receiving at this school?	100	96
2. that the special education programs and services provided by the school are meeting your child's needs?	84	95
3. with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	74	100
4. with the communication you receive about your child's educational progress?	84	96
5. with your child's educational achievement?	100	96
6. with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	72	100
7. with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	76	95
8. with the school district funding for special education services?	79	90

Participation Rates

Year	Respondents
2014-2015	23 telephone interviews
2012-2013	19 telephone interviews
2010-2011	20 telephone interviews

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School Staff Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
1. I am satisfied with the quality of education that students are receiving in this school.	97	100
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	100
3. I am satisfied with how the school assigns support to special education programs.	50	85
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	71	97
5. The professional development opportunities are useful in helping me meet the needs of my job.	82	91
6. There is sufficient computer-related training available.	83	84
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	65	75
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	85	83
9. Students are developing the skills and attitudes to become lifelong learners.	100	100
10. The school helps students become good, caring citizens.	97	100
11. The school provides students with activities that promote volunteerism and community contribution.	100	100
12. The school provides opportunities for students to develop leadership roles.	100	100
13. I am satisfied with leadership provided by district office.	74	97
14. I am satisfied with the leadership within my school.	47	88
15. I am satisfied with the opportunities to assume leadership roles.	80	94
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	85	91
17. I am satisfied with how the district manages financial resources.	76	93
18. I am satisfied with how the school manages its financial resources.	54	83
19. (Teaching staff only) I am able to meet individual student needs.	75	83
20. The district provides adequate support / resources to meet diverse student needs.	70	91
21. My input is considered, respected, and valued by Alberta Education.	68	78
22. I have the opportunity to be involved in decision-making at the district level.	60	70
23. My input is considered, respected, and valued by the St. Albert Public School Board.	69	77
24. I have the opportunity to be involved in decision making at my school.	51	82
25. My input is considered, respected, and valued by my school.	61	94
26. Overall, staff morale is positive.	39	94
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	70	97
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	97	97
29. I have the support necessary to be effective and successful in my job.	68	88
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	72	100
31. My work or teaching assignment matches my knowledge and skills.	97	100
32. There is a caring environment at the school.	74	97
33. I feel safe in the school.	87	100
34. The school is a positive and welcoming place.	71	97
35. The facilities are satisfactory.	92	100
36. Expectations for student behaviour are clear.	82	94
37. I am satisfied with how discipline is dealt with within the school.	63	85

School Staff Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
38. My school is free from verbal harassment and other forms of workplace bullying.	57	100
39. The image of the school in the community is positive.	89	100
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	100	100

Participation Rates

Year	Respondents	Rate
2014-2015	34/44	79%
2012-2013	38/38	100%
2010-2011	35/41	85%

School Evaluation of Satisfaction Surveys

Results

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

Overall, there is an improvement in almost all categories of the satisfaction survey. There seems to be a very high level of satisfaction among all stakeholders with the quality of education our students receive, and with the leadership provided by the school and district. In addition, staff morale and staff collegiality have both experienced a significant improvement.

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

We need to ensure that professional growth plans enable staff to improve in their educational practice. In addition, we wish to find ways for staff to have input into decision making at the district and provincial levels. Furthermore, we are seeing an increase in the number of students who reported to have been bullied.

General Comments:

We are tremendously pleased with the high rate of satisfaction from all stakeholders and particularly pleased with a significant improvement in the areas of concern previously identified in the survey conducted two years ago.

Next Steps for Continuing Progress:

With the improvement in our satisfaction survey results, we will continue to work on the areas in which we have experienced positive growth in order to maintain a high level of stakeholder satisfaction. With the increase in the number of students who reported to have been bullied, we will seek resources and focused programming to enable students to better identify and deal with bullying behavior.

Participation Rates

According to the results, our school's strengths with regard to participation rates are:

- We are very pleased with the high participation rates of our students and parents.

According to the results, areas in need of attention with regards to participation rates are:

- We wish to increase the number of staff who completed the survey in order to ensure that all staff voices are heard.

General Comments:

In general, we are very pleased with our satisfaction survey participation rates.