

EDUCATION PLAN 2024

Lorne Akins Junior High School



St. Albert
PUBLIC SCHOOLS

Lorne Akins Junior High School Education Plan 2022-2026

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Lorne Akins Junior High School Mission, Vision and Beliefs

SCHOOL MISSION STATEMENT

Lorne Akins Junior High School is committed to excellence in public education, which fosters the joy of lifelong learning.

SCHOOL VISION STATEMENT

Learning is our core business. We understand learning as a partnership where students and staff grow through continuous learning. Our school is committed to the pursuit of excellence in education through:

SCHOOL BELIEF STATEMENTS

- Providing a safe, caring, supportive, and compassionate learning environment;
- Prioritizing equity in order to reduce educational barriers;
- Encouraging the development of creative and critical thinking skills;
- Meeting the learning needs of all students with the direct assistance and support of our parents and our community;
- Emphasizing the growth and development of students and staff in a vibrant, dynamic learning environment; and,

Lorne Akins Junior High Profile

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
Certificated Staff					
Teaching	23.67	FTE	Teaching	22.58	FTE
Administration	2.0	FTE	Administration	2.0	FTE
Counselling/Learning Supports Facilitator	0.83	FTE	Counselling/Learning Supports Facilitator	0.91	FTE
Total	26.5	FTE	Total	25.49	FTE
Support Staff					
Clerical	3.0	FTE	Clerical	3.0	FTE
Educational Assistants	5.0	FTE	Educational Assistants	6.0	FTE
Library Technicians	0	FTE	Library Technicians	0.20	FTE
Technical Support	0	FTE	Technical Support	0.0	FTE
Total	8.0	FTE	Total	9.20	FTE
Students					
English	566		English	557	
Students with Special Needs	65		Students with Special Needs	62	
Students with Special Needs (including Code 80, Gifted)	65		Students with Special Needs (including Code 80, Gifted)	62	
English as an Additional Language (EAL)	29		English as an Additional Language (EAL)	39	
Self-Identified First Nations, Métis and Inuit	85		Self-Identified First Nations, Métis and Inuit	86	
Students identified with Severe Disabilities	10		Students identified with Severe Disabilities	15	
Students identified with Mild/Moderate Disabilities	55		Students identified with Mild/Moderate Disabilities	47	
Total	566		Total	557	

Classroom Configuration	2023-2024	Classroom Configuration	2024-2025
Grade	English	Grade	English
Grade 7	194	Grade 7	183
Grade 8	162	Grade 8	200
Grade 9	210	Grade 9	174
Total	566	Total	557

Lorne Akins Junior High School Profile-

Lorne Akins Junior High School serves as a learning hub for 557 students in Grades 7 to 9, with the majority transitioning from our primary feeder schools: Kinosayo, Leo Nickerson, Sir Alexander Mackenzie, E.S. Gish, and Lois E. Hole. Additionally, we welcome students from across St. Albert who participate in the division's new Soccer Academy. We are proud to be a host site for junior high students in this innovative program. Our school team includes 27 dedicated teachers and 9 support staff members, all committed to delivering the English Alberta Education Program of Studies curriculum with excellence. We take pride in our strong academic record, a testament to the quality of our instruction, the dedication of our students, and the invaluable support of our families. At Lorne Akins, we are fortunate to offer a diverse array of elective options and an extensive range of extracurricular activities, providing enriching experiences that support the varied interests and talents of our students.

The Lorne Akins School Council functions as an engaged and supportive advisory body. Under the leadership of Chair Susan Komlenic, the council embodies a diverse representation of parents, staff, and community members dedicated to addressing key educational issues. Together, they actively participate in discussions around school initiatives, events, and developments, fostering a collaborative approach to the ongoing growth and success of Lorne Akins School.

Connections are vital to the success of our students, and we are dedicated to fostering a sense of belonging, confidence, and resilience. Our Teacher Advisory (TA) system, where students remain with the same group for all three years at Lorne Akins, plays a key role in achieving these goals. Within these groups, we build community, encourage connections, and work together on school-wide initiatives. By providing a variety of activities during students' downtime, we strive to create inclusive spaces where every student feels valued and a sense of belonging.

