

EDUCATION PLAN 2017

École Sir George Simpson Junior High School



St. Albert
PUBLIC SCHOOLS



SIR GEORGE SIMPSON JUNIOR HIGH SCHOOL EDUCATION PLAN 2017

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St. Albert Public Schools' Mission, Mandate, and Beliefs

Mission

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.

Mandate

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.

SHIPBRAS

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.

Beliefs

In our commitment to public education... *we believe that* -

- Our students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, 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;
- Our schools must be safe and caring environments where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The classroom is central to student learning; and,
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

Sir George Simpson School Vision

Sir George Simpson School (SGS) is blessed with a team of wonderful educators and support staff who truly live their commitment to our children. Our school is not merely a building where one goes to take courses; it is a community where we are all called to give the very best of ourselves. We are called to share our talents and our own gifts with our entire school population. Our school is home to several programs: English, French Immersion, Late French Immersion, Academic Challenge (AC), Learning Assistance (LAC), Opportunity (OPP), Knowledge and Employability (K&E), and Behaviour Improvement (BI). How does this sharing of talents occur in a diverse environment such as our school? While learning in their respective programs, all students are invited to rally around our school motto: "Spirit, Growth, Success" in both thought and deed.

Spirit: Courage, determination, enthusiasm, sharing, respect of self and others; this is SGS spirit. At Sir George Simpson School, spirit is celebrated and promoted as an important component of our character education program.

Growth: Growth is the process of becoming the very best you can be. At Sir George Simpson, we provide growth through a wide range of educational and extra-curricular activities.

Success: At Sir George Simpson, we recognize that all students can experience success. Every single student is talented in his or her own unique way. We celebrate personal and collective success in all areas: academic, athletic, extra-curricular activities, literacy, fine arts and music.

In continuity with our education plan, our school priorities are as follows:

- Further the development of educational projects to reflect the ideas and goals of belonging, engagement, and innovation within our professional practice.
- Continue to address the issues of anxiety and depression among students by implementing a new goal: Happiness.
- Continue to support our staff and our students in the evolution of our Character Education program.
- Continue to develop and maintain a culture of sharing and cooperation among staff, while encouraging a moral commitment and a sense of professional mission among our teachers.
- Support and enhance collaborative learning and teaching strategies to increase literacy and numeracy in our school.
- Utilize technology to foster a challenging, effective, safe and innovative learning environment.
- Continue to provide a comprehensive and extensive Physical Education program.
- Continue to recognize and support our First Nations and Métis students.
- Continue to support our new English Language Learners in the school.
- Continue to support teachers with adequate preparation time, opportunities for sharing, and opportunities for professional development.
- Offer a diverse range of options to appeal to all students' interests and abilities.

Sir George Simpson School Profile

**2016-2017
as of September 30, 2016**

Certificated Staff

Teaching	31.5	FTE
Administration	1.8	FTE
Counselling	1.0	FTE
Total	34.3	FTE

Support Staff

Clerical	3.0	FTE
Teacher Aides	16	FTE
Library Technicians	1.2	FTE
Technical Support	0.85	FTE
Total	21.05	FTE

Students

English	307
French Immersion	304
Special Needs	(103)
Academic Challenge	(43)
Total	611

Grade Configuration

Grade	2016-2017	
	English (including all special needs)	French Immersion
Grade 7	92	110
Grade 8	101	106
Grade 9	114	88
Total	307	304

**2017-2018
as of September 30, 2017**

	34.1	FTE
	1.8	FTE
	1.1	FTE
Total	37	FTE

	3.0	FTE
	16	FTE
	1.2	FTE
	1.0	FTE
Total	21.2	FTE

English	307
French Immersion	334
Special Needs	(99)
Academic Challenge	(43)
Total	641

2017-2018	
English (including all special needs)	French Immersion
105	118
95	113
107	103
307	334

Issues and Trends

Introduction

Creativity Takes Courage

Amelie, Madeleine and Isabelle are three former Sir George Simpson students. Along with a little more than 200 classmates, they celebrated our Grade 9 Farewell last June. Before going to Paul Kane High School, they wanted to leave their footprint at Simpson. Amelie, Madeleine and Isabelle are three talented artists. They painted a mural that is now mounted on the wall near the school gym. This mural says: "Creativity Takes Courage".

Referring to a book from Douglas Abrams, we can find a whole new meaning to Amelie, Madeleine and Isabelle 's call to be creative. The author interviewed the Dalai Lama and Archbishop Desmond Tutu as they gathered for a few days. This book is called the Book of Joy. One statement shared by the two men captures a very important truth:

“It is very hard to be joyful with stress and anxiety; we have a continual feeling of being overwhelmed and not being able to handle our work commitments, our family commitments, or the digital devices that are constantly reminding us of all the things that we are missing. (...). Our society has prioritized independence to such an extent that we are left on our own to try to manage lives that are increasingly out of control.” (...). Stress and anxiety often come from too much expectation and too much ambition. (...). Then, when we don't fulfill that expectation, we experience frustration. Right from the beginning, it is a self-centered attitude.” (Douglas Abrams. Lasting Happiness in a Changing World : The Book of Joy. Penguin Random House, New-York, 2016 p. 95-96)

We, as parents and teachers, set up the expectations. Our students, most often, try with all their heart and their soul to live up to our expectations... As educators, we always need to keep in mind that if our expectations lead our children to feelings of stress and anxiety, if our expectations lead our students to a sense of inadequacy, then we miserably fail.

Creativity takes courage. The courage needed to be creative may be the courage to draw from our own gifts and talents to offer to the world the very best of what we have, instead of submitting to unrealistic expectations drawn directly from an ethic of performance and the requirements of the market.

On the spin of a book painted on the mural, the name of Paulo Freire can be seen... Paulo Freire is an educational philosopher who spent his entire life promoting a pedagogy in which students would learn to dialogue and to express themselves in a spirit of sharing, respect, and solidarity with the ones who have less. Amelie, Madeleine and Isabelle decided to write Freire's name on the mural because they used a quote from him: “Reading is not walking on words. It's grasping the soul of them.” This quote from Freire should be completed with Freire's educational vision, as expressed in his last book: A Pedagogy of Indignation:

"being, living with dignity, loving, studying, reading the world and the word, overcoming fear, believing, resting, dreaming, doing things, questioning, choosing, saying no at the appropriate time, cultivating a permanent yes perspective toward life "" Paulo Freire.

(Edited by Donaldo Macedo). Pedagogy of Indignation. Paradigm Publisher, Boulder, Colorado, 2004. p. 103)

To all readers of this Education Plan: Bienvenue! Welcome to Sir George Simpson! As your journey brings you to our school, may we all experience Freire's vision of what it is to be human! May we all develop the courage it takes to be creative and to offer the very best of your own gifts and talents.

School Population

This current year, Sir George Simpson is called home by 641 students. We are very proud of our school's diverse programs.

French Immersion

Our French Immersion program continues to grow. At this time, 53% of our students are enrolled in French Immersion (as compared to 36% of our school population in 2008).

Our French Immersion feeder schools, Muriel Martin and Leo Nickerson, continue to attract students and the vast majority of them do come to Sir George Simpson's French Immersion program. It is also true to say, that almost all our Grade 9 French Immersion students move on to Paul Kane where they are offered the possibility to complete the requirements leading to the Bilingual Certificate. This current year, a 0.15 FTE French Immersion Coordinator position was created and we look forward to working collaboratively with Andrée Nobert, our new district French Immersion Coordinator.

English Program

Our regular English students mostly come from Wild Rose and Robert Rundle. Having said that, a significant number of new registrations continues to come from different schools within our district as well as from other school districts. It should be said that the four junior high school principals closely monitor the movement of students. It is also important to note, as it appears in the preceding table, that our numbers in our English program are not mirroring the growth observed in the French Immersion program.

