

EDUCATION PLAN 2019

École Secondaire Paul Kane High School



St. Albert
PUBLIC SCHOOLS



ÉCOLE SECONDAIRE
Paul Kane
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 lifelong 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 Education Act and the Education 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, we believe that:</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, and 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, and ● Members of our school community have a shared responsibility and obligation to provide learners with an optimum learning environment. 	

École secondaire Paul Kane High School Mission, Mandate and Beliefs

At École secondaire Paul Kane High School (Paul Kane) everyone is dedicated to maintaining a caring and respectful environment in which all members are encouraged to reach their potential, develop lifelong learning skills, and contribute to the Professional Learning Community and Professional Learning Culture (PLC). The belief is “success for all at Paul Kane” is fundamentally connected to ensuring student learning.

École secondaire Paul Kane High School Vision

The students of this community reap the benefits of an exemplary education. Paul Kane High School (PK) has a clear sense of goals and their characteristics.

Curricular Focus

An exemplary school provides students with a common core curriculum complemented by a variety of elective courses including co-curricular and extra-curricular activities. This balanced program stimulates intellectual curiosity, and requires students to demonstrate, transfer and apply learning strategies.

Leadership

To become an exemplary school, Paul Kane requires effective leaders - leaders who are able to build a shared vision that bridges the present and the future.

Staff

Each member of the Paul Kane staff feels empowered to lead toward the creation of an exemplary school through the ongoing work of our collaborative learning teams. At Paul Kane, every staff member belongs to a collaborative team focusing on student learning and achievement.

Students

Paul Kane recognizes the importance of the individual student. At Paul Kane, students are in a safe and caring learning environment that provides the support to enable every student to achieve at their highest level.

Parents/Guardians and Community

Parents/Guardians recognize their role as partners in nurturing student achievement and success. Parents/Guardians work with the school to maintain the standards of attendance, conduct and effort that are necessary for school achievement.

PKHS

The school climate is embodied by our PKHS acronym:

P – Perseverance K – Knowledge H – Honour S – Service

Paul Kane Profile

	2018-2019 as of September 30, 2018		2019-2020 as of September 30, 2019	
Certificated Staff			Certificated Staff	
Teaching	46.746	FTE	48.78	FTE
Administration	3.000	FTE	3.000	FTE
Counselling	2.2	FTE	3.2	FTE
Total	51.95	FTE	54.98	FTE
Support Staff			Support Staff	
Clerical	8.89	FTE	8.69	FTE
Teacher Aides	4.75	FTE	3.75	FTE
Library Technicians	1.428	FTE	1.428	FTE
Technical Support	2.714	FTE	2.714	FTE
Total	17.78	FTE	16.582	FTE
Students			Students	
English	765		820	
French Immersion	264		257	
Special Needs	(79)		(79)	
Total	1029		1077	

Classroom Configuration	2018-2019	2019-2020
Grade	English	English
Grade 10	186	288
Grade 11	285	215
Grade 12	294	317
Total	765	820

Classroom Configuration	2018-2019	2019-2020
Grade	French Immersion	French Immersion
Grade 10	99	80
Grade 11	93	81
Grade 12	72	96
Total	264	257

Issues and Trends

ISSUES

Learner Diversity

Paul Kane has 112 students with Individualized Program Plans (IPP) and Individualized Learning Plans (ILPs). In addition, 36 students are categorized as English Language Learners (ELL) and 35 students self-identify as First Nation, Metis or Inuit. This diversity, coupled with additional unique learners, creates a challenging, complex classroom environment.

Student Anxiety

Although under 5% of our student population is medically diagnosed with anxiety, a number of students report feeling anxious about their course performance, social media, economics and the future. Our staff and students continue to address strategies, characteristics and in many cases, positive outcomes of addressing anxious experiences.

The “Old” and “New” Paul Kane

The evolving culture at Paul Kane is over 50 years in the making. Projections are that the ‘new’ Paul Kane is two years away. It is important that we continue to nurture and develop the ‘old’ Paul Kane for the last two years of its physical life. As well, it is important that we do not ignore the needs of the students that we currently have attending. It will be equally essential that we continue to develop the culture at Paul Kane and transfer that culture to a modern day, state of the art vibrant facility.

Government Regulations, Reporting and Funding

Recent budget and funding modifications necessitated a recalibration of resources. Budget austerity has created a situation that we are now working with fewer financial resources as we had originally expected. There are going to be very difficult decisions that will need to be made that will have a significant impact on students, staff and parents. We will be cognizant in this process as we need to offer the Tradition of Excellence that is expected of Paul Kane High School.

TRENDS and PRIORITIES

Truth and Reconciliation

Our school, the division, the city and the province continues to improve and build pathways to reconciliation and First Nation, Metis and Inuit scaffolding for success. The new Alberta Teachers’ Association Teacher Quality Standards further reinforces this effort.

Professional Development

The necessity to learn, grow and stay in step with research as it relates to student learning is imperative. This priority further transforms our society with next generation thinking and adaptations.

PKHS International Languages and Experiences

International education and world experiences continue to be a trend and priority at Paul Kane with 257 French Immersion students and 126 Spanish students. Paul Kane has a six-year partnership with Takamizu High School in Iwakuni, Japan. In 2018 Paul Kane earned a Confucius Classroom designation as well as forging a partnership with Qilu Normal University in China. In addition, our Alberta Distance Learning OnSIDE room offers other foreign language opportunities for students.

Health

An increased awareness on the value of wellness as it relates to physical, social, emotional and mental health in schools and at Paul Kane drives many of our activities and practices. Courses, programming, clubs, teams, accommodations and student activities all contribute to these important aspects of wellness.

Division Priorities and Outcomes

Division Priority Areas

St. Albert Public Schools has identified five priority areas for consideration in the Three Year Education Plan. They are:

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

Division Outcomes 2019-2022

Outcome 1: Learning environments facilitate connection, curiosity and competencies.

Outcome 2: The diverse needs of our students are met in inclusive learning environments.

Outcome 3: Students demonstrate growth in literacy and numeracy skills.

Outcome 4: Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 5: Staff wellness and resiliency are supported through culture, collaboration and professional learning.

Outcome 6: Division growth is supported and managed by governance, public engagement, and partnerships.

