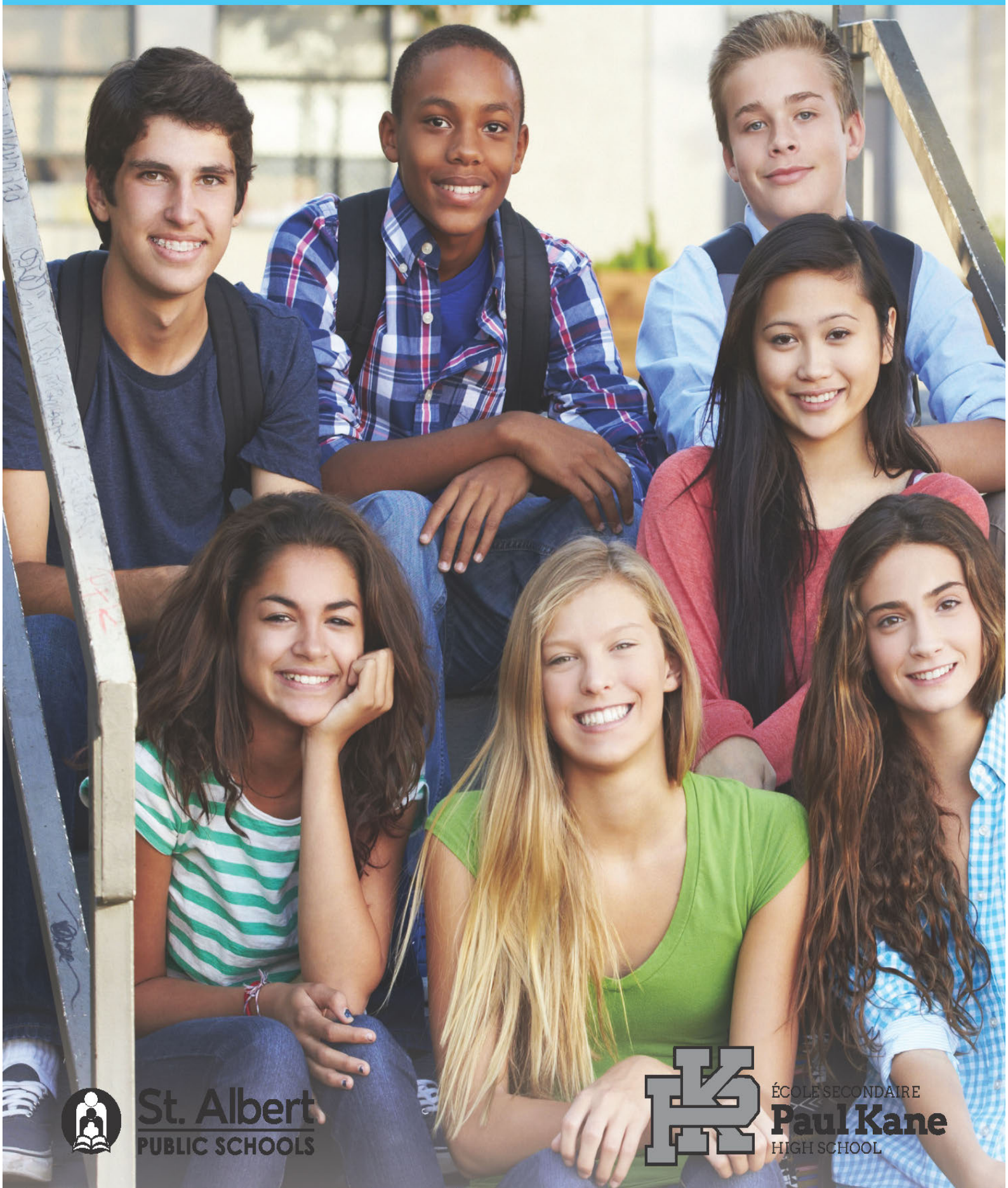


EDUCATION PLAN 2018

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 life-long 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 School Act and the School 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, <i>we believe that...</i></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. ● 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