Academic Challenge

Last September, we welcomed 43 students in the Academic Challenge program. Students in the AC program have a very high level of cognitive ability but who otherwise may not perform at their potential in a regular class. Our teachers and educational assistants have worked very hard to meet the diverse needs of the AC students. Qualitatively, we have seen amazing results. Some students who were not adapting very well in our regular classes truly flourished in the AC program. We also made a conscious effort to assign a cohort of teachers to the program. Not only have our AC students demonstrated amazing Provincial Achievement Test (PAT) results, the vast majority of them have entered either the International Baccalaureate (IB) program at Bellerose or the Advanced Placement (AP) program at Paul Kane.

Opportunity Program

The Opportunity program has experienced several changes in the last four years. Several facts prompted the need to change our past practices: The number of students attending the Opportunity program has increased. The number of students with severe needs has increased significantly. It is also true to say that the students attending the Opportunity program are increasingly diversified in terms of their needs and their abilities.

In response to these challenges, the staff at Sir George Simpson had to review the program delivery for these students. Two distinct programs have been implemented: Lifeskills and PACE.

Lifeskills

In keeping with the district's commitment to every student fulfilling their potential, this class supports students who have severe to profound delays in most or all developmental areas. These students will be dependent on supervision and personal care once out of the school system. Students in the Lifeskills program may have physical, sensory, or behavioural challenges, and/or medical conditions requiring special accommodations, as well as severe/profound delays when compared to same-aged peers. The focus of the program is to build functional life and community skills, daily Math skills, and communication skills that enhance life in school and community. Lifeskills programming is guided by an Individualized Program Plan that builds on individual strengths and needs. Phys. Ed. and Options may need to be accommodated/modified to fit the needs of these students, however, it is a priority of the program that students experience the school day with their peers and feel that they belong to the school's community.

New to the program this year is a commitment to a predictable time table that does not change in the mornings, which allows for consistency for our students. Additionally, students are enrolled in community Phys. Ed opportunities such as gymnastics at Dynamyx gym, bowling, and swimming at the public pool routinely. Getting students into the community in a meaningful way is a goal for the program. These are places our students will likely visit in their adulthood. To foster engagement with school and community life, the Lifeskills staff are working collaboratively with community resources such as the St. Albert Public Library to enrich the lives of our students in the community. To continue to foster growth in our Lifeskills students, staff are focusing on functional life skills in the community such as public transit, ordering from menus, shopping and budgeting for groceries, and making healthy, balanced meals. Another highlight of the changes to the Lifeskills program includes utilizing the Individual IPP as a report card, which integrates academic learning and social/emotional development, targeted to each student with individualized set of goals, making learning in the Lifeskills class a tailored program for each of our students.

PACE

Another shift in the Opportunity program at École Sir George Simpson School is the PACE (Personalized Academic and Activity Based Career and Community Education) program. These students qualify for the district Opportunity program, and are comprised of students who are engaged learners that are typically several grades behind in achievement when compared to their same-aged peers. The goal of the PACE program is to engage students and inspire them to their full potential academically, while also giving them life skills and opportunities for work experience or volunteerism. Our current PACE students are split into two classes, and both are integrated in options and Physical Education. Specific to the program, PACE students have either two blocks of Industrial Arts or two Workskills/Business blocks, tailored to the needs, abilities, and interests of the students. Another change to the program this year includes student's core subjects being divided into Literacy (Social Studies and Language Arts) and Numeracy (Math and Science). The subject matter is creative but tied to the outcomes from the Alberta Program of Studies and aligned with the current grade level of achievement for each student. In the PACE program, Social Studies and Science outcomes are skills-based and are infused through the Numeracy and Literacy blocks.

Engaging students to be active and contributing citizens is a pillar of the PACE program. Within the PACE classes there is a great deal of emphasis on work and life skills, as well as volunteerism and meaningful community involvement. New to the program this year is the management of a school canteen by the PACE students that is open during sporting events at the school and during Devoir.

Learning Assistance Classes

The students in our district Learning Assistance Class (LAC) have access to a smaller class environment and additional assistance. Over the last few years, we have raised concerns about the students in LAC writing the Provincial Achievement Exams (PATs) and also their transition to high school. These questions remain relevant. Our LAC teachers work very hard to provide a learning environment adapted to the needs of their students. However, it is a fact, that these students rarely experience success on the Provincial Achievement Tests (PATs) in Grade 9. Last year, most of the Grade 9 LAC students were exempted from the Social Studies and Science final exams. They did write the PAT in Math and English Language Arts (ELA). With respect to transition to high school, teachers and counsellors from both high schools work very closely with our Grade 9 teachers. However, once they finish Grade 9, it is very difficult to ensure that these students will continue to avail themselves of special programs to achieve success. Some want to go to the regular program, others agree to go to the Knowledge and Employability program, and others opt for alternate programs such as TRY 10 or Full Year 10. We will continue to work with our high schools to develop viable alternatives for these students.

Knowledge and Employability

Sir George Simpson is also called home for our Knowledge and Employability (K & E) program. The K & E program is an excellent alternative for students who have demonstrated an interest in trades and other vocational training. We currently have 12 students enrolled in our Grade 8 and 9 K & E. In addition to their specialized program, our K & E students have access to a comprehensive work experience program. One day a week, all students are assigned to a work site in the second semester. The work experience is a very successful component of our K & E program. Several students were even offered a part-time position at their work site. Our hope for our K & E program is to include more hands on learning and entrepreneurship experiences. This involves making and selling items both in and out of the school and helping out in the community. We want to allow them to experience success in a variety of different settings but also to realize the complexities of selling and running a business.

Behavior Improvement

This picture of our school would not be complete without a few words about our Behavior Improvement Program (BI). The BI program is a district program housed at Sir George Simpson. It welcomes a relatively small number of students from Grade 7 to 9 from across our district.

Last year, we implemented a transition plan to help Grade 6 students prepare for Grade 7. The plan included personalized conversations with the parents and an invitation to the Grade 6 BI students to join the Simpson BI class in outdoor activities such as canoeing and hiking. As a result, all Grade 6 BI students from Ronald Harvey transitioned successfully to the Behavior Improvement program at Simpson.

The programming for these students is individualized and developed in collaboration with parents, teachers, and the students themselves. As the BI students develop their sense of responsibility, they have the opportunity to be integrated in options or in regular or specialized classes. The goal is to gradually increase regular inclusion.

Our focus for our BI students has always been integration wherever possible. We have started the year with most of them being placed into an option. This allows the students to see what success looks like and work towards more of it when it is deemed appropriate. In core subjects, we are trying to find their strengths and build their confidence to sit in a class with other students and be able to participate in a meaningful way without getting upset or frustrated. Our BI team is continuously debriefing with our students and working with them on their regulation issues - whether it be anger, sadness, or frustration.

While some BI students successfully move on to Bellerose in the K & E program, a number of them appear to need the support and the flexibility provided by the program offered at Outreach. Wherever they choose to enroll in High School, we make a concerted effort to prepare them. Social integration (even progressive) is a key component for our BI students and it is also essential for their success.

Character Education

Our character education program, implemented in 2008, continues to be valued by all students and staff members. Called Bear Spirit (in reference to our school mascot and to a novel by Ben Mikaelson), our character education program features six virtues: courage, determination, enthusiasm, respect of self, respect of others, and sharing. Our school assemblies, as well as many other initiatives such as written assignments and common readings (namely *Touching Spirit Bear* by Ben Mikaelson), were dedicated to the teaching of the six virtues. Furthermore, student initiatives were encouraged as long as they promoted a spirit of service.

Monthly assemblies divided by grades discuss and provide examples for the students. They are inspired, motivated and rewarded for being leaders and making positive changes within the walls of SGS. Our staff support our character education program by promoting and discussing the virtues during class time.

In addition to our character education program, several speakers came to support our school initiatives. Last year, we hosted several speakers and a variety of community agencies. Among others, we had the privilege to welcome Holocaust survivor Eva Olsson and Jade Bell. Jade Bell, at the age of 23, overdosed on heroin, went into a coma, and emerged blind, mute and confined to a wheelchair. Jade, using an electronic voice system, talked to all students about the risks of recreational drug use.

