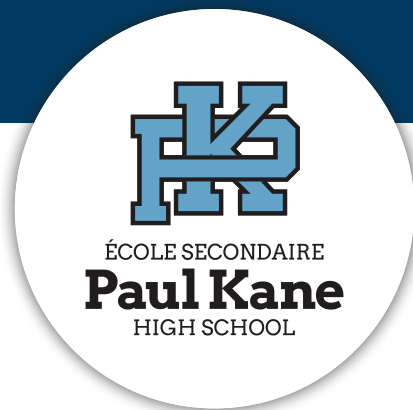


EDUCATION PLAN 2023

École Secondaire Paul Kane High School



St. Albert
PUBLIC SCHOOLS

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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 that “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 High School Profile

2022-2023 as of September 30, 2022			2023-2024 as of September 30, 2023		
Certificated Staff					
Teaching	50.78	FTE	Teaching	FTE	56.24
Administration	4.0	FTE	Administration	FTE	4.0
Counselling/Learning Supports Facilitator	2.86	FTE	Counselling/Learning Supports Facilitator	FTE	3.85
Total	57.64	FTE	Total	FTE	64.09
Support Staff					
Clerical	9.0	FTE	Clerical		9.0
Educational Assistants	8.0	FTE	Educational Assistants		9.0
Library Technicians	0.67	FTE	Library Technicians		0.67
Technical Support	1.428	FTE	Technical Support		1.42
Total	19.09	FTE	Total		20.09
Students					
English	1039		English	1148	
French Immersion	276		French Immersion	256	
Students with Special Needs	116		Students with Special Needs	135	
English Language Learners	20		English Language Learners	30	
Self-Identified First Nations, Métis and Inuit	110		Self-Identified First Nations, Métis and Inuit	115	
Total	1315		Total	1404	

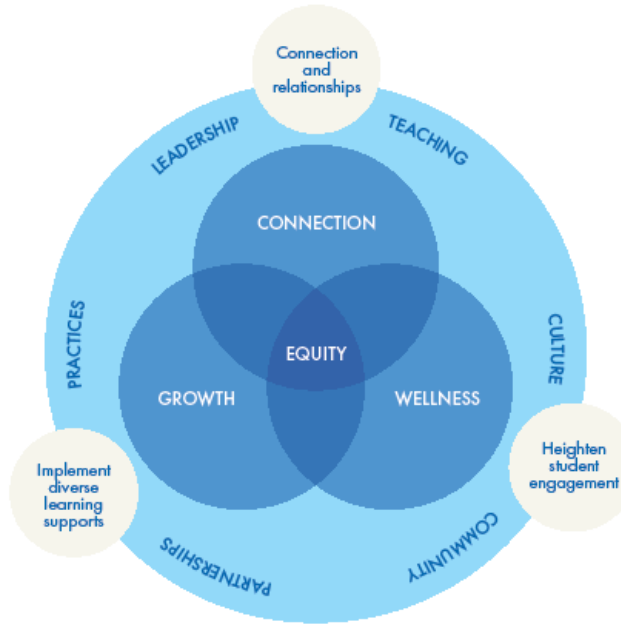
Classroom Configuration	2022-2023	2023-2024
Grade	English	English
Grade 10	362	398
Grade 11	362	391
Grade 12	315	359
Total	1039	1148

Classroom Configuration	2022-2023	2023-2024
Grade	French Immersion	French Immersion
Grade 10	125	78
Grade 11	81	101
Grade 12	70	77
Total	276	256

Division Priorities and Outcomes 2022-2026



Paul Kane Ed Plan



Paul Kane Objectives 2022-2026

- Objective 1: Connection and Relationships
- Objective 2: Heighten Student Engagement
- Objective 3: Implement Diverse Learning Supports

School objectives are based on the themes of connection, growth and wellness.

School Objectives 2022-2026

Objective 1: Connection and Relationships

Key Strategies for 2022-2026:

- Using technology to share relevant information and highlight activities and achievements in the school: live stream, Instagram, Google classroom, flip grid.
- Spending time with students outside of the classroom to have genuine conversations.