At Lorne Akins, we are committed to fostering inclusive and supportive environments throughout the school, including in classrooms, hallways, and the staff room. We focus on helping students grow both academically and socially-emotionally. Students have access to targeted Literacy and Numeracy interventions, drawing on the expertise within our staff. Additional support services include our school counselor, Gator Learning Support (GLS), Gator Catch-up, and Educational Assistants who assist students in literacy and numeracy.

We also continue to collaborate with division office partners to deepen our understanding of and commitment to truth and reconciliation. This ongoing work has led to the creation of the Walking Together group, inviting students to participate in this meaningful initiative. Furthermore, we prioritize mental wellness for staff, students, and families, with the support of Health Recovery Facilitators and Mental Health Therapists. By creating safe spaces and connecting students, families, and staff with supportive resources, we ensure that everyone at Lorne Akins feels valued and respected.

Division Priorities and Outcomes 2022-2026



Lorne Akins Ed Plan



Lorne Akins Junior High School Objectives 2022-2026

- Objective 1: **Connection** - Culture Building - “Everyone is Welcome.”
To cultivate a sense of belonging amongst students, staff and families. Continuing to develop a more thorough understanding of what students and staff identify as supporting their feeling of belonging and security in the school.
- Objective 2: **Wellness** - Social-Emotional Learning - “Skills that Matter”
To provide social-emotional learning opportunities for students, with an emphasis on self-awareness, relationship skills, social awareness and responsible decision making.
- Objective 3: **Growth** - Student-Centered Approach - “Engaging and Empowering Students”

Active Learning sparks student involvement, and our dedication persists in equipping teachers with strategies that prioritize and foster students' autonomy in their learning journey. Moving away from a pedagogy centered on compliance, our goal is to cultivate an inclusive learning community.

Objective 1: Connection - Culture Building

Our staff is working collaboratively to create a school environment where students, staff and families feel welcome and supported. We are also working to further equip students with an understanding of the vital role they play in creating a space where everyone can experience security and belonging.

Key Strategies for 2022-2026:

A positive school culture is built and maintained when there is a shared commitment and collaboration amongst all members of the school community. Clear communication, a shared vision for student growth and a desire for an environment that both nurtures and motivates growth are some of the key characteristics that underlie a positive culture. To foster connection we will:

- Utilize feedback from the Student, Parent and Staff surveys to identify key areas for success and growth; obtaining more detailed input where necessary.
- Create opportunities to allow students and teachers to give feedback in more detail on what challenges and motivates them at school.
- Continue to ensure our expectations are clearly communicated with students.
- Offer a variety of school clubs, and be responsive to new ideas for connection.
- Build school culture with school wide events such as; concerts, art shows, celebrations and other special opportunities.
- Continue with our “Gator Day Out” events where we celebrate our students with large-scale field trips twice a year.
- Support staff initiatives to participate in community service opportunities, such as tree planting and No Stone Left Alone.
- Ensure our front office is a warm and welcoming place for school visitors and students.
- Cultivate staff activities for both enjoyment and professional collaboration throughout the year.
- Maintain and continue to work at creating welcoming, well cared-for spaces within the school for staff and students.
- Celebrate big and small successes through events like awards night as well as a variety of opportunities for individual recognition throughout the year.
- Communicate key events and information through a variety of modes and media including Facebook, Twitter, Instagram, School Messenger, our weekly Gator Gazette newsletter, our community sign and our website.

We will know we have made an impact in our focus area of Connection when:

- Student attendance has increased.
- There is strong participation in school activities.
- Staff are collaborating and sharing teaching successes.
- Families all have equitable access to information about events and activities happening at the school.
- Students can find places to socialize and join activities with peers during their lunch break.

- Data from student, parent and staff feedback collected from division and provincial surveys shows growth and/or positive results are maintained.
- Student survey results reflect that they feel like they belong and feel safe at school.