Our Grade 9 students have welcomed the Terra Centre. Speakers from the Edmonton Pregnancy Care Centre brought the Alberta Curriculum on Human Sexuality to the Grade 7 and 8 students through their program "WAIT: Let's talk sex". Other topics discussed during our "Health Mornings" allowed our students to learn about cyber integrity, social justice and other ways of becoming agents of change in our community.

Our Leadership students are very active in the community and they exemplify a spirit of service. From the 50 plus Club to our local Food Bank and the Hope Mission, we try to import the importance of volunteerism as a significant part of life long learning.

The Culture of the Workplace

What is our culture? At Sir George Simpson, in the past nine years, we have moved from Rick Dufour's model of Professional Learning Community to a more sensitive and more articulated "Culture of the Workplace" (Fullan). This culture of the workplace is described below and it entails a moral commitment toward the children entrusted to us. It is this moral commitment that allows each of us to make the very best pedagogical decision on behalf of the children and truly to be the caring authority they all need.

As stated above, it is probably true to say that the philosophy and the intention behind the implementation of our Professional Learning Communities have gradually evolved toward what Fullan calls the Culture of the Workplace. As explained in "Professional Capital" (Fullan & Hargreaves, 2012), the culture of the workplace involves the following principles of action:

- Professional capacity building,
- Collective responsibility, teamwork and collaboration,
- Moral commitment and inspiration,
- More rather than less professional discretion, and
- Personally engaging curriculum and pedagogy with technology as its accelerator (Fullan and Hargreaves, 2012, pp. 41-42).

These principles of actions have been discussed in our staff meetings and they have been integrated into our teachers' professional growth plans. Furthermore, it is clear to all of us that the professional discretion given to teachers is directly mediated by the moral commitment to the children entrusted to us.

While our Professional Learning Communities (PLCs) worked toward a certain "streaming" of our educational practices, the culture of the workplace allows for greater innovation and a greater sense of professional mission among the teachers. As Fullan says himself:

"There is widespread agreement now that of all factors inside the school that affect children's learning and achievement, the most important is the teacher – not standards, assessment, resources, or even the school's leadership". (p. xii)

We do believe that it is important to acknowledge and to nurture this sense of teachers' professional mission. It is not an abdication of our pedagogical responsibility to be accountable for the global education of the children entrusted to us. On the contrary, it is a conscious and professional effort to give our teachers the tools they need to be innovative, creative, caring, and, above all, morally and socially committed to their students.

Complementary Courses

In a multi-track school like Sir George Simpson, our complementary courses play a vital role. Not only students can explore their own personal interest in several areas; above all students from all programs work and learn "together" while taking their option courses. Students from French Immersion, English, Academic Challenge, Knowledge and Employability, Opportunity, Learning Assistance and Behavior Improvement work side by side in the band room, the Art Room, the IA Lab, the Food and Fashion room, the Drama room, or anywhere their passion has led them.

We offer a broad and diverse selection of options from which our students may choose:

- Leadership
- Sport Climbing (integrated in FIT)
- Art
- Band
- Girl Power (not offered this year)
- Industrial Arts
- Drama and Performing Arts
- Outdoor Education
- Outdoor Pursuits
- Aboriginal Studies (not offered this year)
- Guitar
- Multimedia Studies
- Marine Biology (not offered this year)
- French as a Second Language (not offered this year)
- Academic Coaching
- Foods and Fashion
- Fit for Life
- Yoga
- Film and Book Studies
- MAC (Math Assistance Class)

To maintain this programming requires a significant investment in terms of certificated staff and equipment. All options are funded by our school-operating budget and subsidized by an option fee charged to parents when necessary.

Technology

Sir George Simpson provides access to technology to all students with the following educational means:

- One main computer lab
- One smaller computer lab (10 computers) mostly used by our K & E students.
- Four mobile carts of 30 Chromebooks each available to all teachers.
- 12 class sets of 10 Chromebooks disseminated in our LAC, AC, K & E, Opportunity, and BI classes.
- iPads readily available to our Opportunity students.
- 22 additional Chromebooks available for sign out in the library.
- One Multimedia studio featuring 12 MAC computers.
- Smart boards in each classroom, LCD projectors and dual screens for all teachers.
- The French Language Arts 9 class has access to a class set of 30 Chromebooks.
- Brand New Audio-Visual system installed in our Large Gym.

Our greatest challenges in the field of technology are as follows:

- Reassess the global use of our school wireless network. This may lead us to a certain redefinition of our approach towards the use of personal electronic devices. An increasing number of students bring their own i-phones, laptop or notebook to school and this number will certainly continue to grow. However, we still believe that this access to technology cannot be dissociated from the task of teaching the ethical use of technology.
- Develop and teach adequate on-line research practices. The new phenomenon of “fake news” and the overwhelming abundance of unverified information is becoming an issue.
- Teachers are being encouraged to use technology in a meaningful and effective way.

- Continue to provide training for programs such as Google Classroom, Read and Write Google, See Saw, and other helpful technological tools. The goal is not to add to the teacher load but truly to provide meaningful and effective assistance in the classroom to support student learning.

Above all, we will continue the conversation on the overwhelming use of technology in the teaching profession and immediate communication with parents. Since the past implementation of Home Logic, followed by Power School Parent Portal, teachers, students, and parents have continuous information readily available and there is a growing expectation to be “on line” almost 24-7.

Recent research in this area clearly demonstrates that the increased level of stress and anxiety among students (and adults) is directly related by the 24/7 access to technology. (*Phil McRae. Changing Landscapes: Trends impacting Education in the Next 20 years*). We, as a society, are slowly acknowledging this. How do we educate our students about a healthy use of technology? How do we convey this message to our parents?

Chromebooks have been a wonderful addition to our learning environment and I want to continue to offer innovative ways to deliver my lessons and for my students to experience learning through technology.” (Justin Pysar, K & E teacher, Professional Growth Plans 2017-18)

“My goal for this year is “back to basics”. Sometimes I try to make my lessons really fancy, and I can lose our students in the flashiness of technology. In reality, I want my students to be engaged in the curriculum by my enthusiasm when I teach it versus which method I choose to deliver a lesson (ie. Smartboard and videos).” (Michelle Lamble, Grade 7 Late French Immersion Teacher, Professional Growth plans, 2017-18)

First Nations, Métis, and Inuit Education

“People sharing stories did so that we would know and that we would have a responsibility to do something.” (Charlene Bearhead, Truth and Reconciliation presentation, St. Albert, May 24, 2017)

“I am from Blackfoot, Cree, and French descent. My wife’s mother is from Montreal Lake in Manitoba. I want to honor my mother in law who just passed away. My wife and I are blessed with 6 beautiful children. They know who they are and they know where they come from. (...). I am a probation officer and I work in our federal correctional services. I see the results of our residential schools when I see the Aboriginal population being overly represented in our prisons.” (Corey Nash, Truth and Reconciliation Conversation held at Paul Kane High School, May 25, 2017)

Sir George Simpson is called home for several First Nations and Métis students. It is also true to say that several of them are enrolled in our various Special Education Programs. In the past few years, Sir George Simpson School took a leadership role in this area. It is our goal to continue to work on the 94 recommendations issued by the Truth and Reconciliation Commission.

Our gratitude goes to Associate Superintendent Marianne Barrett for her tireless work and dedication in this area. Among other achievements, Dr. Barrett provided the leadership needed to run successfully the Project of Heart in all our schools. The beautiful murals created by each school were displayed at Simpson on Aboriginal day.

With our Project of Heart all students at SGS have been informed about the issues of residential schools. This knowledge would be in vain if it does not translate into actions. We must do everything in our power to fight stereotypes and to change the current situation. We must do so that, in a near future, our Aboriginal Population is not overly represented in our judicial systems. We must do everything we can to help Aboriginal women access the same level of education and safety enjoyed by all other Canadian women.

That is our task. Sir George Simpson School, in a spirit of unity and reconciliation, will continue to work toward this noble goal.