	2017-2018 as of September 30, 2017		2018-2019 as of September 30, 2018	
Certificated Staff			Certificated Staff	
Teaching	45.86	FTE	46.746	FTE
Administration	3.000	FTE	3.000	FTE
Counselling	1.8	FTE	2.2	FTE
Total	50.66	FTE	51.95	FTE
Support Staff				
Support Staff			Support Staff	
Clerical	7.657	FTE	8.89	FTE
Teacher Aides	4.0	FTE	4.75	FTE
Library Technicians	1.314	FTE	1.428	FTE
Technical Support	1.429	FTE	2.714	FTE
Total	14.4	FTE	17.78	FTE
Students				
Students			Students	
English	1037		1029	
French Immersion	285		264	
Special Needs	(74)		(79)	
Total	1322		1293	

Classroom Configuration	2017-2018		2018-2019	
Grade	English		English	
Grade 10	360		285	
Grade 11	317		378	
Grade 12	360		366	
Total	1037		1029	

Classroom Configuration	2017-2018		2018-2019	
Grade	French Immersion		French Immersion	
Grade 10	112		99	
Grade 11	83		93	
Grade 12	90		72	
Total	285		264	

Paul Kane High School Profile

Issues and Trends

ISSUES

Learner Diversity

Paul Kane has 112 students with Individualized Program Plans (IPP) and Individualized Learning Plans (ILPs). In addition, 34 students are categorized as English Language Learners and 31 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 four years away. It is important that we continue to nurture and develop the ‘old’ Paul Kane for the last four years of its physical life. 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 regulatory reporting and funding modifications necessitated a recalibration of resources. Budget line items and specific category reporting has created additional administrative challenges. In some cases, however, savings have been passed on to families, which is advantageous to our Paul Kane community at large.

TRENDS and PRIORITIES

Truth and Reconciliation

Our school, the district, 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 270 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.

District Priorities and Outcomes

District Priority Areas

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

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

District Outcomes 2018-2021

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

School Objectives 2018-2019

- 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 (2017-2018)

Highlights

- The new video wall installed in the main gym brought fun and excitement to assemblies, pep rallies, meetings and classes. Sports teams and Physical Education classes used the video wall to demonstrate complex skills and learn sports plays.
- Increased resources were devoted to Completion Coaches. This meant more at-risk students benefited from having a dedicated adult providing them with personalized, holistic support. Struggling students were identified early in each semester and invited to take part in the program. This program was well received by students and continues in 2018-2019.
- Career and Technology Studies (CTS) teachers found great benefit from the Visual Arts Vertical team created last year. K-12 teachers worked together in three professional development sessions to create skillset expectations for each division.
- Agile Schools training had a significant positive impact on our Physics 30 Diploma exam results. Teachers focused on a series of small, specific actions to improve student learning. This project is expanding to the entire Science Department in 2018/19.
- Teachers who had the opportunity to mark Diploma exams indicated the experience provided valuable professional development. Various departments replicated the Diploma exam standards setting process as they collaborated to develop rubrics and set marking standards for essay writing in Grade 10 and 11 classes.
- English teachers collaborated on scaffolding the teaching of writing and grammar through the three grade levels.
- French Immersion teachers participated in various learning opportunities provided by the Canadian Association of French Immersion Professionals (ACPI).
- Great strides were made in training and the use of technology. The technology included new Chromebooks, and training in Google Suite, Google Classroom, Kahoot, The Band and Quizlet.

Challenges

- The original gymnasium video wall was defective and complex, making it difficult to use. The screen has been replaced and is now fully operational.
- French Immersion teachers worked very hard to ensure students understood content while mastering the language pertinent to the specific subject area.
- Meaningful collaboration is difficult for teachers who are the only ones in their subject area e.g. Spanish, Japanese, Chinese, Art and CTS teachers.
- An increased number of students are overburdened with extra-curricular activities, work, sports, etc. This creates a situation where teachers struggle to balance using class time to teach versus using class time to practice things that were traditionally assigned as homework.
- Due to the diversity of teachers' schedules, it is difficult to incorporate time to collaborate or meet for test data/standard settings and teaching assessment material revision.