- Ensure students know that we do care about their academic achievements and spend time one on one to give feedback and help with missing assignments etc. and provide expectations to help students achieve.
- Fostering community within our French Immersion program to ensure all students feel supported, seen, and included.
- Diversify clubs to broaden access to as many students as possible.
- Mental health minutes for school.
- Addition of Learning Support Facilitator with a focus on integration of Indigenous practices with our community.

Objective 2: Heighten Student Engagement

Key Strategies for 2022-2026:

- Fill in the learning gaps across the core courses - while ensuring students are prepared for exams/diplomas.
- Continue to connect the curriculum to the real world and ensure that students understand the value of the curriculum.
- Utilize our support staff to help students in various ways outside of the traditional classroom.
- Enrich teaching strategies to ensure curriculum is delivered in a meaningful manner.
- Use a variety of assessments that encourage and engage students.
- School wide focus on examining and improving assessment practices including a review of formative and summative opportunities for assessment.
- Encouraging the students to use the support blocks to get extra help, review for exams, or simply to finish missing/late assignments.
- Implementation of weekly one hour “Blues Block” with student support opportunities including academic support, physical and CTS activities.
- Research and implementation of opportunities and courses for students to explore career pathways. E.g. Esthetics
- Paul Kane Intramural Activities to promote daily physical activity.

Objective 3: Implement Diverse Learning Supports

Key Strategies for 2022-2026:

- Ensuring that they have opportunities to engage in academic and extra-curricular activities to develop their skills.
- Recognize classrooms as places of learning; providing students with strategies and skills to mitigate the pressures that come from interrupted learning.
- Ensure that staff/students feel valued, honoured, and engaged in relationships.
- Offer a wide variety of school clubs and groups for both students and staff to connect in meaningful and enjoyable ways.
- Create opportunities for students to access support by building a school climate with a focus on comprehensive mental wellness.
- Continue the tradition of school wide spirit with activities such as sports involvement and theme days.
- Opening of our Student Success Centre, which provides individualized student support from educational assistants and learning support facilitators.
- Increased English Language Learning opportunities for students where English is a second language.

School Reflection 2022-2023

PK—a place filled with the hustle and bustle of learning and growth. The educational activities are like a vibrant mosaic, each piece contributing to the overall picture of student development. With a focus on Academics, Arts and Athletics. This year we actually feel like we have some normalcy after Covid and having to move an entire school in 10 days.

From the traditional classrooms to the extracurricular madness, PK has it all. The teachers, the unsung heroes, are the architects of knowledge, shaping young minds with their knowledge and wisdom. The diversity of subjects ensures that students get a taste of everything, helping them discover their passions and strengths. Clubs and sports teams are like the heartbeat of the school, pulsating with energy and enthusiasm. Whether it's the science club unraveling the mysteries of the universe or the Musical Theatre bringing stories to life, there's something for everyone.

At PK we are so Much More Than Core. The school fosters a sense of community and belonging. Friendships forged in the hallways and alliances built during group projects are the social glue that binds the PK family together.

Reflecting on the educational activities at Paul Kane High School is like savoring a rich, complex dish at Taste of Kane. Each ingredient plays a crucial role in creating a nourishing environment for students to thrive. Here's to the teachers who light the way, the activities that spark passion, and the shared experiences that make Paul Kane more than just a school—it's a journey and a continuation of the Tradition of Excellence.