Last year, with the funding provided by the Canadian Multicultural Foundation, we had the pleasure to welcome a delegation of two students from the Wendake Reserve near Québec City. They joined us for Aboriginal day and they brought letters and present from Grand Chef Konrad Sioui to Elder Floyd Cardinal and to Mayor Nolan Crouse. One of the guest was Sofia Sioui, granddaughter of Grand Chef Konrad Sioui. Konrad Sioui sent this message to the school on May 22, 2017.

Kwe cher Pierre.. Je suis si fier de savoir que Sofia visitera ce coin de notre Canada, l'Alberta, en si bonne compagnie. Quelle belle nouvelle que celle de profiter de notre 150^{ième}, pour créer des liens entre différentes régions, groupes et peuples. Sois assuré que notre délégation, conduite par Sœur Jocelyne, portera les dites lettres au Maire Crouse ainsi qu'au Elder Cardinal. Sofia et Lauralie auront également avec elles, les présents venant de notre Nation. Enfin, je veux témoigner à tous et à toutes, mes plus sincères remerciements pour cette pensée unificatrice qui est à l'exemple de ce qui doit rapprocher, réconcilier, et guérir. N'hésite surtout pas à me faire signe, je suis toujours là. Onen! Konrad

Kwe dear Pierre... I am very proud to know that Sofia will have an opportunity to visit this part of our Canada, Alberta, in so good company. What a great news it is to take advantage of our 150th anniversary to create connections between different regions, groups and nations. Rest assured that our delegation, led by Sister Jocelyne, will deliver letters to Mayor Crouse and Elder Cardinal. Sofia and Lauralie will also bring presents from our Nation. Lastly, I want to express my sincere gratitude to all for this unifying thought. It is an example of what has to be done to assemble, to reconcile and to heal. Do not hesitate to ask, I am always available. Onen!

Konrad Sioui (Grand Chef, Wendake First nation – Québec)

We will definitely continue our work in this area. One goal in the next few years will be not only to increase success and a sense of belonging among our First Nations and Métis population, but also to encourage and to develop leadership capacity among our students.

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 2017-2020

- 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.

Highlights and Challenges

Most of our challenges were discussed in the pages devoted to Issues and Trends. In this section, we are going to introduce our objectives as well as a few comments on each of them.

In order to draw the very best out of the children entrusted to us, and also to encourage our teachers and educational assistants to explore different pedagogical avenues, our Professional Learning Communities have agreed to focus on three key words: engagement, belonging, and innovation. These key words will continue to be the foundations of our school objectives.

Engagement

Student engagement will continue to be at the centre of our conversations in the year 2017-18.

As stated in the next few pages, our teachers have worked hard to engage the students in their own education and to explore more engaging pedagogical practices. We have seen an improvement but the work in this area is ongoing and will continue to be a priority. In our Tell Them From Me Survey, students still show a relatively low degree in interest and motivation.

Engagement, and above all, promoting student engagement, leads us to an assessment of our own practices. Our children need to engage in worthwhile, meaningful activities. Engagement is defined as a promise or a pledge. The very word pledge involves some kind of purpose.

It may be difficult to “measure” student engagement but we know that we can “feel” student engagement at Sir George Simpson. While being engaged in curricular and extra-curricular activities, we have a feeling that our students find this sense of purpose so greatly needed. When being engaged in any worthwhile endeavour, our students tell us, by their very actions, how great they are, how great they can become, and how much they care about themselves and others.

Our first goal this year will be to continue to promote opportunities for engagement to our students.

(...), the conductor raises her hands, gives a quick glance to the entirety of the band and counts us in. 1, 2, 3, 4. Warmth! That's all I can feel. I'm completely submersed in the angelic sounds of a full brass section behind me. The bass keeps us grounded while the woodwinds carry us through a series of melodic phrases kind to the ear. And, for now, I'm not scared. The older players guide us through as though we were their apprentices. I realize now that I have no right or reason to be scared, because it's not about me. Music is so much more than one person. I'm a part of a collective, something that's larger than life.” (Jillian Ainsenstat, Grade 9 FI student – paper submitted to Ms. Nancy O’Shea, ELA teacher).

Belonging

As stated in Sir George Simpson School Vision, our school is not a mere building where one goes to take courses; it is a community where we are all called to give the very best of ourselves. We, as educators, are called to share our talents and our own gifts with our entire school population.

A true sense of belonging leads to a certain commitment. When students feel appreciated and encouraged in their learning environment, they will repay 100 times with their own commitment. It is this appreciation and this encouragement that we need to provide to instill a sense of belonging and a sense of commitment among our student population.

Our second goal this year will be to continue to increase the sense of belonging at Sir George Simpson.

“Those who are weak have great difficulty finding their place in our society. The image of the ideal human as powerful and capable disenfranchise the old, the sick, the less-abled. For me, society must, by definition, be inclusive of the needs and gifts of all its members; how can we lay claim to making an open and friendly society where human rights are respected and fostered when, by the values we teach and foster, we systematically exclude segments of our population?” (Jean Vanier – Becoming Human p. 45

“Yesterday afternoon, someone from our school got in an accident and passed away. This person meant so much to everyone. He was quiet but you always knew he was there for you. I walk into my homeroom class and see the roses on the desks, placed by a young girl with puffy eyes and tears streaming down her cheeks. I embrace her and feel her sadness transfer to me and I too shed a tear. (..). Not only is it the students feeling terrible, but the teachers are hanging their heads, silently greet the kids walking slowly into their classes. Usually they make some sort of speech addressing the situation, and I can feel their fear of not knowing what to do. What are you supposed to say to a group of students who just lost one of their classmates? Somehow, they made it look so easy to talk about it and reassure us that we were all doing the right things. At lunch, we all visit his memorial . We stare at hundreds of flowers beside a tall brown post and his friend makes a speech. The way we are dealing with this difficult situation shocks me and warms my heart. All of the flowers, the speeches, the Instagram posts, the kind words, the letters to the family, we have all really stepped up to help each other cope and spread love and support.” (Jillian Ainsenstat, Grade 9 FI student – paper submitted to Ms. Nancy O’Shea, ELA teacher).

Innovation

The renewed district focus on literacy and numeracy will continue to be integrated into our third goal: to explore innovative practices, including new technologies that could lead to student success, and to a positive sense of belonging. Literacy is at the center of a child’s success. While it is true to say that the vast majority of our students excel in English Language Arts and French Language Arts, we will utilize the opportunity, given by our district focus on literacy, to explore engaging and innovative pedagogies.

As stated in a previous education plan: “Our teachers and educational assistants are very creative and we are extremely proud of our student achievements in all areas. It is because we love our children and because we want the best for them that we are indignant when even a small percentage of our student population fails to meet their potential. Paulo Freire invites us to see the future as a challenge, not a predetermination. We are indignant in the face of disengagement of our students...We, as a staff, refuse to accept that students may choose this path of disengagement and apathy. We believe that innovative practice will further our cause in this regard.”

Much can be learned from this. We are invited to find any possible way to help the children in need. We are invited to tackle the challenge posed by unsuccessful students with a great deal of innovation and enthusiasm. To not do so would be an abdication to the status quo and it would be an abdication of our own educational vocation.

The depressing thing about arithmetic badly taught is that it destroys a child's intellect, and, to some extent, his integrity. Before they are taught arithmetic, children will not give their assent to utter nonsense; afterwards, they will.

(Walter Sawyer, 1961, quoted by Joe Reid: *Grade 9 Math teacher and Lead teacher in Mathematics*).

Happiness

Several years ago, Nel Noddings, educational philosopher and grandmother, wrote a book called Happiness in Education. When Dr. Noddings visited the Campus St-Jean of the University of Alberta, in 2004, she said something profoundly true: “I visited several schools in North America. Each of them has a vision. They all set goals and mission statements. They all say: “Our children will be responsible and autonomous citizens. They will be good writers and readers, and they will be competent in Arithmetic. Yet, I have never seen a school in which the Mission Statement is simply: Our children will be happy.”