Objective 2: Wellness - Social Emotional Learning

To provide social-emotional learning opportunities for students, with an emphasis on self-awareness, relationship skills, social awareness and responsible decision-making.

Key Strategies for 2022-2026:

These areas are key to supporting students in developing identity, and understanding how to make space for those around them to do the same. Building an understanding of both the strengths and barriers that they, and those around them face during this unique and challenging phase in adolescence, is a challenging and rewarding opportunity. To provide invitations for student growth in these distinct, yet overlapping areas we will:

- Continue delivering PEERS presentations to Grade 7 classes in the fall, focusing on building and maintaining safe, caring relationships. These presentations will also cover phone and social media etiquette and safety, with content updated based on current trends observed at school. Having both our school counsellor and LSF involved in the presentations ensures that students are familiar with trusted adults they can turn to for support at Lorne Akins.
- Welcome our Student Resource officer, Cst Rachel Glendenning into our building. She will present and discuss topics with students such as, the legal and practical application of consent, social media usage, as well as substance use concerns for our age group. In addition, she will connect with students over the year through both informal and formal visits to the school.
- Foster environments within our clubs where peers with shared interests can connect, supported by staff who can build relationships, offer social skill guidance, and provide mentorship in a safe, nurturing setting.
- Utilize TA programming led by our school counsellor, Michelle Sutton, to offer activities and information in manageable segments, focusing on emotional regulation, stress management, and developing independence in handling personal tasks.
- Continue to build and support our Lorne Akins SOGI group.
- Actively participate in supporting Truth and Reconciliation work, guided by our Walking Together leadership team.
- Prioritize further developing our Walking Together Student group utilizing opportunities offered through the division to support new staff members to our Walking Together team.
- Invite the SAIF Society to present the “Healthy Relationships for Teens” program for all grades as part of our Wellness programming.
- Individually respond to family, and student needs by continuing to collaborate with and provide referrals to access support from our division resources such as Health Recovery Facilitators, Mental Health and Addictions Counsellors, our Family School Liaison, and our division ILT team.

We will know we have made progress in our focus area of Social-Emotional Learning when:

- Students are demonstrating a recognition of when to seek out individual mental health support for themselves or to seek adult help for a peer who is struggling.

- Students are speaking up for others when they witness words or actions that are harmful.
- Students can identify an adult in the building to whom they can reach out to when they need support.
- Students can communicate the differences between healthy and unhealthy relationships and recognize actions that do not reflect respect.
- Preferred pronouns are respected amongst students in the school.
- Our student survey reflects further progress with students feeling accepted for who they are and with feeling safe in our school building.
- Students are participating in our SOGI and Walking Together student groups and inviting peers to join them.
- Students continue to be openly supportive of other students accessing mental health, addiction and academic support at school.

Objective 3: Growth - Student-Centered Approach

Leading and working with teachers collaboratively to increase student engagement, and provide effective feedback by improving our assessment practices is at the heart of our student-centered approach.

Key Strategies for 2022-2026:

Our student-centered approach to teaching involves many facets of the teaching and learning process. We encourage students to become enthusiastically engaged in the content and we want them to learn the skills that will equip them for personal success. Engaging learning routines are used to scaffold and support student learning not only in that particular subject area but also across a variety of contexts. Assessment practices should reflect the student-centered approach as well. For the 2024-2025 school year we will be exploring different ways of representing student learning in an effort to capture a fuller picture of our student's understanding.

In order to develop assessment practices that further enhance our student-centered approach to teaching and learning we will:

- Utilize strength-based communication to students and families, to build relationships and communicate a growth mindset and communicate student progress with students and families in a meaningful, ongoing way.
- Work with Catherine Coyne and her curricular services team to help us broaden the scope of our assessment practices.
- Actively reflect on our current grading systems to see what they say about our beliefs
- Examine different ways of representing student learning within existing tools such as a gradebook.

