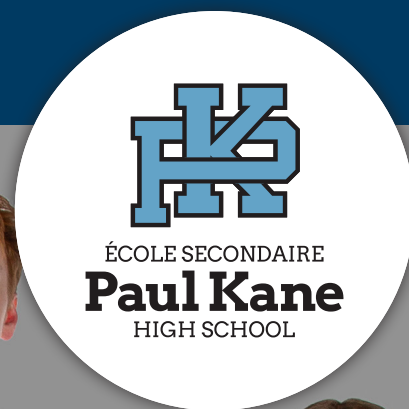


EDUCATION PLAN 2024

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

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
Certificated Staff					
Teaching	56.24	FTE	Teaching	61.27	FTE
Administration	4.0	FTE	Administration	4.0	FTE
Counselling/Learning Supports Facilitator	3.85	FTE	Counselling/Learning Supports Facilitator	4.14	FTE
Total	64.09	FTE	Total	69.41	FTE
Support Staff					
Clerical	9.0	FTE	Clerical	9.0	FTE
Educational Assistants	9.0	FTE	Educational Assistants	10.0	FTE
Library Technicians	0.67	FTE	Library Technicians	0.67	FTE
Technical Support	1.42	FTE	Technical Support	1.42	FTE
Total	20.09	FTE	Total	21.09	FTE
Students					
English	1148		English	1273	
French Immersion	256		French Immersion	264	
Students with Special Needs	135		Students with Special Needs	226	
English as an Additional Language (EAL)	30		English as an Additional Language (EAL)	58	
Self-Identified First Nations, Métis and Inuit	115		Self-Identified First Nations, Métis and Inuit	168	
Students identified with Severe Disabilities	18		Students identified with Severe Disabilities	24	
Students identified with Mild/Moderate Disabilities	82		Students identified with Mild/Moderate Disabilities	60	
Total	1404		Total	1537	

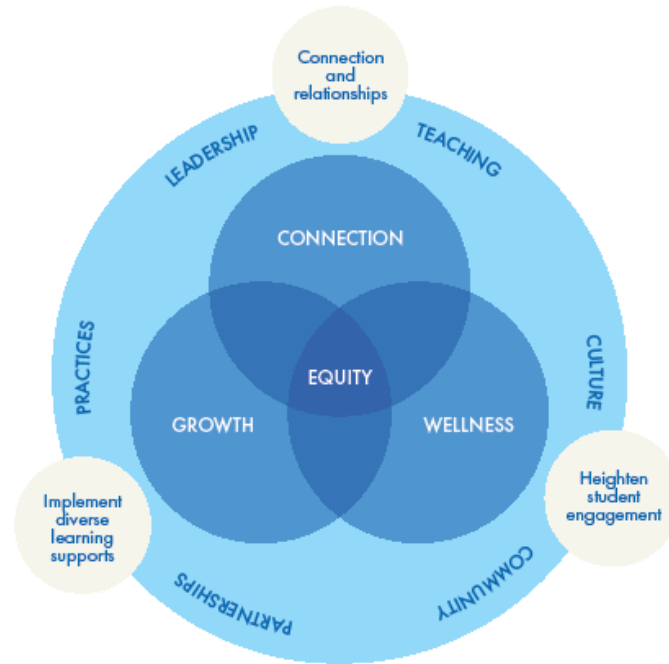
Classroom Configuration	2023-2024	2024-2025
Grade	English	English
Grade 10	398	475
Grade 11	391	407
Grade 12	359	428
Total	1148	1310

Classroom Configuration	2023-2024	2024-2025
Grade	French Immersion	French Immersion
Grade 10	78	113
Grade 11	101	57
Grade 12	77	94
Total	256	264

Classroom Configuration	2023-2024	2024-2025
Advanced Placement Program (AP)	441	538
Learning Supports Program	N/A	N/A
English as an Additional Language (EAL)	30	58
Self Identified First Nation, Métis and Inuit	115	168
International Student (Visiting)	1	1
Registered Apprenticeship Program (RAP)	9	10
Work Experience Program	90	52
Students Identified with Special Needs	135	136
Students identified with Severe Disabilities	18	24
Students identified with Mild/Moderate Disabilities	82	60
Total	150	220