In the past few years, the staff at Sir George Simpson has worked hard to address the issue of anxiety and depression among our students. It is in this spirit that we have decided to add a fourth goal: Happiness.

In The Book of Joy, Douglas Abrams, quoting Archbishop Desmond Tutu and the Dalai Lama, gives a very good insight on this goal.

“From the moment of birth, every human being wants to discover happiness and avoid suffering. No differences in our culture or our education or our religion affect this.(...). Power and money fail to bring inner peace. (...). Sadly, many of the things that undermine our joy and happiness we create ourselves. Often, it comes with the negative tendencies of the mind, emotional reactivity, or from our inability to appreciate and utilize the resources that exist within us. The suffering from a natural disaster we cannot control, but the suffering from our daily disasters we can.” (p. 14)

As stated in the Issues in Trends, we, as parents and teachers, set up the expectations. Our students, most often, try with all their heart and their soul to live up to our expectations. As educators, we always need to keep in mind that if our expectations lead

our children to feelings of stress and anxiety, if our expectations lead our students to a sense of inadequacy, then we fail miserably.

My personal goal this year focuses on hope. I firmly believe that when we lose hope in people our society will fail. Giving someone hope when they feel hopeless or worthless is in part what makes us human. We all stumble and sometimes fall in our lives, but we always need the hope that we can do better and will be better. To let others know that they are worthy of caring about and hoping for creates an atmosphere where we all can be the best versions of ourselves. Therefore this year, I renew my commitment to foster hope in others around so that they may work toward being their best selves. (Georgia Atkins – Professional Growth Plans 2017-2018)

Anxiety and depression do not just affect the individual that suffers with them; they reach out and effect everyone that loves the individual that is battling against these feelings. It is for this reason, that it is so important to me to cultivate an environment that nurtures safety, trust and genuine acceptance. Children are especially susceptible to these negative emotions and can form false beliefs about who they are and their worth. They will carry these false beliefs with them as they grow and find false proof to reinforce and justify their negative view of themselves. I am passionately dedicated to creating a space where the students I see can feel relaxed, accepted, safe, and cared for. I believe that when children feel safe they are more likely to let themselves shine bright and be confident. It is this confidence that will allow them to take risks by volunteering pieces of themselves and genuinely sharing who they are. It is my hope that allowing for my students to be real, will allow them to grow confidence and courage so that they can be open and ready for optimal learning; not only classroom lessons but from life. (Andrea Robitaille – Professional Growth Plans -2017-2018)

School Objectives and Priority Areas 2017-2018

Objective 1: Engagement - To promote opportunities for engagement to our students

Relationship with District Outcomes:

Outcome 1: The diverse needs of our students are met in inclusive learning environments.

Outcome 2: Students demonstrate growth in literacy and numeracy skills.

Reporting our Progress (2016-2017)

Highlights

- We offer a vast range of diversified options.
- We offer a variety of field trips and school related activities related to curriculum
- We have welcomed several guest speakers.
- Our teachers are encouraged to share their passions
- We are offering a full inclusion of special need students in option and and Physical Education
- We are promoting cross programming between students
- We are continually rethinking projects and assignments to allow for differentiation
- Going back to basic numeracy skills – Math support

Challenges

- We need to promote healthy relationships with students displaying various interests and abilities.
- Power School has changed the way that many students view their learning. We have observed a greater focus on the marks. We need to focus on the learning process, as opposed to simply reporting a student grade. In the area of reporting and assessment, having conversations with students and their parents may be important.
- Some students are coming to school unprepared to learn. Issues may vary from a lack of sleep to poor nutritional habits. We need to put a greater emphasis on a healthy lifestyle.
- We need to explore strategies to keep our high achieving students engaged.
- We need to explore strategies to find a balance between curricular expectations and student abilities. This is particularly important in our Special Need Programs.
- We need to promote assessment practices that support learning.

Progress toward meeting Objective 1: Ongoing

Key Strategies 2017-18:

- We need to promote healthy relationships with students displaying various interests and abilities.
- We need to put a greater emphasis on a healthy lifestyle.

- We need to promote assessment practices that support learning.

“Encouragement is the elixir of learning. Success waxes success. Once an individual is able to receive encouragement and begins to see success in any endeavor, subsequent learning and development can become desirable.” (Trent Worthington, Grade 7 LAC Teacher, Professional Growth Plans 2017-18)

I recall last year speaking with Marie Jahner about a colleague from another school who incorporates one lab, demo or activity in every single class she teaches. This is of course the ultimate goal! Science is not only about learning the curriculum; it is about understanding it, visualizing it, observing it, and experiencing it. This is the true way to learn.

In addition to this, we have discussed as a Science department to include more graphs, charts and diagrams into our teaching. I have always felt strongly that numeracy is one of the most important things a child should develop in school, along with literacy. Unfortunately, students struggle with understanding, interpreting and building graphs in Science. This is, I’m sure, due to the struggle with numeracy, but it is something that we should never neglect in the Science class. My goal is to increase the amount of material I present in the form of a graph or chart, and incorporate these more on formative and summative assessments. (Natalie Hansen – Grade 7 & 8 French Immersion Science teacher – Professional Growth Plans, 2018-18)

Objective 2: Belonging - To increase the sense of belonging at Sir George Simpson

Relationship with District Outcomes:

- 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.

Reporting our Progress (2016-2017)

Highlights

- Our TTFM results indicate a very high level of positive relationships and positive behavior within the school
- A vast number of students belong to our various school activities, sports and clubs.
- Our students continue to be involved in the community in a spirit of service.
- Students are highly involved in special events such as the Grade 9 Farewell, Open House and Remembrance Day ceremony.
- The school is clean and inviting – inside and outside
- Our motto -WE are Simpson - is inviting and truly lived by all (school clothing – Voyagers logo – we are Simpson video, etc.)

- Every day, we see a variety of students from different programs congregating after school or during lunch hour

Challenges

- We need to encourage all student voices to be heard and validated
- We need to assign time and funds to update the aesthetic environment (displaying student work, SGS logos, and school colours highlighted).
- We need to find a balance between the number and variety of activities for student participation to ensure that the student population is united.
- We need to encourage student leadership among our FNMI population.
- We need to encourage all students to take a more active role in the school and in the community.

Progress toward meeting Objective 2: Ongoing

Key Strategies 2017-18:

- We need to encourage student leadership among our FNMI population.
- We need to encourage all students to take a more active role in the school and in the community.
- We need to encourage all student voices to be heard and validated

Objective 3: Innovation - To explore innovative practices, including new technologies which could lead to student success and to a positive sense of belonging.

Relationship with District Outcomes:

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.

Reporting our Progress (2016-2017)

Highlights

We are offering Math Assistance Class (MAC) to help meet what we feel is critical need for some students. Our hope is to help students close gaps that have developed in their mathematical learning. Students who attend MAC may meet some or all of the following criteria:

- they have worked hard in Math class in the past but not been fully successful
- they may have seen gaps in their understanding increase with each year of school

- they may experience frustration because some conversations in Math class don't make sense to them
- they may have difficulty putting some basic mathematical ideas into practice

It is important to note that this class will emphasize developing students' basic skills in mathematics and understanding of mathematics. This course is not a time for students to complete homework from their Math course or other subject areas. We will use our involvement in the Agile Schools Project to help students improve their basic numeracy skills with a particular emphasis on basic operations.

- Outdoor Pursuits offered to students who need to have exercise, fresh air and cooperative learning.
- Increase effort to include numeracy in real learning – Math in the Home Ec. room, the IA lab, etc.
- PACE students (OP) running a canteen from a business perspectives (inventory, money, counting, ordering, polling survey,
- All students from all programs work together in options, Phys. Ed. and school wide activities

Challenges

- Explore the idea of PE classes for the unmotivated who potentially need it for wellness.
- Explore and possibly implement a program: sleep, nutrition, life long exercise, overall wellness and lifestyle.
- Rethink the traditional PE class to increase engagement and participation
- To promote education and awareness for our students and families about the use of Power School and the potential obsession with marks.
- Explore the possibility of inviting trade workers or guest speakers to promote real life learning – welders, carpenters etc.
- Real life learning

Progress toward meeting Objective 3: Ongoing

Key Strategies 2017-18:

- Explore the idea of Phys. Ed. classes for the unmotivated who potentially need it for wellness.
- Explore and possibly implement a program: sleep, nutrition, life long exercise, overall wellness and lifestyle.
- Rethink the traditional Phys. Ed. class to increase engagement and participation
- To promote education and awareness for our students and families about the use of PowerSchool and the potential obsession with marks.
- Implement successfully the Math Assistance Class

Objective 4: (NEW) Happiness

Relationship with District Outcomes:

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.