Progress toward Meeting Outcome 1: Ongoing

Key Strategies for 2018-2019:

- By providing release time, we will encourage teachers to participate in working groups and Diploma marking. More teachers will participate in field-testing; particularly in courses where the Diploma exam is changing e.g. written response has been reintroduced into Math 30-1 and 30-2.
- French Immersion classes will focus on strategies for integrating language acquisition into each specific subject area.
- Global language teachers continue to collaborate with teachers from other schools. They are also bringing together students and native speakers so students can practice what they are learning in authentic situations. These encounters include cultural activities such as dance lessons and visits to restaurants.
- We scheduled a five (5) credit English Language Learners (ELL or ESL) class for our growing population of English Language Learners. Students pursue ESL 1 – 5 along with getting help with their other schoolwork.
- In conjunction with our Health and Wellness initiatives, we are working to make Physical Education accessible to all students. This includes offering a wide range of activity courses and ensuring students feel comfortable in the change room of their choice (boys, girls or the specially keyed washroom).
- Math teachers are adjusting long-range plans in order to incorporate more practice into class time in order to decrease the amount of homework. We are hoping that students will more easily balance school assignments with their extra-curricular activities.
- We are expanding the Agile Schools pedagogy to all Science teachers by sharing expertise and by attending the Simon Breakspear sessions. Science teachers will develop a repertoire of intentional teaching strategies based on “sprints” and on actionable initiatives. This includes developing a series of standard tutorials.
- By developing Social Studies ‘Break-Out’ sessions which target specific learner outcomes and skills we hope to increase the student confidence. Sessions will be offered during lunch at key points in the semester to students in Grades 10 - 12. Initiated in September, these sessions are already extremely well attended.
- We have invited authors and guest speakers to talk to English students about the writing process and to Social Studies students about political cartooning.

Objective 2: Heighten Student Engagement**Reporting our Progress (2017-2018)****Highlights**

- The Paul Kane community is involved in wonderful activities which are fun, empowering and help students develop team building and a social conscience.
- Paul Kane has a diverse array of clubs and 22 sports teams competing in the Edmonton Metro Athletic Association.
- Social Awareness clubs such as Service Club, Interact and SAGA are involved in the Food Drive, Sock and Mitt Drive, Jean Drive, Day of Happiness, Day of Pink, Water Fight for Charity and many others.
- Slam Poetry is a fantastic literary club that empowers young people to believe that what they have to say is important and that their voices and words make a difference. Alumni from our school district host a Slam Poetry event once per month from September to April at a local coffeehouse. An English 10-2 student won the St. Albert Teen Poetry Slam Championship in 2017-18.
- Students Union is an open club with no elections or positions other than volunteer hosts for each event. Student led events included: Welcome and Wander, Student

Welcome BBQ, Football Tailgate, Pumpkin Pie Eating Contest, Halloween activities and costume contest, Jersey Day, a myriad of activities at Christmas, PK Unplugged, Christmas Pancake Breakfast for students and alumni, Valentine's Day Hearts on the Wall, Shamrock Shakes, Decades Days, May Dayz, BYOBanana, Whew!

- In the fall of 2017, students in Musical Theatre, Technical Theatre and Set Construction classes went on a weekend retreat together to develop skills in relationship-building, teamwork and community engagement. They then started work on the production of Les Miserables.
- Work Experience and RAP students explored the program called "Careers: The Next Generation."
- French language activities included the Grade 10 FI Bienvenue, Cinéagine, and Le Réveillon. Students are very motivated to earn their Paul Kane Bilingual Certificate and attend the celebrations.
- Twenty-six (26) French Immersion students earned their DELF B2 Diplomas and 53 students earned a Bilingual Certificate.
- Honours Breakfast, Colour Night and Awards Night formally recognized student achievements in academics, arts, athletics, technologies and service.
- There was an increase in the opportunities for students to be involved in Science including: a Paleontology course, Science Olympics, Halloween Spooktacular, People of Science Club and 3D Printing Club.
- Science students were treated to a variety of field trips, e.g. Dr. Roberta Bondar presentation, Telus World of Science Popnology and Amazon Adventure, Drumheller and the Royal Tyrell Museum, University of Alberta Physics Labs.
- Field trips in Social Studies included a visit to the Borealis Gallery to experience Canadian History exhibits, several guest speakers including Charlene Bearhead, Marie Renaud and Fred Curatolo as well as the Holocaust Symposium and the film 'Dunkirk'.
- All Grade 10 students participated in the 'Blanket Activity', which included preparation beforehand about Residential Schools, imperialism and colonialism.