Paul Kane Objectives 2019-2020

Objective 1: Enhance Instructional Practice and Leadership

Objective 2: Heighten Student Engagement

Objective 3: Implement Diverse Learning Supports

Paul Kane Objectives

Objective 1: Enhance Instructional Practice and Leadership

Reporting our Progress (2018-2019)

Highlights

Athletics

- By introducing additional three Credit Physical Education classes gives students increased accessibility and access to taking Physical Education.
- As evidenced through a large amount of sections, Physical Education numbers are strong, with a good portion of the student population enrolled.
- The introduction of Sports Leadership has been successful in providing diverse learning opportunities within the department. Enrollment has been higher than initially projected.

English

- Professional Learning Department (PLD) work on common assignments and assessments was invaluable because it created a common document for shared instructional practice.
- In Professional Learning Department time, teachers took turns presenting a key teaching strategy or activity used in their class which built capacity amongst teaching staff.
- The building of a grade-specific folder system on the shared drive to share common resources, materials and tests.

French Immersion

- French Immersion (FI) teachers participated in working groups for item development as well as diploma exam marking and French language validation which leads to increased instructional capacity, which in turn will lead to differentiated practice within the classroom.
- French Immersion (FI) teachers participated in various learning opportunities such as Canadian Association of French Immersion Professionals (ACPI), division lead professional development sessions and shared knowledge with their colleagues.
- In order to keep the lines of communication open for recruitment of qualified teachers, our school participated in mentoring student teachers from the Campus St. Jean.

Global Languages

- Global Languages teachers met privately during Professional Learning Department sessions to discuss educational practices and techniques used in class to enhance student learning in second language instruction.

Mathematics

- Relating first hand experiences from the Math 30-1 diploma exam marking floor is a valuable professional development tool that impacts the entire department and benefits students.
- Introduction of vertical non-permanent surfaces has enhanced instructional practice and provided opportunities for differentiated instruction.

Science

- Science Department teachers attended conferences about Agile Schools with Simon Breakspear to focus on instructional practices within the classroom.
- Explored the research about the benefits of Collaborative Test Taking and started to create exams that could be used to gather our own data.
- Compiled a shared document with all the Alberta Education Bulletin changes since the curriculum implementation for both Chemistry and Biology 30 Diploma exams.

Social Studies

- Collaborated to revise common assessments to enhance instructional practice and meet the curricular needs/requirements.
- Collected and analyzed data from common exams and department-wide essay standard settings to identify strengths and weaknesses in areas that require improvement.

Culture Groups:**Agile Schools**

- Dr. Sana presented research on brain development and its effect on student learning. This provided teachers with data and information to improve practices for students.
- The learning group identified targeted concepts: basic math skills – algebra, science notation, unit conversion; chemical equations; interleaving; and group testing - collaborative testing.

FrancoFun

- Created ideas and materials to showcase the benefits of our program and our students.
- Created an Immersion wall and photo display to promote student learning and successes.

Math/English Connections

- The cross-curricular dialogue and work involved in creating an assessment/feedback tool for Math based on an English Language Arts scoring guide, and a process guide for reading and breaking down different question types.

Media Connections in the English Classroom

- Expanded out selections of independent novel choices to reflect a connection between Language Arts and the concepts explored in the Social Studies curriculum, topics such as First Nations, Métis and Inuit cultures and worldviews.
- Developed poetry activities for the Social Studies, allowing kids to explore current events in a poetic form.

This is Your Brain on Creativity

- Researched and created a practical application to Sketchnote taking as a method to increase engagement and retention within our lessons.

Challenges**Athletics**

- The timetabling structure makes it difficult for students to include health and wellness focused time in their timetable.

CTS

- Treating the Fine Arts courses as though they are CTS modules disrupts the scope and sequence developed specifically for CTS and Fine Arts programs.
- Finding ways to apply the research work from our Professional Learning Culture groups to the school learning environment.

English

- Having the time earlier in the year to debrief the previous year, look at the needs of our current student group based on data, and establish a focus for the year.

French Immersion

- Ensuring students understand content while mastering language comprehension

pertinent to the specific subject area.

Global Languages

- Finding the time and resources to collaborate with teachers from other schools - especially for languages with only one instructor.

Mathematics

- Trying to balance the need of students to be proficient in writing exams, but not assess them so much that they feel overburdened in Math 30-1.
- Reaffirm that the level of difficulty of class assessments is in line with the Diploma Exam rigour for Math 30-2.

Science

- Finding enough time to work together as a whole department as well as in our subject area groups.

Social Studies:

- Finding time to meet for standard settings and teaching assessment revision considering the diversity of teachers' schedules and commitments.

Culture Groups:**Agile Schools**

- As improving instructional practice is such a broad topic, we will need to narrow our focus.

Franco Fun

- Creating awareness for staff and students at the school and community level of the benefits of the Immersion program.

Math/English Connections

- Time to meet and give our work a sense of continuity and inertia.
- Analyzing the impact of the assessment tool that has been designed.

Media Connections in the English Classroom

- Building a schedule where these new ideas and projects can be integrated seamlessly without too much interruption to the program of studies.

This is Your Brain on Creativity

- Striving to find an avenue to share our cross curricular strategies with our colleagues.

Progress toward Meeting Outcome 1: Ongoing

Key Strategies for 2019-2020:**Athletics**

- Develop and encourage positive communication and relationships with students by modelling healthy interactions and lifestyles.

CTS

- Vertical team for Visual Arts continues this year. Teachers from K-12 are working together in a series of three professional development sessions to create skill set expectations for each division.

English

- In Professional Learning Department time, teachers will continue to take turns presenting on a key teaching strategy or activity they do in their class.
- English teachers to attend the NCTE in Denver in the 2020-2021 school year, with teachers attending a variety of sessions and an expectation to present to the group on a highlighted session as part of our in-house PLD in the 2021-2022 school year. This would build instructional capacity within the school.

French Immersion

- Encourage teachers to participate in working groups and diploma marking as well as provide opportunities to collaborate with colleagues within and outside school and division.
- Focus on integrating language acquisition strategies into each specific subject area.
- Keeping up to date on the most current research pertaining to French Immersion developments in education.

Global Languages

- To increase student language proficiency by providing comprehensible input versus traditional unit-based instruction.

Mathematics

- One of our goals is to begin the process of decreasing the number of assessments in an effort to deepen student understanding of topics by increasing time in class for investigation and practice.
- With the re-introduction of the written response to the Math 30-1 and 30-2 diploma exams, there is a higher emphasis on participation in field testing.
- Emphasize the use of guiding words and vocabulary in all Math classes.