Reporting our Progress (2016-2017)

Highlights

- The Happiness project is a follow up from the U-Lead Conference in April 2017
- The happiness project aims to be a positive and proactive action to deal with issues of anxiety and stress.

Challenges

- Create the time to plan and implement opportunities for students and staff to participate in meaningful positive activities
- Encourage all student voices to be heard and validated
- Develop a sense of gratitude among staff and students
- Develop a sense of resiliency among staff and students
- Explore and possibly implement a program to educate students about sleep, nutrition, life long exercise, overall wellness and lifestyle

Progress toward Meeting Objective 4: Ongoing (First year implementation)

Key Strategies 2017-18:

- Create the time to plan and implement opportunities for students and staff to participate in meaningful positive activities.
- Encourage all student voices to be heard and validated.
- Develop a sense of gratitude among staff and students.
- Develop a sense of resiliency among staff and students.
- Explore and possibly implement a program to educate students about sleep, nutrition, life long exercise, overall wellness and lifestyle.

"Many administrators and staff attended the ULead Conference in Banff. On the final day they had two administrators hosting a session about happiness and health. In our schools. The room was overflowing with many sitting on the floor which speaks to the necessity of the topic. Out of that workshop, we came back to SGS with a push for more happiness in the building. We spent time as a staff brainstorming ideas, but the reality is that we are all extremely busy - so the bigger question was how to incorporate more "smiles" in the building while not creating too much extra work.

We divided it into three areas: the students, the staff and the actual physical building. We did a very small Happiness project and were overwhelmed with the enthusiastic response from parents and visitors alike. We aim to bring smiles to faces when entering or exiting the building. Our goal is to perhaps talk less about the hardships and more about what we are

grateful for. (Some research suggests that students are stressed out and anxious simply because they have been told over and over - learned behaviour rather than simply real life. Our leadership class has been hard at work and are steering the entire project. We are in the process of having simple yet fun games that promote school spirit while also giving everyone a good laugh. Case and point would be our Tug of War. Next up is our limbo contest etc. As a staff we are committed to more informal get together after school. We have a Monday morning meeting and the last one of the month we are coming earlier and having teams of staff members bring us breakfast. Finally we are looking at the physical space and how we can cheer up the hallways and update the art work. We see this as a great first step. We will also look at updating our staff room.”
(JoAnn Blachford – October 3, 2017)

Financial Performance 2016-2017

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: \$183,841.00

The surplus of \$183,841.00 is not entirely accurate, as it does not take into account a projected expense of \$65,000.00 for a new audio-visual system in our large gym. The system's installation was budgeted for last year but the provider did not complete the work until late in September. If this expense had paid on time as planned, the actual surplus would be closer to \$118,000.00

Financial Planning 2017-2018

**RESOURCE AND DISTRIBUTION
SIR GEORGE SIMPSON SCHOOL**

REVENUES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Basic Program Allocation	\$ 4,711,497	\$ 4,506,889	\$ 4,461,538
2. Other Revenues			
2.1 Fees	\$ 294,550	\$ 236,150	\$ 235,000
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 35,000	\$ 15,000	\$ 15,000
2.5 Other Revenues	\$ 47,000	\$ 69,500	\$ 69,500
3. Surplus / Deficit Allocation (S/D)	\$ 183,841	\$ 71,849	\$ 127,897
TOTAL REVENUES	\$ 5,271,888	\$ 4,899,388	\$ 4,908,935

EXPENDITURES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Certificated Staff	\$ 3,837,190	\$ 3,809,438	\$ 3,557,293
2. Support Staff	\$ 614,712	\$ 455,901	\$ 540,848
3. Services	\$ 382,648	\$ 335,000	\$ 335,000
4. Supplies	\$ 219,950	\$ 224,600	\$ 224,600
5. Furniture, Equipment & Capital	\$ 75,000	\$ 15,000	\$ 55,000
6. Technology	\$ 28,000	\$ 33,000	\$ 73,000
7. Future Emergent Initiatives	\$ 114,388	\$ 26,449	\$ 123,194
TOTAL EXPENDITURES	\$ 5,271,888	\$ 4,899,388	\$ 4,908,935

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
FTE Enrolment (ECS @ .5)	641.00	626.00	611.00

STAFFING PERCENTAGES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
Certificated Staff FTE	37.01	36.34	34.35
Support Staff FTE	12.81	9.10	10.96
Certificated Staff Percentage	78.4%	83.2%	77.5%
Support Staff Percentage	12.6%	10.0%	11.8%
TOTAL STAFFING PERCENTAGE (with S/D)	90.9%	93.2%	89.3%
TOTAL STAFFING PERCENTAGE (without S/D)	94.5%	94.6%	91.9%

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 Achievement Test Results

The following provides the school's results on PATs, participation rates, and an interpretation of the results.

Grade 9 English Language Arts

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov								
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	92.8	87.5	92.8	87.5	89.8	88.5	92.5	88.8	92.1	88.8
Results Based on Number Enrolled										
Acceptable Standard	82.6	76.4	82.6	76.4	80.7	75.6	82.7	77	81.1	76.8
Standard of Excellence	30.8	14.7	30.8	14.7	22.3	14.4	26	15.2	33.7	14.9
Results Based on Number Writing										
Acceptable Standard	89.0	87.2	89.0	87.2	89.9	85.2	89.4	86.7	88	86.4
Standard of Excellence	33.1	16.8	33.1	16.8	24.8	16.3	28.1	17.1	36.6	16.8

Table 3 By Program	Acceptable Standard		Standard of Excellence	
	School	Province	School	Province
Regular (65 students)	86.2	89.8	21.5	18.5
French Immersion (87 students)	97.7	97.1	56.3	30.9
Special Education (21 students)	15	66.8	2	9.5

Interpretation of Results

Results for Students who wrote the test.

	SGS	Province
Writing		
Acceptable	92.6	90.3
Excellence	35.4	21.6
Below	7.4	9.7
Reading		
Acceptable	82.9	79.7
Excellence	39.4	19.4
Below	17.1	20.3
Total Test		
Acceptable	88	86.4
Excellence	36.6	16.8
Below	12	13.6

Overall Results (Table 2.1 and 2.2)

- The Grade 9 ELA results are consistently higher than the province in all categories.

French Immersion/Regular (Table 3)

- Consistent with provincial results the French Immersion students outperforms the regular in all categories.
- French Immersion students at SGS scored very close to provincial French Immersion students with only a fraction of a percentage difference.

Female/Male (Table 4)

- SGS female students outperform male students in every category, however in many categories only marginally. This is consistent with the provincial result.
- SGS female and male students scored higher than provincial female and male students.

Writing/Reading

- A further breakdown indicates that SGS students outperformed the province in all of the sub-categories in
 - Writing
 - Narrative/Essay
 - Functional
 - Functional Reading
 - Informational
 - Narrative/Poetic
 - Ideas and details
 - Text Organization
 - Associating Meaning
 - Synthesizing Ideas

Reading Multiple Choice Item Analysis (Table 5.3)

- SGS students scored lower than provincial students in only one answer (question #45) in the category of text organization.
- Also results for the reading tests improved from last year.

Suggestions for PLC Actions

- Further analysis of the text organization question that scored lower
- Although the SGS results for male students is consistent with the province we need to remain cognizant that males are achieving below female students and work towards narrowing the gap.
- Multi-year reports, when available, should be analyzed to identify trends in SGS results.