Challenges

- Accommodating a growing student population within our facilities has become more challenging over time.
- The current fee structure does not allow for spontaneous off-site learning opportunities as they arise. There are also logistical difficulties of taking students out of classes for field experiences.
- Student participation and engagement in French language and cultural experiences often proves difficult because students do not want to miss other classes in order to attend.
- Attracting and maintaining student enrollment in language classes can be difficult when students need to meet graduation or post-secondary admission requirements.
- Incorporating a variety of interactive and constructivist activities into Math courses is difficult when the curricular demands for each course limit the time available to make these activities meaningful for students.

Progress toward Meeting Outcome 2: Ongoing

Key Strategies for 2018-2019:

- Continuing work from previous years, we will provide students with the same or better access to classroom experiences, field trips and extracurricular clubs, activities and teams.

- Investigate ways for students to take ownership of their health and wellness within both a Physical Education and Mental Health context.
- English teachers will consciously select literature and texts that are currently relevant to students.
- Increase the number of students who are prepared to write language proficiency exams including: the International Chinese Language Exam, Japanese Language Proficiency Test, Diplôme d'études en langue française, and Diploma of Spanish as a Foreign Language.
- Work as a Math/Counselling/Administration team to guide students and parents to choose the Math stream that best helps individual students achieve their learning goals.
- Choose specific activities that maximize the impact on student learning in the amount of time available to deliver curriculum.
- Encourage scientific curiosity and engagement by creating a bulletin board with Science in the News, Careers in Science and Famous Scientists while promoting diversity in the scientific community especially tied to the First Nations, Metis and Inuit and LGBTQ groups.

Objective 3: Implement Diverse Learning Supports

Reporting our Progress (2017-2018)

Highlights

- One of our Learning Culture teams researched the idea of “Your Brain on Creativity”. They very successfully implemented a strategy for note-taking using “The Doodle Revolution” by Sunni Brown. Using a set of 13 basic shapes students drew their notes instead of writing them in words. Classes as diverse as English 30, Cosmetology and Art used the technique. The method is particularly effective for visual/tactile learners and ELL students. Research shows a 30% increase in retention because more parts of the brain fire with pictures than with words. Grade 12 English students used the method to draw entire scenes from Hamlet. Students looked for things in the scene that could be drawn rather than concentrating on words they did not understand. The idea is to simplify the text, which ironically allows for a deeper understanding rather than giving up because there are so many unfamiliar words.
- We were able to offer dash one and dash two programming in both French Social Studies and French Language Arts (FLA) at all grade levels.
- Math+ continues to be a popular choice when students select their option classes. Students learn about various learning strategies (metacognition) as well as access additional Math help tailored to their individual learning needs.
- We implemented the use of a new app called “THE BAND”, in order to communicate with, organize and schedule over 100 students in the Fine Arts programs.

Challenges

- The growth of Summer School Physical Education has impacted student wellness/fitness as many students are reluctant to register in Physical Education and related activity courses during the regular school year.
- Lab courses in CTS and Fine Arts continue to struggle with space, storage and teacher capacity due to large class sizes.
- It is difficult to manage the sheer volume of ELL and students with severe coding given their complex, varied, and time consuming accommodations.
- Combining dash one and dash two classes in FLA and French Social Studies creates challenges with differentiation, resources and assessments.