Science

- Teachers will collaborate in subject areas to expand Agile schools strategies beyond Science 10 which will increase differentiated learning opportunities.
- Collaborative test taking will be the focus in our 30-level courses. We will generate collaborative assessments for each unit and analyze the results.
- Teachers participate in CMASTE (Centre for Mathematics, Science and Technology Education) seminars.

Social Studies

- Continue to offer the scheduled extra help sessions (“Breakout Sessions”) offered at lunch time and after school throughout each semester. These target learner outcomes and skills targeted by teachers as essential to support students in each course and create enhanced competency for the Alberta Education Diploma Exams. Students also access presentations offered by teachers different from their own.
- Seek funding for substitute teachers to allow for more frequent collaboration time within the department.

Culture Groups:**21st Century Classroom Agile Schools**

- Dividing into smaller groups to focus on more specific outcomes. The groups will share back with the larger group on what they worked on and how successful it was.

FrancoFun

- Add other elements to showcase our students and our program within the school.
- Visit other French Immersion sites for ideas to further enhance our program.

Math/English Connections

- Creating and refining ways to assess the effectiveness of the assessment tools we have designed.
- Integrating brain research and data into the process to focus on student learning.
- Using research to find cross curricular connections between the Math and English classrooms.

Media Connections in the English Classroom

- Incorporating interactive media activities that facilitate collaboratively not only within our classroom, but also connecting with classroom globally.
- After viewing Kelly Gallagher literacy presentation, he offered to connect our classrooms with like-minded classrooms.

This is Your Brain on Creativity

- Our next step is to continue our research on creativity and the brain with a focus on memory and retention.

Objective 2: Heighten Student Engagement**Reporting our Progress (2018-2019)****Highlights****First Nations, Métis and Inuit Issues and Culture**

- One of our Professional Learning Culture groups piloted a joint “Blackout Poetry” project involving Grade 10 Social Studies AP mentors and Grade 6 Academic Challenge students from SAM.
- Multi-graded groups were given copies of the Calls to Action from the Truth and Reconciliation Commission. Students “blackened out” pieces of the text, leaving only key select words. The remaining text distilled the essence of the Calls to Action into vivid, highly moving poetry.
- Using the same technique, English AP students created poems from an article about Missing and Murdered Indigenous Women. The resulting poems stimulated deep reflection and conversations about culture and our responsibilities in society.
- English teachers are using more short stories, poems, and other texts that have an First Nations, Métis and Inuit and/or LGBTQ focus.
- Physical Education teachers added diverse activities and games from a variety of cultures, including traditional First Nations, Metis, and Inuit games.
- All Social 10 students participated in the “Blanket Activity” with advance preparation regarding the history and legacy of the Residential School system.

Vertical Classroom

- Math teachers are using the work of Dr. Peter Liljedahl to develop vertical classrooms by having students write on the walls.
- To create more usable “whiteboard” space, laminated paper has been stapled to all

four walls in the Math classrooms. Students stand in groups at their section of “whiteboard” and using dry erase markers, work on problems. This is encouraging greater engagement at all levels of Math and allows the teacher to hear and watch the thinking process of each group.

Experiential Science

- Students from the PK People of Science Club took it upon themselves to contact Dr. Robert Thirsk and invited him to speak to the entire school about his time as an astronaut on the International Space Station. He accepted their invitation, flew in from Ottawa and gave an amazing presentation to a packed gym.
- Science students also participated in Discovery Days at the U of A, Science Olympics, the Halloween Spooktacular and the U of A WISEST program.

The Green Machine

- Three *Tower Garden* hydroponic systems are providing students the opportunity to grow plants ranging from kale to mint to Swiss chard. Sustainable and healthy snacks are gobbled up in Biology, Physics and Social Studies classrooms.
- We have expanded our green spaces to other parts of the school. Areas were identified where students would like to have plants and seating for their time outside of class. With this information, we enlisted the help of CTS students to construct planters and benches. We are thrilled with the results.

Math-English Connections Feedback Tool

- A Professional Learning Culture group comprised of English and math teachers has created Feedback Tools that are helping students better read and understand math problems through improved metacognition.
- When students are not reading questions properly, they can use the new process tool which helps them apply reading skills to the task of reading math questions.
- The process tool, designed similarly to an English-style marking rubric, gives students a step guide as to how to approach a problem and what types of command words to look for. The information also helps students select the best strategy to solve complex Math problems. Strategies maybe algebraic or a tool-based approach such as graphing or using technology.
- A second form has been created which helps math teachers give students highly useful feedback after assessments. The document combines assessment OF learning with assessment FOR learning in a format that is more commonly found in an English classroom. These process/step guides are designed to generate conversation with students about their learning – not just looking at their mark but reflecting on the processes and strategies they are using to answer questions, solve problems, and study.

FrancoFun

- Created an Immersion wall, FrancoFun posters and photo display.

Making Social Studies Real

- Social teachers offered co-curricular activities such as large group presentations by journalist/author Gwynne Dyer, interactive class presentations by cartoonist Fred Curatolo, field trips for films such as the new “They Shall Not Grow Old” WWI movie, and promotion of activities such as “Encounters with Canada” and the Alberta Legislature Page Program.

French Immersion

- Encouraging and developing French language community in the school with activities such as Grade 10 Bienvenue with Poutine food truck, Cinéagine, Réveillon, Grade 12 Bilingual Certificate Celebration and class field trips to Café Bicyclette and La

Creperie.

- Giving the opportunity and preparing students for the DELF B2 Diploma
- Providing opportunities for French Immersion students to tutor and mentor younger students in the division in French Immersion.

Challenges

- Prominence of cellular devices remains a challenge in motivating students to stay engaged.
- Student participation in large group presentations or field trips is continually hampered by the complexity of missing other classes.
- It is sometimes difficult to find texts, which help create cross-curricular connections e.g. finding a novel in English or FLA which discusses topics taught in Social Studies, Science, Math, Fine Arts and CTS courses.
- We are working hard to help students be proud to be in French Immersion.
- Shifting a student's mindset away from a mark focus to a learning/metacognitive focus is challenging.
- It is difficult to assess and quantify the long term retention and benefit of using Sketchnote taking.

Progress toward Meeting Outcome 2: Ongoing

Key Strategies for 2019-2020:

Athletics

- Developing strategies to encourage school-wide participation in health and wellness activities.