Grade 9 French Language Arts

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	92.8	87.5	98.6	96.8	96.9	96.2	98.8	96.7	97.7	96.1
	Results Based on Number Enrolled									
Acceptable Standard	82.6	76.4	97.3	86.5	80	85.8	90.2	83	93.1	83.1
Standard of Excellence	30.8	14.7	17.8	11.1	10.8	10.7	14.6	10.8	19.5	11.2
	Results Based on Number Writing									

Acceptable Standard	89.0	87.2	98.6	89.3	82.5	89.3	91.4	85.9	95.3	86.4
Standard of Excellence	33.1	16.8	18.1	11.5	11.1	10.5	14.8	11.2	20	11.7

Interpretation of Results

Overall Results (Table 2.1)

- Acceptable Standard: The Grade 9 FLA results surpass the province by 10%.
- Excellence Standard: The Grade 9 FLA results surpass the province by 8.3%.

Overall Results (Table 2.2)

- Acceptable Standard: The Grade 9 FLA results are slightly higher than the province in writing.
- Excellence Standard: The Grade 9 FLA results surpass the province by 4.3%.

French Immersion and Inclusive Education (Table 3)*

- Three French Immersion students were ESL. All of them reached the Acceptable Standard.
- One French Immersion student was in the Special Education program and achieved Acceptable Standard.

Female/Male (Table 4)

- SGS female students surpass SGS male students by 5.3%.

Suggestions for PLC Actions

We should pursue last year's suggestions:

- reading circles, book clubs
- pre-selected books
- books relevant to youth culture
- New texts

Grade 9 English Science

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	91.3	88.3	85.9	89	74	89.4	73.3	89.3	70.2	88.8
	Results Based on Number Enrolled									
Acceptable Standard	69.8	72.0	64.1	72.5	71	73.3	65.6	73.5	66	73.2
Standard of Excellence	30.2	19.8	17.4	22	30	22.8	31.1	22.5	25	21.3
	Results Based on Number Writing									
Acceptable Standard	76.5	81.5	74.7	81.5	95.9	82	89.4	82.3	90.4	82.4
Standard of Excellence	33.0	22.4	20.3	24.7	40.5	25.5	42.4	25.2	34.2	24

Table 3	Acceptable Standard		Standard of Excellence	
	School	Province	School	Province
Regular (X students)	91.5%	86%	40.7%	26.8%
Special Education (X students)	100%	62.1%	11.1%	10.2%

Interpretation of Results

In the Science PAT exams, SGS is 5.5% higher than the province for Acceptable Standards and 13.9% higher for Standards of Excellence. SGS students continue to do better than the providence on PATs. We continue to maintain of level of Excellence.

The class sizes for the Grade 9s averages 28 students. Regular and academic challenge classes are included in the student population for the test. Students who were in the learning assisted class year, who normally struggle to complete the full Science curriculum, were exempted from the exam this year

Key Observations

Overall Sir George Simpson students preform better on the PAT Exam, than the province. We did notice that there was a five point difference between genders on this exam. Males achieving slightly better, not something we have noticed in the past.

I believe with a combination of: PLC Science group, extra support for students (with devoir, tutoring and homework option) and extra-curricular (field trip and guest speakers) we will continue to help students strive for excellent. In our PLC Science group we continue to find new methods of presenting projects, problem base learning and using current event to discuss concepts covered in the curriculum. In Science we are still trying to develop more multiple choice questions that analysis graphs and form conclusions.

Grade 9 French Science

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.1	98.0	100	97.6	96.9	97.4	98.8	97.8	98.8	97.9
	Results Based on Number Enrolled									
Acceptable Standard	88.4	82.5	89	82.8	80	84.8	90.2	85.4	91.9	86
Standard of Excellence	21.7	22.3	28.8	23.1	24.6	23	28	21.1	32.6	22.4
	Results Based on Number Writing									
Acceptable Standard	91.0	84.2	89	84.8	82.5	87.1	91.4	87.4	92.9	87.9
Standard of Excellence	22.4	22.7	28.8	23.6	25.4	23.6	28.4	21.6	32.9	22.9

Table 3	Acceptable Standard		Standard of Excellence	
	School	Province	School	Province
By Program				
Regular (85 students)	92.9%	87.8%	32.9%	22.3%
Special Education (2 students)	100%	74.1%	50%	13.2%
English as a Second Language (3 students)	66.7%	72.7%	0%	12.7%

Interpretation of Results

In the French Immersion program, SGS students continue to score higher than the provincial average for both the Acceptable Standard (5% higher) and the Standard of Excellence (10% higher).

Class sizes this year ranged from 26 to 29 students, including two students with special needs and three English Language Learners.

Key Observations

Similar to the province, male total test scores were about one point higher than female total test scores. Scores for each of the five units ranged within one point of each other (between 7.8 and 8.9 out of a total possible 11 points per unit). In general, students scored higher on the units completed most recently.

Our school's scores reflect increasing experience, collaboration and expertise in the French Immersion Science department. This school year also had particularly strong academic students.

Grade 9 English Social Studies

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	90.5	87.7	84.8	88.1	72.3	88.1	74.4	88.4	71.2	88.8
	Results Based on Number Enrolled									
Acceptable Standard	63.5	64.6	58.7	64.8	59.4	64.4	64.4	64	61.5	66.3
Standard of Excellence	29.4	19.0	15.2	20.3	22.8	20	27.8	18.3	25	20.2
	Results Based on Number Writing									
Acceptable Standard	70.2	73.6	69.2	73.6	82.2	73.1	86.6	72.3	86.5	74.7
Standard of Excellence	32.5	21.7	30.8	26.4	31.5	22.7	37.3	20.7	35.1	22.7

Grade 9 French Social Studies

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.1	98.2	100	96.5	95.4	96	98.8	97.7	100	97.8
	Results Based on Number Enrolled									
Acceptable Standard	85.5	77.9	86.3	74.9	64.6	74.6	76.8	74.9	86	77.2
Standard of Excellence	23.2	14.0	27.4	14.6	13.8	17.6	24.4	14.3	36	20.9
	Results Based on Number Writing									
Acceptable Standard	88.1	79.1	86.3	77.6	67.7	77.7	77.8	76.7	86	79
Standard of Excellence	23.9	14.3	27.4	15.1	14.5	18.3	24.7	14.7	36	21.4

Interpretation of Results

Participation

- 74 students wrote the English exam, 27 Students were excused, and three students were absent.
- 86 Students wrote the French exam (100%); no students were excused or absent

Standards Demonstrated by Students

- 86.5 % of the students writing the exam in English achieved Acceptable Standard (76.7 in the province). We are above the province.
- 86.0 % of our French Students attained the Acceptable Standard – 8.8% above the provincial average
- 35.1% of the students writing the exam in English achieved Standard of Excellence. (22.7% in the province). We are above the province.
- 36% of our French Students attained the Standard of Excellence which is 15.1% higher than the provincial average
- 9.6% of our English students scored below the Acceptable Standard which is 12.9% lower than the provincial score of 22.5%
- 14% of our French Students scored below the Acceptable Standard which is 6.5% lower than the provincial score of 20.5

Categories of Questions

- English students demonstrated a gender differentiation of 10% in all categories with males performing higher than females
- French students demonstrated little gender differentiation in all categories (1% or less in most categories)

Knowledge & Understanding

- Scores for English and French students in this category are higher than the provincial scores.

Skills & Processes

- Scores for both French and English in this category are higher than the provincial scores.

The Political & Judicial System

- Scores for both French and English were consistent with the provincial averages with English students scoring slightly higher than the provincial scores.

Individual & Collective Rights

- Scores for both French and English in this category are higher than the provincial scores.

Immigration

- Scores for both French and English in this category are higher than the provincial scores.

Economic Decision Making

- Scores for both French and English in this category are higher than the provincial scores.

Consumerism, Quality of Life, and Political Decision Making

- Scores for both French and English were slightly higher than provincial averages.