Continue to support our Active Learning development and student-centered approach by:

- Utilizing universal supports that encourage and support students.
- Curating opportunities for critical thinking, problem-solving and student autonomy.
- Continuing to place a strong emphasis on welcoming, inclusive learning spaces and recognizing individual learning needs within our classrooms.
- Supporting teachers in creating dynamic learning environments by sending Social Studies, Language Arts, and Science representatives to Kyle Webb's "Building Thinking

Classroom” series. Led by Curricular Services, this training, highly effective for Math teachers last year, aims to enhance student engagement.

- Collaboratively planning with colleagues to support students with individualized learning plans and individualized program plans under the direction of our school counsellor.
- Responding to teachers as they communicate areas that require a prioritized focus within the school.
- Encouraging teachers to share and collaborate new teaching practices in a planned, purposeful way with administration and fellow teachers utilizing school professional development days and staff meetings.

We will know we have made progress towards our objective when:

- Teachers are planning collaboratively and problem solving together.
- New ideas are comfortably shared during our staff meeting and PD time.
- Students are spending less time overall at their desks working independently during class time.
- Students show increased comfort with trying new things and working with various students during class time.
- More hands-on materials are being used and requested.
- Behaviour issues decrease overall within class time.
- Students with a range of strengths and challenges are able to participate and progress.
- Teachers are accessing support from our school counsellor as needed, in addition to communicating with families.
- Assessment practices start to shift to adapt to accommodate for this approach, including making use of anecdotal records and notes.
- Data from student surveys indicate that teachers are providing a variety of ways for students to learn.
- Data from parent surveys indicate that student’s learning needs are being met.
- Teachers are engaged in professional development related to student-centered instruction.
- Positive stories from students, families and teachers are indicating increased student engagement and more enthusiasm for school.

School Reflection 2023-2024

When you enter Lorne Akins Junior High School, you'll see that our dedicated educators prioritize student-centered approaches that foster critical thinking and creativity in the classroom. We are committed to providing students with opportunities to meet new people, explore new interests, and build essential social and academic skills.

To foster connections, we intentionally started the year with events aimed at strengthening the relationships between students, families, and the school community. Throughout the year, we organized various activities and clubs, providing students with ample opportunities to connect with peers and explore shared interests.

Since the start of the year, we have been developing our Active Learning focus with two key groups in our school. First, our math teachers participated together in all "Building Thinking Classrooms" sessions. Secondly, they shared insights with the rest of the staff through collaborative PD. The whiteboard spaces added in classrooms last year continue to be in regular, productive use.

During the 2023-2024 academic year, the demand for mental health support among students remained significant. Our division's comprehensive mental health resources were extensively utilized, proving essential for many students and their families. Access to support and guidance from our psychologists, Health Recovery Facilitators, and Student Services team provided timely and impactful assistance. Within the school, our Counselor, Michelle Sutton, continued to deliver direct support to students while serving as a crucial liaison, facilitating communication among students, families, and the referral process to ensure appropriate services were accessible. Additionally, we allocated some time for a male LSF, further expanding our support for students.

While last year continued to be challenging in the area of mental health, we were also able to focus heavily on academic needs in our school in a variety of ways. In addition to the incredible work our teachers do with our students daily, our school counsellor is a consistent support to both students and teachers as we work to meet student learning needs. There is an incredible amount of supportive teamwork and collaboration throughout the year. There is some time allocated for instructional support for our teacher with specialized training in Leveled Literacy Intervention and English as an Additional Language learning support.

Transitioning students from several feeder schools into grade 7 is a vital part of supporting our students' academic success by working to understand their needs in order to prepare for them before they arrive. Prior to this transition planning we are working with the High Schools from early winter until Spring to ensure our Grade 9 students are prepared to enroll in programming that will best meet their needs and goals. Collaboration with our teachers and with our individual students takes place before they submit their course choices for the next year. Last year, this was followed by individual meetings at our school with the Paul Kane team to do a final review of course choices. This process was highly beneficial to our students, who reported much lower levels of anxiety about Grade 10 after these face to face meetings.