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, Hudl, Ditto.
- 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.
- Counselors send out monthly communication with students, staff and families around mental health - Counselors' Corner in the monthly newsletter.
- Continued work with our Learning Support Facilitators with a focus on inclusion and integration of Indigenous practices with our community. We have seen a positive result with our satisfaction with our stakeholders.
- Working to develop the Paul Kane High School Use of Personal Devices Policy aligned with division policy.
- Admin team working to ensure all staff feel their opinions and feedback are valued and considered - for example asking for feedback on school/student events, forming planning committees, etc.
- Reaching out and connecting to neighboring community schools - Haunted House, Musical Theatre, French Immersion science labs, etc.
- Mentorship program.

Objective 2: Heighten Student Engagement

Key Strategies for 2022-2026:

- Ensuring all teachers assessment policies are in line with division policy.
- Fill in the learning gaps across the core courses - while ensuring students are prepared for exams/diplomas.
- Establishing a student focus group to work on developing the Paul Kane High School Use of Personal Devices Policy aligned with division policy.
- 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. Use of breakout rooms, Learning Commons and Success Centre.
- Enrich teaching strategies to ensure curriculum is delivered in a meaningful manner.
- Use a variety of assessments that encourage and engage students. Ensure that triangulation is occurring in all classrooms.
- Encouraging the students to use the support blocks to get extra help, review for exams, or simply to finish missing/late assignments.
- 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. Dual credits, Sports Academy, Electrical, Art Portfolio, etc.

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.
- Paul Kane recovery from interrupted learning has been positive. Our focus has shifted to moving forward on teaching and assessments.

- Ensure that staff/students feel valued, honored, 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.
- Our Student Success Centre has been a great addition not only for reluctant learners but also a welcoming space for students needing support.
- Increased English Language Learning opportunities for students where English is an additional language.
- Working with our off campus facilitator to develop and offer various off campus course options via Google Classroom.

School Reflection 2023-2024

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.

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.

How is the school using/reflecting on evidence to inform school outcomes and/or strategies?

Paul Kane High School has leveraged a variety of evidence sources to inform school outcomes and strategies. Here's an overview of how PK uses these sources to guide our practices:

1. **Demographic Profile:** The demographic profile helps PK understand the student population's diversity, socioeconomic status, language backgrounds, and special needs. With this data, PK tailors programs to support diverse groups, offer targeted resources, and ensure an inclusive environment. The demographic has definitely changed at PK, 25% of our students are on IPP's and the population has grown by 40% in 5 years.
2. **Survey Data:** Schools often collect survey data from students, parents, and staff to gauge satisfaction, school culture, safety, and engagement levels. Analyzing this data enables PK to address specific concerns (e.g., belonging, school climate) and reinforce areas where satisfaction is high. For example, our surveys indicate a need to focus on student belonging, as a result PK has developed extracurricular programs and student-led initiative (PKSU).
3. **Diploma Data:** Diploma scores provide insights into academic achievement trends over time, identifying subjects or grades where students may be excelling or needing additional support. Paul Kane High School has used these results to refine assessment practices, provide interventions for struggling students, and allocate resources to boost performance in areas like our student success center. It is important to note that our participation rates and the number of students taking Diploma courses is significantly higher than the province.
4. **Attendance Data:** Attendance patterns are closely monitored because they are often correlated with student engagement and academic success. We would argue that attendance issues are a major contributor to success and the problem is not new when students enter high school. At PK we have initiated attendance improvement

strategies, such as mentorship programs, counseling services, or family outreach to understand and address the underlying causes.

5. Local School-Gathered Data: Besides external data, PK collects its own data, such as assignment completion rates, classroom assessments, and behavior records. This local data helps provide a more nuanced view of day-to-day progress and can be used to evaluate the effectiveness of instructional strategies and interventions.