Financial Performance 2022-2023

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$ 594,210

2022-2023 Carry Forward Amount: \$ 182,784

Key elements contributing to this surplus include:

Financial Planning 2023- 2024

RESOURCE AND DISTRIBUTION			
PAUL KANE HIGH SCHOOL			
	2023-2024	2023-2024	2022-2023
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 9,836,193	\$ 9,741,523	\$ 9,027,712
2. Other Revenues			
2.1 Fees	\$ 202,495	\$ 683,483	\$ 683,483
2.2 Donations			
2.3 Fundraising	\$ 185,500	\$ 185,500	\$ 185,500
2.4 Other Revenues	\$ 335,850	\$ 335,850	\$ 335,850
3. Surplus / Deficit Allocation (S/D)	\$ 182,784	\$ 157,652	\$ 516,159
TOTAL REVENUES	\$ 10,742,822	\$ 11,104,008	\$ 10,748,704
	2023-2024	2023-2024	2022-2023
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 7,359,105	\$ 7,492,460	\$ 6,853,207
2. Support Staff	\$ 826,332	\$ 777,069	\$ 742,392
3. Services	\$ 303,958	\$ 864,028	\$ 974,728
4. Supplies	\$ 1,120,794	\$ 1,044,860	\$ 1,105,284
5. Furniture, Equipment & Capital	\$ 280,000	\$ 80,000	\$ 400,000
6. Technology	\$ 145,000	\$ 120,000	\$ 204,600
7. Future Emergent Initiatives	\$ 707,633	\$ 725,591	\$ 468,493
TOTAL EXPENDITURES	\$ 10,742,822	\$ 11,104,008	\$ 10,748,704
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2023-2024	2023-2024	2022-2023
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	1,406.00	1,400.00	1,315.00
	2023-2024	2023-2024	2022-2023
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	64.10	65.31	60.64
Support Staff FTE	15.64	14.71	14.71
Certificated Staff Percentage	73.5%	75.7%	71.8%
Support Staff Percentage	8.2%	7.8%	7.8%
TOTAL STAFFING PERCENTAGE (with S/D)	81.7%	83.5%	79.6%
TOTAL STAFFING PERCENTAGE (without S/D)	83.2%	84.9%	84.1%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			
Students in their 4th year are 0.50 FTE. Students in their 5th year or more are 0.25 FTE.			

Appendix I –Performance Indicators**Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 10, 11 and 12)

	% 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
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
That the quality of teaching at their school.	95	93	94	91	90
That the overall education received at school.	95	96	92	93	94
That the variety of courses available at school	92	93	91	90	92
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	89	90	84	81	80
That their teachers care about them.	76	80	78	74	71
That their school is a place where they feel like they belong.	77	77	79	69	72
My school is a safe place for all students.	NA	NA	NA	NA	Almost Always 21% Frequently 39% Sometimes 27% Once in a While 8% Almost Never 5%
In the last year, I have witnessed or experienced racism at school	NA	NA	NA	Always 10% Usually 10% Sometimes 27% Rarely 29% Never 24%	Almost Always 14% Frequently 14% Sometimes 20% Once in a While 17% Almost Never 35%
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender diversities religions).	89	89	88	81	Almost Always 33% Frequently 36% Sometimes 19% Once in a While 7% Almost Never 5%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	NA	Almost Always 9% Frequently 12% Sometimes 25% Once in a While 19% Almost Never 35%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	NA	Almost Always 19% Frequently 14% Sometimes 22% Once in a While 15% Almost Never 30%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	NA	Almost Always 11% Frequently 20% Sometimes 29% Once in a While 22% Almost Never 18%

Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that their child is receiving.	94	92	92	92	90
With the choice of courses and programs available in their school.	97	94	90	93	96
With the support and resources available to meet the diverse needs of students.	79	75	76	76	73
That the school helps their child become a good, caring citizen.	84	77	72	77	80
That the school is safe.	93	93	93	87	90
That their child's school is a positive, caring, and welcoming place.	93	86	88	80	90
That their input is considered, respected, and valued by their school.	66	71	66	70	67

Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that students are receiving in their school.	97	94	94	96	98
With the provision of the support and resources needed to meet the diverse needs of students.	67	82	82	79	75
That the school helps students become good, caring citizens.	97	96	90	91	95
That their input is considered, respected, and valued by my school.	76	80	72	77	65
That they feel safe in the school.	100	96	92	98	98
That the school is a positive, caring, and welcoming place.	100	96	96	96	95