Our school has consistently maintained a strong athletic program, and as a school we emphasize the significance of physical activity. Last winter, we began planning for the St. Albert School Division Soccer academy that began this fall for the 24-25 school year. We are fortunate

to have the lead instruction provided by Jeff Paulus. We are proud to be partnering with Jeff and to be able to offer this opportunity at Lorne Akins. With some creative planning between schools, we were also able to welcome some Jr. High students E.S.Gish to participate in the soccer program this year.

A number of Fine Arts and other creative and active opportunities are available and in great demand among students. Students can both engage with activities they enjoy and explore new opportunities they may not otherwise experience. We take pride in providing students with the chance to engage in various areas.

One of our primary challenges last year was student attendance. We observed a higher-than-expected rate of absences, which significantly affected students' learning progress and overall well-being. We are actively collaborating with our counselor to connect with families and explore ways we can offer support. By reaching out, we aim to better understand any challenges they may be facing and identify resources or assistance we can provide to help improve student engagement and attendance. We will be watching over time to see if improved attendance positively impacts our overall academic achievement. It is one piece of the overall picture that we will be using to measure progress over the next few years.

Analyzing our PAT results revealed a couple of areas that require a closer look, particularly within our math scores. There were individual and group challenges faced by our Grade 9's last year, in addition to lower than average attendance amongst the group. During and immediately following the pandemic, we worked to carefully balance mental health needs with academic expectations. We believe we are now in a position to increase our emphasis on academic achievement, while still supporting personal wellness. Our goal is to create an environment that both challenges and supports students in achieving their full potential.

Over the next three years, we will refine our assessment practices to better support and track student growth comprehensively. We are exploring diverse methods for representing student learning, enhancing our communication with families, and identifying targeted ways to support students in mastering concepts they have yet to learn. By taking a more holistic and responsive approach to assessment, we aim to foster an environment that both recognizes and addresses individual learning needs.

We hold our students to high expectations when it comes to treating one another with respect, and we take responsibility for providing ongoing education and guidance to support this. Last year, we invited local anti-racist speaker Toni Harrison to speak to our students during Black History Month about Canada's Black Civil Rights Movement. In addition, we welcomed our resource officer, Cst. M.J. Burroughs, to present to all students on important topics such as drug use and personal consent, particularly in relation to social media. Respect, recognition, and empathy for others are our top priorities. We are committed to responding to the Calls to Action from the Truth and Reconciliation Commission, while emphasizing the importance of equity across all our spaces.

As a school, we will continue our commitment to student-centered learning, and cultivating an environment where every student can thrive academically, creatively, and personally.

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

As a school, there are many ways that we collect and use formal and informal evidence and data to both reflect and plan for the future. In our commitment to supporting academic growth as a school, we conducted a thorough review of provincial achievement data and survey feedback. This process allowed us to pinpoint specific areas that require our focused attention, ensuring that our strategies align with both student needs and our academic goals. Teachers were organized into subject-specific teams and given dedicated time to analyze the provincial achievement exams, allowing them to identify key areas requiring focused attention. This process was then followed up by working to develop targeted strategies and recommendations at the school level. This process is also a valuable tool to guide decision making around the allocation of available resources, as we can more accurately determine priorities.

The Division Survey serves as a valuable tool, providing insights from students, staff, and families. It acts as a starting point for gathering more in-depth information. For instance, students are consulted in smaller groups to gain a clearer understanding of how they interpret specific questions and what additional perspectives they wish to convey. This deeper examination of survey results enhances our understanding of their viewpoints and helps us integrate these insights into outcome planning, teaching, and assessment strategies. Moreover, it reinforces to our students that their voices are valued, underscoring our commitment to fostering a safe and motivating learning environment.

Similarly, our staff survey highlights areas where we can work collaboratively to allocate resources and support effectively, enabling staff to positively influence student success. The wellbeing of our staff is vital to achieving our shared goals, and both survey data and daily interactions with staff are thoughtfully considered in our decision-making processes. In the same way, both anecdotal feedback from our families and formal data, is continuously considered and reflected upon, allowing us to continue to work together for all of our students.