CTS

- Musical Theatre Student Retreat to facilitate relationship building, team work and community engagement. Students will then go on to work together on the musical production *Matilda*.
- Increasing student engagement in Work Experience and RAP by preparing them for future careers by using the "Careers: The Next Generation" program.
- Ecological initiatives are being adopted in CTS and Fine Arts labs to engage students in climate change awareness regarding the materials used specifically to our courses.

English

- Continue to expand the role of independent reading in classes and diversifying First Nations, Métis and Inuit & LGBTQ selections for novels (Indian Horse, Marrow Thieves, Annabel), both in characters and in authors.
- Explore the role choice takes in reading.

Mathematics

- Work together as a team (including administrators, counsellors, and math teachers) to counsel students and parents about the math program that best helps individual students reach their learning needs.
- Work with students to develop better habits, and more responsible usage of their personal technologies.

Advanced Placement

- Encourage students to be involved in school and community activities. There are many skills that students learn when "volunteering" that can be transferred to the classroom setting.

Science

- Explore different strategies to advertise and entice our students to attend help sessions.
- Two more science clubs will be available for students interested in environmental stewardship (The Environmental Leadership Club) and in computer technology (The Computing Science Club).
- Continue to advertise programs such as HYRS, WISEST, FEM (Females in Engineering Mentoring) Program, the Verna J. Kirkness Science and Engineering Education Program for Indigenous students and SHAD.

FrancoFun

- Add other elements to continue to showcase our students and our program within the school: Francofun poster, French music on Fridays, French/English quotes.
- Continue to document our activities: photos.

Media Connections in the English Classroom

- Incorporate a variety of visual and audio prompts to engage the students in discussions and provide context for their writing assignments.
- For example, this semester in 10-2, we have looked at viewing TED Talks in the class, and using them as the visual for a written response modelled on the Writing Assignment I from the 30-2 diploma exam.
- Additionally, we explored using the Sora App to provide all students with free access to audiobooks and e-books outside of the classroom environment.

This is Your Brain on Creativity

- Broaden the scope of Sketchnote taking in various subject areas.

French Immersion

- Encourage students to take courses in FI by promoting and showcasing the benefits of the program and bilingualism.
- Ensure French cultural opportunities are offered to students to broaden their FI experience beyond the academic realm of the classroom.

Social Studies

- Promote opportunities such as Encounters or the Page Program but add other equally beneficial programs such as “Forum for Young Canadians.”
- Students throughout the school will take part in “Student Vote Canada” during the federal election.

Global Languages

- Global Languages will continue to expose students to cultural enrichment through events and outside guests, such as Explore Japan, salsa dancing lessons, and restaurant visits.

Objective 3: Implement Diverse Learning Supports**Reporting our Progress (2018-2019)****Highlights****Athletics**

- We focused our efforts on having students engage in health and wellness activities outside of class time – with a large focus on keeping the Fitness Center open and accessible to all.
- Increased accommodation and support for the LGBTQ2S community. Many of these students are currently working out in the Fitness Center after school on Fridays as part of SAGA (GSA club).
- Encouragement and growth of athletics, mainly with larger team roster sizes.

French Immersion

- Offering dash-1 and dash-2 programming in both French Social Studies and FLA at all grade levels.

English

- Many “dash-1” English classes contain a blend of ELL, AP, -1, and -2 students. Teachers have been developing differentiated instruction to accommodate diverse learning needs.

Mathematics

- Students who need additional supports in math continue to enroll in the Math+ Program, which provides a space to learn about various learning strategies, as well as accessing additional math help tailored to their individual learning needs.
- Many more Math Help sessions have been added to the calendar at lunch and after school and students are taking advantage of the increased opportunities to attend.

Onside

- ADLC enrolment increased by about 50 registrations even though ADLC had reduced the number of course offerings for students from the previous year.

Science

- Teachers developed a number of sprints, plus their accompanying diagnostic assessments (Agile Schools – Simon Breakspear) to align with common areas of struggle in the Science 10 curriculum.
- Students were provided with opportunities to use more interactive technologies in their science classes. They were especially fascinated by the division virtual reality headsets.

Media Connections in the English Classroom

- Provided a variety of novel choice that allows the students to choose a text that compliments yet challenges their reading abilities and piques their interest. This allows us to support the diverse nature of the students in our classroom, both in comprehension levels and cultural backgrounds or interests.

This is Your Brain on Creativity

- Sketchnote taking works well as a form of differentiation in the classroom, particularly for reluctant learners and ELL students.

Challenges**Athletics**

- Experiencing difficulty providing accessible opportunities for students who do not traditionally participate in health and wellness initiatives and developing student prioritization of health and wellness in their lives.

CTS

- Lab courses in CTS and Fine Arts continue to struggle with space, storage and teacher capacity due to large class sizes.

English

- Implementing accommodations for extra time into a normal school day. We must balance the restrictions of the day, student needs (anxiety vs positive rigour) with teachers' autonomy.

OnSIDE

- ADLC students earned about 60 less CEU's than the previous year which was partly attributed to ADLC no longer being a year-round school and that students could not register in courses after April 30.

Science

- Students are not always willing to access the help sessions offered by teachers outside of class time.
- Many of the interactive Gyzmos™ on the AB learning website require licenses, or may not always be supported by our current license.
- The lack of French-speaking educational assistants is challenging for our French Immersion teachers.

French Immersion

- Combined dash-2 and dash-1 classes create challenges for differentiation, resources and assessments.
- Currently French Immersion courses are limited to core academic classes; some students who may wish to be in a class with instruction in the French language may opt out of a class if they find it too academically challenging.

Math/English Connections

- Shifting a student's mindset away from a mark focus to a learning/metacognitive focus.

Progress toward Meeting Outcome 3: Ongoing

Key Strategies for 2019-2020:**Athletics**

- Encourage and promote health and wellness opportunities for all students.

CTS

- Implementation of a new App called "THE BAND", in order to communicate, organize and schedule students in the Fine Arts programs.
- Continue to develop a strategy for note taking using the research around "The Doodle Revolution" by Sunni Brown to complete theory (written) work in a new, engaging, effective manner. We have created a professional development presentation that could be presented to staff on how to use this method.

English

- Explore podcasting, Sora audiobooks, flipchat video posting, TedTalks in the English classroom.

Mathematics

- Developing strategies alongside our Student Services Department to deal with kids who are diverse in our math courses whether that be anxiety, home life, etc.

OnSIDE

- To research Aboriginal Studies 10 and 20 and Social Literacy 25-3 and 35-3 courses that may be included in the OnSIDE Program.
- To encourage students to learn loom knitting as a means to decrease stress and test anxiety.