- Ensuring all students had reliable access to technology to participate in class activities, such as Kahoot! and Quizlet, as well as accessing assignments online through Google Classroom.
- It is difficult for teachers to manage students struggling with generalized anxiety disorder as opposed to students and parents who are anxious due to a lack of preparation. We are working on finding strategies that help students overcome/manage some of the normal effects of stress.
- Building awareness of the opportunities and options provided by the OnSIDE facility, program and courses.

Progress toward Meeting Outcome 3: Ongoing

Key Strategies for 2018-2019:

- The Inclusive Education Coordinator will go into CALM classes and present modules from the resource *Teen Mental Health*:
 - Module I – The Stigma of Mental Illness.
 - Module II – Understanding Mental Health and Mental Illness
- We will present a Study Skills Workshop to Grade 11 classes. The workshop teaches specific techniques for memorizing, note taking, organizing, test taking and what strategies research supports to be the most useful and the least useful when studying.
- Make digital copies of old English exams easily accessible to students, teachers and Education Assistants to be used for study purposes.
- Develop resources for dash two level courses. This includes translating Social Studies dash two resources and assessments into French.
- Offer Language Challenge opportunities in both semesters.
- Promote the mandate of the OnSIDE program that is to provide the opportunity for students to succeed when faced with challenges and/or needs that cannot be met in the regular classroom setting.
- Develop a flexible model for hiring trained subject area staff in order to ensure OnSIDE courses are available and deliverable to students when needed.
- As part of the Agile Schools initiative, develop pre-sprint and post-sprint assessments that evaluate learning needs in Science 10.
- Often Science teachers are experts in only one of the disciplines taught in Science 10, 20 or 30. Discipline experts will support their colleagues as to the best approaches for teaching specific concepts. Teachers will provide students with extra help in their area of expertise even if the student is enrolled in another teacher's class.
- Offer a new 'Social Studies Safety Net' for students who have been absent. This will focus mostly on essay writing and will replace the old 'Study Hall' format.

Financial Performance 2017-2018

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: \$414,997.00

Our surplus in 2017/18 was \$419,997. This is an estimation in that it includes a government funding ceiling of 45 credits per student per year. As you are aware, high schools are funded per credit. With this new restriction any school that has a student acquire more than 45 credits for the school year does not receive any additional funding. Also, a one time (and now two time) Classroom Improvement Fund injected an additional \$113,608 into our classes. These and other changes in school budget processes make it more of a challenge to 'zero out' the budget on an annual basis. It is important to note, however, that our school is adequately funded and is functioning at a high level.

Financial Planning 2018-2019

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	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
1. Basic Program Allocation	\$ 7,036,536	\$ 7,069,073	\$ 7,085,812
2. Other Revenues			
2.1 Fees	\$ 314,890	\$ 322,070	\$ 348,130
2.2 Cafeteria	\$ 65,000	\$ 65,000	\$ 85,000
2.3 Donations			\$ 5,000
2.4 Fundraising	\$ 129,700	\$ 129,700	\$ 159,700
2.5 Other Revenues	\$ 246,350	\$ 230,000	\$ 272,050
3. Surplus / Deficit Allocation (S/D)	\$ 558,377	\$ -	\$ 334,145
TOTAL REVENUES	\$ 8,350,853	\$ 7,815,843	\$ 8,289,837
EXPENDITURES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
1. Certificated Staff	\$ 5,574,498	\$ 5,616,465	\$ 5,609,041
2. Support Staff	\$ 797,095	\$ 764,811	\$ 750,858
3. Services	\$ 413,700	\$ 368,344	\$ 416,444
4. Supplies	\$ 965,138	\$ 621,848	\$ 1,069,118
5. Furniture, Equipment & Capital	\$ 125,000	\$ 100,000	\$ 100,000
6. Technology	\$ 165,422	\$ 117,000	\$ 117,000
7. Future Emergent Initiatives	\$ 310,000	\$ 227,375	\$ 227,376
TOTAL EXPENDITURES	\$ 8,350,853	\$ 7,815,843	\$ 8,289,837
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
FTE Enrolment (ECS @ .5)	1,032.00	1,053.00	1,036.00
STAFFING PERCENTAGES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
Certificated Staff FTE	51.09	51.38	51.88
Support Staff FTE	15.80	14.96	14.60
Certificated Staff Percentage	71.6%	77.3%	73.2%
Support Staff Percentage	10.2%	10.5%	9.8%
TOTAL STAFFING PERCENTAGE (with S/D)	81.8%	87.9%	83.0%
TOTAL STAFFING PERCENTAGE (without S/D)	88.1%	87.9%	86.8%