By regularly reflecting on these evidence sources, PK has developed, adjusted, and monitored targeted strategies to improve educational outcomes and ensure they are meeting the needs of their students. This reflective, data-aware approach enables continuous improvement aligned with the school's goals and student success priorities.

Financial Performance 2023-2024

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: \$367,583

Key elements contributing to this surplus include:

At PK we are very full already and this provides us with an economy of scale. Further, as it is a new build we have not had to replace many items, this could be a concern in 2-3 years as things start to break down.

Financial Planning 2024- 2025

RESOURCE AND DISTRIBUTION			
PAUL KANE HIGH SCHOOL			
	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 10,657,048	\$ 10,448,937	\$ 9,836,193
2. Other Revenues			
2.1 Fees	\$ 194,710	\$ 202,495	\$ 202,495
2.2 Donations			
2.3 Fundraising	\$ 185,500	\$ 185,500	\$ 185,500
2.4 Other Revenues	\$ 343,635	\$ 335,850	\$ 335,850
3. Surplus / Deficit Allocation (S/D)	\$ 367,583	\$ 367,583	\$ 182,784
TOTAL REVENUES	\$ 11,748,476	\$ 11,540,365	\$ 10,742,822
	2024-2025	2024-2025	2023-2024
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 8,087,308	\$ 8,110,724	\$ 7,359,105
2. Support Staff	\$ 949,810	\$ 901,462	\$ 826,332
3. Services	\$ 337,658	\$ 306,958	\$ 303,958
4. Supplies	\$ 1,169,905	\$ 1,122,795	\$ 1,120,794
5. Furniture, Equipment & Capital	\$ 410,000	\$ 252,740	\$ 280,000
6. Technology	\$ 130,000	\$ 145,000	\$ 145,000
7. Future Emergent Initiatives	\$ 663,795	\$ 700,686	\$ 707,633
TOTAL EXPENDITURES	\$ 11,748,476	\$ 11,540,365	\$ 10,742,822
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2024-2025	2024-2025	2023-2024
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	1,537.00	1,517.00	1,406.00
	2024-2025	2024-2025	2023-2024
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	69.40	70.01	64.10
Support Staff FTE	17.36	16.50	15.64
Certificated Staff Percentage	73.4%	75.0%	73.5%
Support Staff Percentage	8.6%	8.3%	8.2%
TOTAL STAFFING PERCENTAGE (with S/D)	82.0%	83.3%	81.7%
TOTAL STAFFING PERCENTAGE (without S/D)	84.8%	86.2%	83.2%
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

	St. Albert School Public Schools					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	84.4	n/a	n/a	78.7	78.3	83.4
Standard of Excellence %	24.2	n/a	n/a	19	14.2	20.9

	St. Albert Public Schools				
	2019	2020	2021	2022	2023
	%	%	%	%	%
3 Year Completion	89.7	88.4	88.8	87.8	89.7
5 Year Completion	92.7	94.4	93.9	92.8	93.7

Provincial Examinations and Measures - Division Results High School

	St. Albert School Public Schools					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	81.7	n/a	n/a	75.5	76.6	84
Standard of Excellence %	20.5	n/a	n/a	14.5	13.1	21.1

	St. Albert Public Schools				
	2019	2020	2021	2022	2023
	%	%	%	%	%
3 Year Completion	86.3	82.0	85.4	84.8	84.1
5 Year Completion	86.3	90.5	90.8	88.9	90.6

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
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
That the quality of teaching at their school.	93	94	91	90	92
That the overall education received at school.	96	92	93	94	95
That the variety of courses available at school	93	91	90	93	93
	% 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.	90	84	81	80	87