As attendance remains a global challenge, we're committed to understanding our school's unique dynamics and working collaboratively with students and families to foster greater attendance. Our approach focuses on building strong partnerships with parents to uncover and address the root causes of individual attendance issues. We recognize that attendance data often doesn't fully capture the time and resources invested in supporting students, nor the complex circumstances some may face. Our school counselor attended the division attendance committee and a professional development session through ERLC to deepen our understanding of the complexity that is attendance. At the same time, we're using data on a broader scale to measure and encourage school-wide improvements in attendance.

Our school counselor, Learning Support Facilitator (LSF), staff and Student Services, closely examines attendance trends and patterns in a variety of ways. This is to ensure we are able to provide a responsive and collaborative support system for students and their families. At the start of the school year, we proactively reached out to families of students with lower attendance rates, highlighting how frequent absences can impact both academic and personal growth. As a school, we offered support to help address attendance challenges, and many families welcomed this assistance. Each month, we gather and analyze data on absences to identify

trends, then engage families in conversations about attendance. When needed, we also partner with community organizations or division resources, like the health recovery facilitator, to further support families in overcoming attendance challenges.

We are committed to fostering an inclusive and respectful environment by actively addressing and raising awareness of microaggressions that can occur in a junior high school setting. These subtle actions or remarks can have a significant impact on students' sense of belonging and well-being. By bringing attention to microaggressions, we aim to create a culture where everyone feels safe and valued. Through open discussions, educational resources, and staff training, we work to help our staff deepen their knowledge. We strive to deepen students' understanding of the impact of their words and actions, fostering empathy and mutual respect within our school community. Both Jennifer Suriano and Michelle Sutton are members of the division's HEARD committee. Together they bring back the information to staff and plan activities for students to extend this work to the entire school community.

This is just a snapshot of the ways we work to understand our educational environment. Most importantly, we are responsive to feedback from our stakeholders throughout the year and work to learn from all of our interactions in order to support success for all students.

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: \$55,858

Key elements contributing to this surplus include: The surplus this year was below the maximum surplus allowed to carry over. Adjustments were made throughout the year to ensure we were able to utilize our funding as efficiently as possible.

Financial Planning 2024-2025

RESOURCE AND DISTRIBUTION			
LORNE AKINS SCHOOL			
	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 3,541,840	\$ 3,461,616	\$ 3,577,602
2. Other Revenues			
2.1 Fees	\$ 243,333	\$ 249,593	\$ 249,593
2.2 Donations			
2.3 Fundraising	\$ 1,000	\$ 1,000	\$ 1,000
2.4 Other Revenues	\$ 38,141	\$ 33,875	\$ 33,875
3. Surplus / Deficit Allocation (S/D)	\$ 55,858	\$ 102,901	\$ 59,510
TOTAL REVENUES	\$ 3,880,172	\$ 3,848,985	\$ 3,921,580
	2024-2025	2024-2025	2023-2024
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 2,982,869	\$ 2,996,354	\$ 3,069,585
2. Support Staff	\$ 321,969	\$ 312,444	\$ 291,981
3. Services	\$ 156,578	\$ 156,244	\$ 166,398
4. Supplies	\$ 253,463	\$ 244,943	\$ 250,943
5. Furniture, Equipment & Capital	\$ 35,000	\$ 20,000	\$ 40,000
6. Technology	\$ 29,000	\$ 25,000	\$ 35,000
7. Future Emergent Initiatives	\$ 101,293	\$ 94,000	\$ 67,673
TOTAL EXPENDITURES	\$ 3,880,172	\$ 3,848,985	\$ 3,921,580
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2024-2025	2024-2025	2023-2024
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	557.00	550.00	564.00
	2024-2025	2024-2025	2023-2024
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	25.49	25.59	26.57
Support Staff FTE	5.04	5.43	5.43
Certificated Staff Percentage	82.9%	84.1%	84.4%
Support Staff Percentage	8.9%	8.8%	8.0%
TOTAL STAFFING PERCENTAGE (with S/D)	91.9%	92.8%	92.4%
TOTAL STAFFING PERCENTAGE (without S/D)	93.3%	95.6%	94.0%
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.			