Global Languages

- Emphasize the practice of interleaving and spiralling grammar concepts and vocabulary as students delve into increasingly complex structures and forms.

Science

- Experimenting with Pocket Labs™ for hands-on activities in Science 10 and Chemistry
- Recruiting for and offering peer tutoring.
- Looking at different models to offer large group supports for struggling students.

Math/English Connections

- Building more tools and resources to encourage students to reflect on their learning process in order to further personalize instruction and learning.

Media Connections in the English Classroom

- We are developing a variety of strategies which will incorporate media into our English classrooms. In English 10-2 there are a wide variety of abilities and supports implemented in the class. Students will receive information in non-traditional ways, including Ted Talks and podcasts that they will analyze and respond to. Our goal is to target the numerous students who have access to Read and Write for exams and allow them to practice their auditory comprehension, while simultaneously creating a shared experience in the classroom.

This is Your Brain on Creativity

- Create learning supports based on our research of memory and retention.

French Immersion

- Develop resources for dash-2 level courses such as translation of Social Studies -2 resources and assessments.

- Encouraging students to remain in French Immersion by placing them in the correct course according to prerequisites, interest, and ability level and by offering dash - 2 within dash -1 classes. e.g. A student may switch from FLA 10-1 to FLA 10-2 in the same class section.

Financial Performance 2018-2019

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: \$ **\$709, 266**

The surplus that is in the books for Paul Kane for the 2018-19 school year is not a true reflection of the economic reality, as there were 3.0 FTE teachers that were not included in the workbook. As discussed in great detail with senior administration at the division level, this omission caused a three hundred thousand dollar inflation to the surplus. This coupled with the financial situation due to the provincial budget leaves Paul Kane with zero operating reserves for the upcoming school year.

Financial Planning 2019-2020

Paul Kane remains in a healthy, financially stable environment. We look forward to the continuous improvement of Paul Kane through fiscally responsible process.

RESOURCE AND DISTRIBUTION

PAUL KANE HIGH SCHOOL

REVENUES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
1. Basic Program Allocation	\$ 7,034,675	\$ 6,820,973	\$ 7,036,536
2. Other Revenues			
2.1 Fees	\$ 416,485	\$ 414,485	\$ 314,890
2.2 Cafeteria	\$ 90,000	\$ 90,000	\$ 65,000
2.3 Donations			
2.4 Fundraising	\$ 185,500	\$ 185,500	\$ 129,700
2.5 Other Revenues	\$ 244,950	\$ 246,950	\$ 246,350
3. Surplus / Deficit Allocation (S/D)	\$ 709,266	\$ 300,000	\$ 558,377
TOTAL REVENUES	\$ 8,680,876	\$ 8,057,908	\$ 8,350,853

EXPENDITURES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
1. Certificated Staff	\$ 6,129,229	\$ 5,613,062	\$ 5,574,498
2. Support Staff	\$ 801,977	\$ 819,647	\$ 797,095
3. Services	\$ 603,535	\$ 564,835	\$ 413,700
4. Supplies	\$ 978,264	\$ 973,764	\$ 965,138
5. Furniture, Equipment & Capital	\$ 62,057	\$ 25,000	\$ 125,000
6. Technology	\$ 91,600	\$ 61,600	\$ 165,422
7. Future Emergent Initiatives	\$ 14,214		\$ 310,000
TOTAL EXPENDITURES	\$ 8,680,876	\$ 8,057,908	\$ 8,350,853

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
FTE Enrolment (ECS @ .5)	1,077.00	1,009.00	1,032.00

STAFFING PERCENTAGES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
Certificated Staff FTE	56.43	51.16	51.09
Support Staff FTE	16.79	16.26	15.80
Certificated Staff Percentage	76.4%	75.9%	71.6%
Support Staff Percentage	10.0%	11.1%	10.2%
TOTAL STAFFING PERCENTAGE (with S/D)	86.4%	87.0%	81.8%
TOTAL STAFFING PERCENTAGE (without S/D)	94.8%	90.6%	88.1%

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, extracurricular, and required items e.g. agendas, musical supplies, and mandatory clothing.

Other Revenue includes adult and international student fees.

Appendix 1 – Student Performance and Achievement

Provincial Exam Results - Summary Analysis

At Paul Kane, all teachers teaching a 30-level diploma course receive their individual class results, which they analyze for areas of strength and areas of growth. Each department then collaborates on best teaching practices to enhance student achievement.

The participation rate for all 30-1 classes once again is higher than the provincial rate. Students are encouraged to enroll in the 30-1 route as 70.2% of our graduates transition to post-secondary compared to 59% of the students in the rest of the province.

Our English, Social, FLA, Chemistry and Biology teachers are involved in either diploma marking or item writing for Alberta Education. This professional development opportunity provides teachers with tools to prepare students for the diploma exam. Both English and Social departments continue to scaffold skills: grammar, in class writing assignments (both personal responses and critical responses), throughout the 10, 20 and 30 levels.

For the math diploma, the introduction of the written response has increased the rigour of the exam. Students need to know the definition of “Math Directing Words” such as algebraically, evaluate, justify, verify and illustrate. Teachers will emphasize the use of these words starting at the 10 level and continuing at the 20 and 30 levels.

Our science teachers are currently participating in Agile Schools (Simon Breakspear) as their PLC project. They are using sprints at the 10, 20 and 30 levels to teach graphing, data table analysis, calculations and manipulating formulae as these were the areas requiring improvement on the diploma exams.

We have seen an increase in our ELL student population and all departments are emphasizing reading skills so that students can be successful on the exams.

The following tables provide the school’s results on diploma examinations.