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, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.

Other Revenue includes adult and international student fees.

Appendix I – Student Performance and Achievement

Provincial Exam Results - Summary Analysis

At Paul Kane, each teacher receives results based on their individual classes and then each department gets together to analyze the results and collaborate on best teaching practices on concepts that seem to be difficult for students.

The participation rates for all 30-1 classes at Paul Kane are higher than the provincial rates. Students registered in the 30-1 stream have the opportunity to write the 30-2 Diploma exam if they choose to do so. All 30-1 classes show students meeting the Standard of Excellence is significantly higher than the previous three-year average.

Several of our Language Arts, Social Studies and French Language Arts teachers participate in Diploma Marking for Alberta Education. This professional development opportunity has provided teachers with new innovative ideas and techniques to help students improve their essay writing skills. The French Language Arts teachers are also focusing on vocabulary development to help students enhance their comprehension skills. The Social Studies (English) teachers continue to provide support for the French Immersion teachers in the department as they work towards meeting the provincial and school exam results.

In all the courses, the focus is to continue to improve students' reading skills and build strategies to promote critical thinking and analysis. As our ELL population continues to increase, emphasis on reading skills will be crucial to ensure that students can be successful on the exams.

In Science, Math and Social Studies, students are still having difficulty applying their knowledge to new situations and analyzing data. This will be a focal point for teachers as they approach the courses this year.

The following tables provide the school's results on Diploma examinations.

Five Year Trends

English Language Arts 30-1

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	20.3%	11.8%	14.6%	11.5%	18.1	10.7	19.4	11.7	23.2	13.2
Acceptable Standard	94.7%	87.4%	90.9%	86.5%	93.7	86.8	91.5	86.5	92.9	87.5
Participation	74.4%	54.4%	76.2%	53.4%	79.9	53.4	75.1	55.0	73.2	56.3

English Language Arts 30-2

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	19.0%	13.1%	3.3%	11.3%	10.2	12.3	16.1	11.4	12.9	13.1
Acceptable Standard	91.4%	89.8%	88.3%	88.7%	91.8	89.1	93.5	89.5	93.5	88.0
Participation	16.7%	28.2%	16.6%	28.7%	14	28.6	17.9	28.8	19.2	27.7

Social Studies 30-1

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	13.8%	14.3%	16.0%	16.2%	21.7	14.3	13.5	14.8	21.3	17.7
Acceptable Standard	94.3%	85.5%	90.4%	87.1%	89.2	84.9	83.5	86.0	83.0	86.2
Participation	64.9%	45.5%	60.3%	43.6%	68.2	45.0	61.7	44.9	65.2	45.0

Social Studies 30-2

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	18.6%	14.7%	14.0%	12.5%	13.6	13.1	10.9	12.6	10.6	12.2
Acceptable Standard	86.6%	83.9%	86.0%	81.3%	86.4	81.1	83.2	80.6	81.9	78.8
Participation	27.2%	35.5%	31.0%	36.7%	24.5	35.8	30.7	36.4	28.8	37.1

Mathematics 30-1

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	32.1%	27.2%	33.1%	31.7%	23.6	25.9	33.1	30.7	25.3	35.3
Acceptable Standard	75.2%	74.6%	71.2%	76.2%	70.3	70.7	72.7	73.1	77.3	77.8
Participation	41.6%	37.6%	43.0%	37.2%	45.9	36.4	42.2	35.5	44.1	36.5