That their teachers care about them.	80	78	74	71	75
That their school is a place where they feel like they belong.	77	79	69	72	73
My school is a safe place for all students.	NA	NA	NA	Almost Always 21% Frequently 39% Sometimes 27% Once in a While 8% Almost Never 5%	Almost Always 25% Frequently 36% Sometimes 24% Once in a While 7% Almost Never 8%
In the last year, I have witnessed or experienced racism at school	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%	Almost Always 19% Frequently 16% Sometimes 19% Once in a While 20% Almost Never 26%
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender diversities religions).	89	88	81	Almost Always 33% Frequently 36% Sometimes 19% Once in a While 7% Almost Never 5%	Almost Always 29% Frequently 34% Sometimes 18% Once in a While 10% Almost Never 9%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	Almost Always 9% Frequently 12% Sometimes 25% Once in a While 19% Almost Never 35%	Almost Always 14% Frequently 11% Sometimes 25% Once in a While 18% Almost Never 32%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	Almost Always 19% Frequently 14% Sometimes 22% Once in a While 15% Almost Never 30%	Almost Always 21% Frequently 15% Sometimes 20% Once in a While 14% Almost Never 30%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	Almost Always 11% Frequently 20% Sometimes 29% Once in a While 22% Almost Never 18%	Almost Always 15% Frequently 27% Sometimes 25% Once in a While 19% Almost Never 14%

Division Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7's)

	% 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
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
That the quality of teaching at their school.	96	91	92	94	95
That the overall education received at school.	92	92	92	96	93
That the variety of courses available at school	93	90	90	92	93
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed (Frequency Scale)	% of students who agreed (Frequency Scale)
They feel safe at school.	87	81	81	89.7	90.1
That their teachers care about them.	79	75	71	86.6	85.5
That their school is a place where they feel like they belong.	76.2	78.9	73	71.9	77
My school is a safe place for all students.	New Indicator			87.4	87
In the last year, I have witnessed or experienced racism at school	New Indicator		46.2	46.7	53.6
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender, diversities, religions).	88.7	86.7	82.5	87.7	84.3
At school, I am learning about gender diversity and sexual orientation.	New Indicator			47	54.3
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator			53.4	56.1
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator			64.7	72.1

Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	92	92	92	90	92

With the choice of courses and programs available in their school.	94	90	93	96	94
With the support and resources available to meet the diverse needs of students.	75	76	76	73	79
That the school helps their child become a good, caring citizen.	77	72	77	80	83
That the school is safe.	93	93	87	90	94
That their child's school is a positive, caring, and welcoming place.	86	88	80	90	92
That their input is considered, respected, and valued by their school.	71	66	70	67	71
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	69	69
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	71	72
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	67	64
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	75	81

Division Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	93.1	92.7	92.0	90.8	88
With the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
With the support and resources available to meet the diverse needs of students.	80.5	82.0	78.8	74.8	73.2
That the school helps their child become a good, caring citizen.	89.6	87.6	86.4	87.4	84.9
That the school is safe.	93.3	92.3	91	91.1	89
That their child's school is a positive, caring, and welcoming place.	91.6	92.1	90.5	90.2	88.3
That their input is considered, respected, and valued by their school.	79.5	80.4	84.2	76.4	73.2
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	80.1	79
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	78.3	78.2
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	64.1	65.5
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	79.9	79.2

Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

With the quality of education that students are receiving in their school.	94	94	96	98	93
With the provision of the support and resources needed to meet the diverse needs of students.	82	82	79	75	83
That the school helps students become good, caring citizens.	96	90	91	95	88
That their input is considered, respected, and valued by my school.	80	72	77	65	53
That they feel safe in the school.	96	92	98	98	97
That the school is a positive, caring, and welcoming place.	96	96	96	95	88
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	87	88
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	93	91
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	77	76
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	93	97

Division Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95.3	94.8	98.0	97.5	92.4
With the provision of the support and resources needed to meet the diverse needs of students.	95.4	93.0	98.5	93.8	91.4
That the school helps students become good, caring citizens.	94.1	93.9	82	71.8	66.8
That their input is considered, respected, and valued by my school.	88.1	85.1	85.4	81.6	75.2
That they feel safe in the school.	96.4	93.5	96.4	96.3	91.8
That the school is a positive, caring, and welcoming place.	95.6	94.4	94.2	95.6	89.1
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.2	82.9	86.9	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91.8	90.3