Five Year Trends**English Language Arts 30-1**

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	14.6%	11.5%	18.1	10.7	19.4	11.7	23.2	13.2	17.7	12.3
Acceptable Standard	90.9%	86.5%	93.7	86.8	91.5	86.5	92.9	87.5	91.8	86.8
Participation	76.2%	53.4%	79.9	53.4	75.1	55.0	73.2	56.3	75.0	55.5

English Language Arts 30-2

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	3.3%	11.3%	10.2	12.3	16.1	11.4	12.9	13.1	11.3	12.1
Acceptable Standard	88.3%	88.7%	91.8	89.1	93.5	89.5	93.5	88.0	87.1	87.1
Participation	16.6%	28.7%	14	28.6	17.9	28.8	19.2	27.7	18.4	28.7

Social Studies 30-1

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	16.0%	16.2%	21.7	14.3	13.5	14.8	21.3	17.7	18.2	17.0
Acceptable Standard	90.4%	87.1%	89.2	84.9	83.5	86.0	83.0	86.2	85.5	86.6
Participation	60.3%	43.6%	68.2	45.0	61.7	44.9	65.2	45.0	66.9	44.0

Social Studies 30-2

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	14.0%	12.5%	13.6	13.1	10.9	12.6	10.6	12.2	11.6	12.2
Acceptable Standard	86.0%	81.3%	86.4	81.1	83.2	80.6	81.9	78.8	73.7	77.8
Participation	31.0%	36.7%	24.5	35.8	30.7	36.4	28.8	37.1	26.3	37.7

Mathematics 30-1

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	33.1%	31.7%	23.6	25.9	33.1	30.7	25.3	35.3	31.5	35.1
Acceptable Standard	71.2%	76.2%	70.3	70.7	72.7	73.1	77.3	77.8	73.3	77.8
Participation	43.0%	37.2%	45.9	36.4	42.2	35.5	44.1	36.5	42.8	35.2

Mathematics 30-2

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	14.4%	15.5%	12.3	16.8	12.4	15.9	13.2	16.4	21.0	16.8
Acceptable Standard	83.3%	73.9%	80.2	75.4	81.0	74.7	69.8	74.2	82.4	76.5
Participation	29.2%	22.4%	31.8	23.6	29.2	25.1	29.4	24.9	34.1	25.9

Biology 30

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	30.1%	33.0%	35	32.4	31.9	32.3	30.3	36.6	31.3	35.5
Acceptable Standard	90.4%	85.9%	87.7	85.1	86.0	84.2	83.8	86.6	84.1	83.9
Participation	53.8%	40.7%	60.2	40.6	60.2	41.7	60.1	42.7	56.6	42.2

Chemistry 30

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	32.6%	34.2%	28.7	34.5	37.9	38.6	34.0	38.3	33.7	42.5
Acceptable Standard	81.1%	82.2%	84.1	81.5	84.7	83.1	86.4	83.6	84.6	85.7
Participation	41.2%	35.8%	53.5	35.5	48.0	35.1	46.0	35.8	47.2	35.0

Physics 30

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	31.0%	35.8%	32.9	39.2	30.3	41.8	47.2	43.6	37.1	43.5
Acceptable Standard	77.6%	83.9%	75.9	85.8	79.8	85.7	86.1	86.2	87.1	87.5
Participation	17.3%	19.9%	23.9	19.3	23.4	18.6	21.7	18.6	21.3	17.6

Science 30

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	29.9%	26.7%	38.0	27.6	36.9	28.4	29.9	31.5	34.1	31.2
Acceptable Standard	91.0%	83.9%	93.7	84.4	88.1	84.9	92.5	85.4	87.1	85.7
Participation	25.3%	14.1%	24.8	15.7	26.4	16.9	22.4	17.0	25.3	18.0

French Language Arts 30

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	11.3%	9.9%	10.3	8.7	8.8	9.4	11.3	11.0	10.9	10.1
Acceptable Standard	97.2%	95.5%	96.6	93.8	98.5	94.7	95.2	93.8	94.5	91.5
Participation	23.5%	2.8%	20.1	2.8	20.4	3.0	17.6	2.7	17.5	2.6

Appendix 2 - Survey Results – Summary Analysis

Our school survey results are based on questions and answers from 413 students, 154 parents and 33 staff.

A total of 89% of the students, 93% of the parents and 100% of the staff consider Paul Kane to be a safe and caring school that promotes an environment of diversity and acceptance. The 95% of students, 94% of parents and 97% of staff are highly satisfied with the quality of education and the quality of teachers at Paul Kane High School.

The student survey indicates they would like more opportunities to learn about financial literacy. We do offer a Financial Management course to the students and we are looking at revamping the CALM course to meet this request. The students would also like to see some healthier food choices being offered at the school. We do have a Healthy Interaction group that has been working with the cafeteria staff to introduce healthy, wholesome meals to the menu.

The parents would like to see more opportunities for students to receive extra help in their courses. The teachers at Paul Kane offer extra help sessions at lunch and after school. Schedules for the sessions are posted on our web page, on our in-house televisions, in the daily announcements and the weekly news bulletin. Parents would also like to see students be given more opportunities to engage in volunteer work. Paul Kane's Students' Union, Change for Africa, First Nations, Métis and Inuit and other clubs promote and encourage students to give back to their local and global communities.

We see an increase in satisfaction from the staff from 64% to 76% for time allotted for opportunities for collaboration. This is a result of time commitment to Professional Learning Communities (within the department) and the Professional Learning Culture groups (cross curricular). We have dedicated 90 minutes every month to our culture groups in the first semester and will dedicate 90 minutes to our community groups next semester for collaboration and sharing of thoughts and ideas.

Student Survey Results

(Based on the Accountability Pillar Survey and Our School Survey conducted with Grades 10 and 12)

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	% of students who responded good/very good
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
That the quality of teaching at your school.	91	92	95	92	95
That the overall education received at school.	94	95	97	95	95
That the opportunities to learn about art at school.	83	86	87	79	78
That the opportunities to learn about computers at school.	82	85	85	78	73
That the opportunities to learn about drama at school.	81	83	86	77	79
That the opportunities to learn about health at school.	74	80	76	71	66
That the opportunities to learn about music at school.	81	84	86	77	75
That the opportunities to learn another language at school.	89	92	94	93	92
That the opportunities to participate in physical education at school.	91	95	93	93	92
That the variety of courses available at school.	91	93	93	95	92
That it is clear what I am expected to learn at school.	82	86	84	79	80
That my school work is challenging.	86	86	86	82	86
That my school work is interesting.	69	69	69	64	66
That the core subjects (math, language arts, social studies, science) I am learning at school are useful to me.	83	85	85	84	83
That at school, I am encouraged to get involved in activities that help people in my community.	68	70	74	65	63
That at school, I am encouraged to try my best.	86	88	90	89	89
That at school, most students follow the rules.	63	66	69	61	50

	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
That at school, most students help each other.	74	79	73	75	77
That at school, most students respect each other.	72	74	76	70	66
That I am proud of my school.	80	86	82	77	81
That I would recommend my school to a friend.	85	85	86	86	86
That I am treated fairly by adults at my school.	84	85	84	83	84
I feel safe at school.	87	80	93	89	89
That I feel safe on the way to and from school.	90	91	94	91	91
That my teachers care about me.	81	81	85	78	76
That other students treat me well.	85	87	88	85	87