Mathematics 30-2

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	35.5%	14.9%	14.4%	15.5%	12.3	16.8	12.4	15.9	13.2	16.4
Acceptable Standard	89.2%	71.2%	83.3%	73.9%	80.2	75.4	81.0	74.7	69.8	74.2
Participation	30.8%	21.6%	29.2%	22.4%	31.8	23.6	29.2	25.1	29.4	24.9

Biology 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	35.1%	31.8%	30.1%	33.0%	35	32.4	31.9	32.3	30.3	36.6
Acceptable Standard	86.5%	85.2%	90.4%	85.9%	87.7	85.1	86.0	84.2	83.8	86.6
Participation	55.1%	41.7%	53.8%	40.7%	60.2	40.6	60.2	41.7	60.1	42.7

Chemistry 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	43.0%	35.0%	32.6%	34.2%	28.7	34.5	37.9	38.6	34.0	38.3
Acceptable Standard	87.6%	81.3%	81.1%	82.2%	84.1	81.5	84.7	83.1	86.4	83.6
Participation	39.3%	35.0%	41.2%	35.8%	53.5	35.5	48.0	35.1	46.0	35.8

Physics 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	32.4%	34.0%	31.0%	35.8%	32.9	39.2	30.3	41.8	47.2	43.6
Acceptable Standard	81.7%	82.9%	77.6%	83.9%	75.9	85.8	79.8	85.7	86.1	86.2
Participation	20.3%	20.2%	17.3%	19.9%	23.9	19.3	23.4	18.6	21.7	18.6

Science 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	25.3%	25.5%	29.9%	26.7%	38.0	27.6	36.9	28.4	29.9	31.5
Acceptable Standard	91.1%	85.0%	91.0%	83.9%	93.7	84.4	88.1	84.9	92.5	85.4
Participation	29.2%	13.0%	25.3%	14.1%	24.8	15.7	26.4	16.9	22.4	17.0

French Language Arts 30

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Standard of Excellence	13.2%	14.5%	11.3%	9.9%	10.3	8.7	8.8	9.4	11.3	11.0
Acceptable Standard	98.1%	96.5%	97.2%	95.5%	96.6	93.8	98.5	94.7	95.2	93.8
Participation	17.7%	2.7%	23.5%	2.8%	20.1	2.8	20.4	3.0	17.6	2.7

Survey Results

Survey Results - Summary Analysis

Our school survey, which includes students (453), parents (144) and staff (44), indicates a very high level of satisfaction with the programs available, the quality of education, the quality of teaching and the caring culture at Paul Kane High School.

Students' results indicate 92% are satisfied with the quality of teaching, 95% indicated they are satisfied or very satisfied with the overall education Paul Kane offers and 95% of students who indicated they are satisfied with the variety of courses offered at Paul Kane. An area we need to promote with students is our Fine Arts program (Art, Music and Drama) as only 78% indicated they were satisfied with the opportunities to learn about these courses.

Our staff (98%) indicated we work in a safe, caring and welcoming environment for both students and teachers. Teachers also indicated they would like more time for collaboration with their colleagues. Last year, we created time every other Wednesday to facilitate the opportunity to collaborate in the Professional Learning Communities and the Professional Learning Culture groups. Teachers would also like more resources to meet the diverse needs of students, as we are seeing an increase in English as a second language (ESL) and special needs students at Paul Kane.

Of the parents surveyed 94% are satisfied with the quality of education at Paul Kane and 96% indicated they feel the school is a safe place for their children. Parents indicated they were satisfied with the extra help available to students. This has increased from 62% (2016-2017) to 73% this year. Many departments at Paul Kane have scheduled after school and lunch hour help sessions and individual teachers are also available for help during the day. This information is communicated to the parents on our website and in our daily announcements.