Appendix I –Performance Indicators

Student Performance and Achievement

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

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	84.7	n/a	n/a	79.3	75.8	73.0
Standard of Excellence %	23.7	n/a	n/a	22.3	15.9	12.5

Division Performance and Achievement

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	80.7	n/a	n/a	72.0	73.1	75.2
Standard of Excellence %	25.5	n/a	n/a	20.6	17.2	17.1

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7, 8 and 9)

	% 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.	91	92	95	97	92
That the overall education received at school.	95	93	94	98	94
That the variety of courses available at school	92	71	91	97	89
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	
They feel safe at school.	79	84	77	85	83
That their teachers care about them.	74	79	80	79	77
That their school is a place where they feel like they belong.	69	73	65	80	75
My school is a safe place for all students.	NA	NA	NA	Almost Always 32% Frequently 42% Sometimes 18%	Almost Always 25% Frequently 37% Sometimes 23% Once in a While 10% Almost Never 5%

				Once in a While 5% Almost Never 3%	
In the last year, I have witnessed or experienced racism at school	NA	NA	Always 7% Usually 14% Sometimes 31% Rarely 22% Never 24%	Almost Always 18% Frequently 18% Sometimes 21% Once in a While 18% Almost Never 25%	Almost Always 22% Frequently 17% Sometimes 20% Once in a While 16% Almost Never 25%
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender diversities, religions).	87	85	87	Almost Always 32% Frequently 32% Sometimes 19% Once in a While 9% Almost Never 8%	Almost Always 36% Frequently 27% Sometimes 21% Once in a While 6% Almost Never 10%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	Almost Always 14% Frequently 20% Sometimes 31% Once in a While 20% Almost Never 15%	Almost Always 14% Frequently 23% Sometimes 27% Once in a While 18% Almost Never 18%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	Almost Always 24% Frequently 18% Sometimes 21% Once in a While 16% Almost Never 21%	Almost Always 24% Frequently 15% Sometimes 19% Once in a While 17% Almost Never 25%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	Almost Always 24% Frequently 33% Sometimes 23% Once in a While 13% Almost Never 7%	Almost Always 20% Frequently 30% Sometimes 28% Once in a While 13% Almost Never 9%

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.	86	91	90	94	89
That the overall education received at school.	92	92	92	96	93
That the variety of courses available at school	88	79	90	93	91
	% 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.	73	82	77	86.3	83.4
That their teachers care about them.	73	79	76	85.8	82.5
That their school is a place where they feel like they belong.	65.6	71.8	73.1	70.5	73.8
My school is a safe place for all students.	New Indicator			90.8	81.5
In the last year, I have witnessed or experienced racism at school			44.5	52.7	57
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender, diversities, religions).	85.5	84.1	86.31	85.3	82.7
At school, I am learning about gender diversity and sexual orientation.	New Indicator			69.1	68.2
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator			58	56
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator			85	83.4

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.	95	93	85	95	95
With the choice of courses and programs available in their school.	96	89	94	91	94

With the support and resources available to meet the diverse needs of students.	79	83	72	76	78
That the school helps their child become a good, caring citizen.	85	89	79	78	80
That the school is safe.	95	95	91	90	89
That their child's school is a positive, caring, and welcoming place.	93	96	90	91	87
That their input is considered, respected, and valued by their school.	75	85	70	72	72
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	73	69
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	73	64
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	77	75

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
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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	100	100	100	97	96
With the provision of the support and resources needed to meet the diverse needs of students.	85	94	100	88	39
That the school helps students become good, caring citizens.	100	100	93	94	96
That their input is considered, respected, and valued by my school.	90	94	100	94	87
That they feel safe in the school.	100	100	100	94	96
That the school is a positive, caring, and welcoming place.	100	100	100	100	100
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	100	87
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	97	86
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	100	87
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	100	91

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