	School Year				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Student Respondents	781	488	482	453	413

Additional Questions (based on local survey)	% of students who agree
	2018-2019
That they respect and follow school rules.	93
That they follow classroom routines and expectations.	97
That they have chances to be a leader at school.	85
That they work hard to do their best at school.	89
That their teachers make the topics they learn about interesting.	75
That their teachers and school staff show they care about their success.	84
That their teachers and school staff provide a variety of ways for them to learn.	77
That their teachers provide feedback that helps them learn.	85
That their school provides them with opportunities to be creative.	86
That their school experiences have helped them manage money.	29
That their school prepares them for success after high school	72
That they have friends at school.	93
That they like being at school.	68
That their school is a place where they feel like they belong.	77
That at school they feel accepted for who they are.	85
That they feel safe when they are online at school.	93
That they are kind to others at school.	97
That students at school are kind to them.	90
That all students are welcome to participate in school activities (e.g. clubs, teams).	93
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	89
That when they make a mistake, they try again.	87
That they know at least one adult in my school who they could go to for help.	87
That their school has helped them develop resiliency (not giving up).	73
That in their school, they can get the support they need for their mental health.	75
That in their school, they can get the support they need for their physical health.	84
That their school encourages them to be physically active.	78
That their school encourages them to make healthy food choices.	64

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	0	1	12	47	40	87
	2017-18	1	0	5	41	53	94
	2018-19	1	1	4	45	49	94
With the choice of courses and programs available in your school.	2016-17	0	0	12	36	52	88
	2017-18	0	0	5	33	62	95
	2018-19	0	0	3	35	62	97
With the support and resources available to meet the diverse needs of students.	2016-17	5	2	16	45	32	77
	2017-18	5	1	6	46	42	88
	2018-19	11	2	8	44	35	79
That my child is encouraged by his or her teachers to achieve at their personal best.	2016-17	1	3	16	48	32	80
	2017-18	3	1	11	41	44	85
	2018-19	5	3	11	41	40	81
That my child's learning needs are being met.	2016-17	1	1	21	46	31	77
	2017-18	1	2	6	49	42	91
	2018-19	1	1	14	49	35	84
With the extra help available, if my child requires it.	2016-17	14	1	23	31	31	62
	2017-18	16	1	10	37	36	73
	2018-19	17	2	10	42	29	71
That teachers help my child to achieve learner outcomes.	2016-17	5	3	16	46	30	76
	2017-18	8	1	11	41	39	80
	2018-19	10	3	9	44	34	78
That my child is developing the skills and attitudes to become a lifelong learner.	2016-17	5	3	19	49	24	73
	2017-18	3	3	9	44	41	85
	2018-19	3	2	14	45	36	81
That the school helps my child become a good, caring citizen.	2016-17	9	1	7	48	35	83
	2017-18	8	1	5	47	39	86
	2018-19	9	2	5	50	34	84
That the school provides my child with activities that promote volunteerism and community contribution.	2016-17	18	3	12	39	28	67
	2017-18	19	1	6	48	26	74
	2018-19	27	3	6	38	26	64
That my child enjoys going to school.	2016-17	1	6	10	48	35	83
	2017-18	0	2	8	51	39	90
	2018-19	0	3	9	52	36	88
That the school provides students opportunities to assume leadership roles.	2016-17	18	1	7	46	28	74
	2017-18	22	1	4	44	29	73
	2018-19	25	0	5	44	26	70
That my child's progress is reported in an ongoing and timely manner.	2016-17	1	5	11	45	38	83
	2017-18	0	1	8	39	52	91
	2018-19	1	3	10	45	41	86
That the school is safe.	2016-17	2	1	1	58	38	96
	2017-18	3	0	1	48	48	96
	2018-19	4	0	3	52	41	93

Questions Level of Satisfaction	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
That my child's school is a positive, caring, and welcoming place.	2016-17	4	1	8	48	39	87
	2017-18	4	1	5	38	52	90
	2018-19	3	0	4	55	38	93
That expectations for student behaviour are clear and well communicated.	2016-17	6	1	6	55	32	87
	2017-18	3	1	6	42	48	90
	2018-19	7	1	7	46	39	85
That discipline matters are dealt with in a reasonable and timely manner by school staff.	2016-17	45	1	3	36	15	51
	2017-18	46	3	4	24	22	46
	2018-19	45	2	3	32	18	50
With the image of the school in the community.	2016-17	6	0	4	54	36	90
	2017-18	7	0	2	46	45	91
	2018-19	5	0	3	52	40	92
That the information I receive about my child's learning at school tells me if my child is being successful in school.	2016-17	1	2	16	49	32	81
	2017-18	2	2	10	43	43	86
	2018-19	3	2	9	54	32	86
That the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	2016-17	51	3	4	26	16	42
	2017-18	55	3	6	25	11	36
	2018-19	50	2	7	30	11	41
That my input is considered, respected, and valued by my school.	2016-17	17	3	13	41	26	67
	2017-18	18	4	8	39	31	70
	2018-19	23	6	5	44	22	66
That the leadership at my school effectively supports and facilitates teaching and learning.	2016-17	17	3	12	37	31	68
	2017-18	16	3	4	41	36	77
	2018-19	18	2	3	52	25	77
That the School Council plays a meaningful advisory role at my school.	2016-17	61	2	1	25	11	36
	2017-18	58	1	3	25	13	38
	2018-19	62	0	4	25	9	34
That there are opportunities for me to have meaningful input into decisions that affect my child's education.	2016-17	20	1	14	39	26	65
	2017-18	22	2	8	46	22	68
	2018-19	25	4	8	44	19	63
That leadership at division level effectively supports and facilitates teaching and learning.	2016-17	43	3	3	30	21	51
	2017-18	37	3	1	39	20	59
	2018-19	36	1	5	41	17	58
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	37	3	9	32	19	51
	2017-18	34	2	1	39	24	63
	2018-19	35	2	5	37	21	58
With the St. Albert Public School Board's policies and processes.	2016-17	29	2	6	43	20	63
	2017-18	34	1	4	41	20	61
	2018-19	31	1	9	43	16	59
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	32	1	11	38	18	56
	2017-18	35	3	6	37	19	56
	2018-19	38	4	6	35	15	50