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
	2014-2015	2015-2016	2016-2017	2017-2018
That the quality of teaching at your school.	91	92	95	92
That the overall education received at school.	94	95	97	95
That the opportunities to learn about art at school.	83	86	87	79
That the opportunities to learn about computers at school.	82	85	85	78
That the opportunities to learn about drama at school.	81	83	86	77
That the opportunities to learn about health at school.	74	80	76	71

	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
	2014-2015	2015-2016	2016-2017	2017-2018
That the opportunities to learn about music at school.	81	84	86	77
That the opportunities to learn another language at school.	89	92	94	93
That the opportunities to participate in physical education at school.	91	95	93	93
That the variety of courses available at school.	91	93	93	95
That it is clear what I am expected to learn at school.	82	86	84	79
That my school work is challenging.	86	86	86	82
That my school work is interesting.	69	69	69	64
That the core subjects (math, language arts, social studies, science) I am learning at school are useful to me.	83	85	85	84
That at school, I am encouraged to get involved in activities that help people in my community.	68	70	74	65
That at school, I am encouraged to try my best.	86	88	90	89
That at school, most students follow the rules.	63	66	69	61
That at school, most students help each other.	74	79	73	75
That at school, most students respect each other.	72	74	76	70
That I am proud of my school.	80	86	82	77
That I would recommend my school to a friend.	85	85	86	86
That I am treated fairly by adults at my school.	84	85	84	83
I feel safe at school.	87	80	93	89
That I feel safe on the way to and from school.	90	91	94	91
That my teachers care about me.	81	81	85	78
That other students treat me well.	85	87	88	85

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

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
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
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
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
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
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
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
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
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
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
That my child enjoys going to school.	2016-17	1	6	10	48	35	83
	2017-18	0	2	8	51	39	90
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
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
That the school is safe.	2016-17	2	1	1	58	38	96
	2017-18	3	0	1	48	48	96
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
That expectations for student behavior are clear and well-communicated.	2016-17	6	1	6	55	32	87
	2017-18	3	1	6	42	48	90
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

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
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
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
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
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
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
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
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
That leadership at district level effectively supports and facilitates teaching and learning.	2016-17	43	3	3	30	21	51
	2017-18	37	3	1	39	20	59
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
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
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

		Yes	No
Are finances a barrier to your child's participation in classroom activities.	2016-17	6%	94%
	2017-18	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%

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

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
With the choice of courses and programs available for students in the school district.	2016-17	0	0	3	21	76	97
	2017-18	7	0	0	25	68	93
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
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
With professional learning opportunities that are supported by the district.	2016-17	3	6	9	55	27	82
	2017-18	2	0	19	38	41	79
With the technology support and training that is supported by the district.	2016-17	3	3	24	41	29	70
	2017-18	5	4	14	48	29	77
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
With the opportunities to collaborate with colleagues.	2016-17	0	15	15	50	20	70
	2017-18	4	5	27	41	23	64
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
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
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
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
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
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
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
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
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
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
That I feel safe in the school.	2016-17	0	0	0	21	79	100
	2017-18	0	0	2	32	66	98

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
That the facilities are well-maintained.	2016-17	0	12	20	50	18	68
	2017-18	0	5	25	45	25	70
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
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
That the leadership at district level effectively supports and facilitates teaching and learning.	2016-17	6	6	9	44	35	79
	2017-18	5	2	9	41	43	84
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
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
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

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

Other Indicators of Student Performance

		2015-16	2016-17	2017-18
Annual dropout rate of students aged 14 to 18	School	0.6	1.1	0.4
	Province	3.2	3.0	2.3

		2015-16	2016-17	2017-18
Diploma Examinations participation rate: percentage of students who take four or more Diploma Exam courses.	School	70.7	77.3	71.9
	Province	54.6	54.9	55.7

		2015-16	2016-17	2017-18
Percentage of Grade 12 students meeting Rutherford Scholarship eligibility criteria.	School	73.5	83.0	81.6
	Province	60.8	62.3	63.4

		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	81.3	90.0	86.3
	Province	76.5	77.9	78

		2015-16	2016-17	2017-18
High school to post-secondary transition rate within six years of entering Grade 10.	School	70.3	66.5	75.2
	Province	59.4	57.9	58.7

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.