	Year	Yes	No
Are finances a barrier to your child's participation in classroom activities.	2016-17	6%	94%
	2017-18	8%	92%
	2018-19	8%	92%
If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	2016-17	62%	38%
	2017-18	67%	33%
	2018-19	63%	37%

	School Year		
	2016-2017	2017-2018	2018-2019
Number of Parent Respondents	142	144	154

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	0	3	32	65	97
	2017-18	5	2	0	25	68	93
	2018-19	3	0	0	33	64	97
With the choice of courses and programs available for students in the school division.	2016-17	0	0	3	21	76	97
	2017-18	7	0	0	25	68	93
	2018-19	0	0	0	45	55	100
With the provision of the support and resources needed to meet the diverse needs of students.	2016-17	3	3	12	47	35	82
	2017-18	4	0	25	39	32	71
	2018-19	6	6	21	49	18	67
With the services offered to students by teachers, counselors, administration, and other staff in my school.	2016-17	3	0	6	32	59	91
	2017-18	2	0	3	52	43	95
	2018-19	3	0	6	42	49	91
With professional learning opportunities that are supported by the division.	2016-17	3	6	9	55	27	82
	2017-18	2	0	19	38	41	79
	2018-19	3	3	6	47	41	88
With the technology support and training that is supported by the division.	2016-17	3	3	24	41	29	70
	2017-18	5	4	14	48	29	77
	2018-19	3	3	9	66	19	85
With the opportunities to learn about First Nations, Metis, and Inuit worldviews, histories and cultures.	2016-17	n/a	n/a	n/a	n/a	n/a	n/a
	2017-18	9	2	2	40	47	87
	2018-19	12	0	3	52	33	85
With the opportunities to collaborate with colleagues.	2016-17	0	15	15	50	20	70
	2017-18	4	5	27	41	23	64
	2018-19	0	9	15	52	24	76
That the professional growth plan process helps me improve my skills.	2016-17	6	0	15	61	18	79
	2017-18	0	5	9	56	30	86
	2018-19	3	0	9	58	30	88
That students are developing the skills and attitudes to become lifelong learners.	2016-17	0	0	9	56	35	91
	2017-18	5	0	9	36	50	86
	2018-19	6	0	6	58	30	88
That the school helps students become good, caring citizens.	2016-17	0	0	3	53	44	97
	2017-18	0	0	0	44	56	100
	2018-19	3	0	0	64	33	97
That discipline is dealt with in a reasonable and timely manner within the school.	2016-17	0	3	18	50	29	79
	2017-18	5	2	11	39	43	82
	2018-19	9	0	12	36	43	79
That the school provides opportunities for students to develop leadership roles.	2016-17	3	0	0	41	56	97
	2017-18	7	0	0	32	61	93
	2018-19	6	0	9	41	44	85
With the opportunities that I have to assume leadership roles.	2016-17	6	9	15	45	25	70
	2017-18	2	7	21	39	30	69
	2018-19	3	9	30	27	31	58

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
That my input is considered, respected, and valued by my school.	2016-17	3	9	15	38	35	73
	2017-18	5	9	4	52	30	82
	2018-19	0	3	21	49	27	76
With the support necessary to be effective and successful in my job.	2016-17	0	3	6	53	38	91
	2017-18	0	0	9	43	48	91
	2018-19	0	3	9	39	49	88
That the expectations of my assignment are clearly defined.	2016-17	3	3	9	35	50	85
	2017-18	2	0	5	36	57	93
	2018-19	0	3	6	36	55	91
That my work or teaching assignment matches my knowledge and skills.	2016-17	0	3	6	32	59	91
	2017-18	0	0	5	18	77	95
	2018-19	0	3	0	24	73	97
That I feel safe in the school.	2016-17	0	0	0	21	79	100
	2017-18	0	0	2	32	66	98
	2018-19	0	0	0	18	82	100
That the school is a positive, caring, and welcoming place.	2016-17	0	0	3	26	71	97
	2017-18	0	0	2	30	68	98
	2018-19	0	0	0	30	70	100
That the facilities are well maintained.	2016-17	0	12	20	50	18	68
	2017-18	0	5	25	45	25	70
	2018-19	0	3	24	61	12	73
That the image of the school in the community is positive.	2016-17	6	0	0	39	55	94
	2017-18	5	0	0	34	61	95
	2018-19	6	0	3	36	55	91
That the leadership at school effectively supports and facilitates teaching and learning.	2016-17	3	6	6	38	47	85
	2017-18	0	2	14	34	50	84
	2018-19	3	0	9	36	52	88
That the leadership at division level effectively supports and facilitates teaching and learning.	2016-17	6	6	9	44	35	79
	2017-18	5	2	9	41	43	84
	2018-19	15	0	6	36	43	79
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	21	6	12	32	29	61
	2017-18	11	0	11	39	39	78
	2018-19	21	0	9	27	43	70
With the St. Albert Public School Board's policies and processes.	2016-17	9	3	9	44	35	79
	2017-18	16	0	5	43	36	79
	2018-19	24	3	3	46	24	70
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	9	9	9	53	20	74
	2017-18	20	2	5	43	30	73
	2018-19	15	6	15	49	15	64

	School Year		
	2016-2017	2017-2018	2018-2019
Number of Staff Respondents	34	44	33

Appendix 3 - Other Indicators of Student Performance

From the Accountability Pillar		2015-16	2016-17	2017-18
Annual dropout rate of students aged 14 to 18	School	1.1	0.4	0.6
	Province	3.0	2.3	2.6
		2015-16	2016-17	2017-18
Diploma Examinations participation rate: percentage of students who take four or more Diploma Exam courses.	School	77.3	71.9	73.7
	Province	54.9	55.7	55.6
		2015-16	2016-17	2017-18
Percentage of Grade 12 students meeting Rutherford Scholarship eligibility criteria.	School	83.0	81.6	79.3
	Province	62.3	63.4	64.8
		2015-16	2016-17	2017-18
High school completion rates: percentage of students who complete high school within 3 years of entering Grade 10.	School	90.0	86.3	86.4
	Province	77.9	78	79.1
		2015-16	2016-17	2017-18
High school to post-secondary transition rate within six years of entering Grade 10.	School	66.5	75.2	70.2
	Province	57.9	58.7	59.0

Students at Paul Kane High School continue to perform well relative to the provincial averages. The academic nature of our students bodes well in Rutherford Scholarship achievement, Diploma Exam participation rates, and Post-Secondary transition rates. We continue to focus on student performance in a healthy, nurturing environment.