Notes:

- In the category of drawing conclusions from multiple sources, our English students fared very well and their French counterparts have significantly improved with respect to these type of questions.
- French and English students excelled once again, (significantly higher than provincial scores) in the areas of individual and collective rights.
- English and French students scored exceptionally higher than the provincial standards on questions relating to the Political and Judicial System.
- Both French and English students scored higher than the provincial standard on questions requiring analysis of political cartoons (this was a focus determined from prior PAT analysis)

Recommendations:

- add questions to quizzes that specifically targets drawing conclusions from multiple sources and multiple viewpoints (reflected in answers to questions on immigration)
- continue to emphasize links to current events and the understanding of political cartoons. We will once again invite cartoonist Fred Curatolo to hold his presentation on cartooning and its relation to current affairs.
- continue emphasis on immigration for English and French students
- Question #25 Determine from four viewpoints the speaker whose comments are most directly related to a criterion that applies to long term visitors to Canada.

Grade 9 English Mathematics

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	88.1	87.8	85.9	88.6	87.1	88.8	85.6	88.9	86.4	88.5
	Results Based on Number Enrolled									
Acceptable Standard	59.5	65.5	54.3	65.9	63.4	64	63.3	66.7	59.2	66.2
Standard of Excellence	23.0	18.0	10.9	16.9	17.8	17.5	15.6	17.2	19.4	18.7
	Results Based on Number Writing									
Acceptable Standard	67.6	74.6	63.3	74.4	72.7	72	74	75	68.5	74.8
Standard of Excellence	26.1	20.1	12.7	19.1	27.3	28	18.2	19.3	22.5	21.8

Table 3	Acceptable Standard		Standard of Excellence	
	School	Province	School	Province
By Program				
Regular (65 students)	78.8*	78.3	29.2	23.0
Special Education (18 students)	38.9	48.8	5.6	6.2
English as a Second Language (5 students)	40	70.1	0	19.3

*includes one student categorized as French Immersion who was in the Regular program.

Interpretation of Results

Table 3 separates the results into three broad categories: Regular, Special Education and English as a Second Language.

Key Observations

Results for students from the Regular program who met Acceptable Standard were not significantly different from the province. Results for students from the Regular program who met Standard of Excellence was higher at SGS than the province (29.2% vs 23.0%).

The categories for students in Table 3 do not reflect the school programs that students worked in (Regular English and LAC) in all cases. There were five students classified as Special Education who were in the Regular program and seven students classified as Regular who were in the LAC program.

If we adjust for these changes, 55 students out of 64 (85.9%) in our Regular program met Acceptable Standard.

We should question the purpose of students from our Learning Assistance Class writing the PAT in Math. Very few of our Special Education students achieved Acceptable Standard. This follows a pattern of very low success from earlier years. This is an achievement test that is most appropriately written by students in the Regular program.

The table below shows total test results by gender. SGS female students scored lower than their male counterparts at our school and lower than their female counterparts in the province.

The Prior Level of Achievement Report indicates that student achievement on their Grade 9 Math PAT was not significantly different from the results predicted by their achievement on the Grade 6 Math PAT.

Results by Gender	Female		Male	
	School	Province	School	Province
Total Test (Max score 50)				
Students from all programs	27.0	29.3	29.6	29.2

A review of results from the previous years shows that male and female results vary from year to year at SGS and that this year's results do not indicate a trend. Finally, it should be noted that a comparative look at the Grade 6 results demonstrates very compatible results in Grade 9.

Grade 9 French Mathematics

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.1	97.5	100	97.3	96.9	97.3	98.8	97.7	100	96.8
	Results Based on Number Enrolled									
Acceptable Standard	87.0	83.4	94.5	84.4	76.9	84	87.8	83.7	94.2	82.5
Standard of Excellence	26.1	21.8	23.3	22.5	30.8	24.4	18.3	21.8	41.9	23.6
	Results Based on Number Writing									
Acceptable Standard	89.6	85.6	94.5	86.7	79.4	86.3	88.9	85.7	94.2	85.2
Standard of Excellence	26.9	22.4	23.3	23.1	31.7	25.1	18.5	22.3	41.9	24.3

	Acceptable Level	Excellence Level
Early Immersion (... students)	95.9	45.2
Late Immersion (13 students)	92.3	61.5

Interpretation

Acceptable Standard: Our results are significantly higher than provincial average.

Standard of Excellence: Our results are significantly higher than provincial average.

Students from the Late French Immersion Program writing the Provincial Achievement Test wrote the same exam as the regular French Immersion students. We had 13 Grade 9 students in the Late French Immersion program last year. 12 of them achieved the Acceptable Standard or higher (92.3%), 8 achieved the level of Standard of Excellence (61.5%) and only one student scored below the Acceptable Standard level (7.7%).

With the regular French Immersion, we had 73 students who wrote the Provincial Achievement Test. Of the 73 students 70 achieved the Acceptable Standard or higher (95.9%), 33 achieved the level of Standard of Excellence (45.2%) and 3 students were below the Acceptable Standards (4.1%).

The LFI students scored 3.6% lower on the Acceptable Standard level compared to the regular FI and 16.3% higher on the level of Standard of Excellence compared to the regular FI.

In relation to gender, 50 girls and 36 boys wrote the exam. The results do not indicate any difference based on gender.

We had two students who were classified as Special Education (code 6), three student classified as English as a Second Language (code 5). All of them wrote the test. On those five students, two did not pass the test.

In summary, we had an exceptional year. A significant number of students reached the Standard of Excellence and we improved significantly at the Acceptable level. Our results are clearly above the province average.

Interpretation of Results of K & E PAT Results

In 2015-2016, four students wrote the K & E PATs. We cannot report these results publicly because the number is less than the six student threshold. The 2016-17 K&E class for Language Arts and Social Studies consisted of 10 students. This year one of the students who wrote the test came from the BI Program, while two joined this year's class from the Opportunity Program. Again, we were above the provincial average in most areas for both the ELA PAT and the Social Studies PAT.

In Language Arts, five students met the Acceptable Standard and four students were below the level of Acceptable Standard. This year's results where positive in the area of Reading even though we had four members of the class that did not meet the Acceptable Standard. All four were close to meeting the Standard and displayed greatly improved reading skills since the beginning of the school year. I am proud of how all the students preformed.

For the past few years, we have focused on reading strategies that go Beyond the Text that help students with synthesizing ideas and associating meaning and the students have successfully implemented these strategies. Continued areas of concern are with the students' abilities to answer questions pertain to text organization.

Upon review of last year's results, I believe we need to continue to focus on strategies to improve our students' abilities to answer questions pertaining to the following.

- Associating Meaning
Informational
- Text organization
Informational

For Social Studies, nine students wrote the exam. Five students achieved Acceptable Standard with three students achieving Standard of Excellence. Four students did not meet the Acceptable Standard; however, three of those four students were close to meeting the Acceptable Standard. I was happy with the results for the 2016-17 PAT.

After looking at the results, it appears that, the students struggle more so with the Canada and the United States: An Economic Relationship portion of the test. More focus is needed on the following areas of study.

- Canada and the United States: An Economic Relationship
Analyze information pertaining to political party platforms
Identifying the characteristics of a mixed economy

Summary Comments Regarding Provincial Achievement Test Results

Although the Grade 9 Provincial Achievement Tests are not designed for LAC students, one of the goals that we are hoping to achieve is to assist our LAC students to become more confident and successful test takers. This involves breaking down all the different components of exams and helping the students understand that multiple choice items consist of a stem, the correct answer, keyed alternative, and distractors. In addition, they need to know about time management, how to slow your brain down, the long answer question vs short answer etc; basically breaking down some of the barriers and to teach them to advocate for themselves. Our hope is that they can slowly build confidence moving into high school to be able to write exams and feel success.

Appendix II – Other Indicators of Student Performance

Academics:

- Pascal and Gauss Math Contest
- Science 9 Zoo program for the Biodiversity Unit
- Community guests to support curriculum
- Christmas Carol play for Grade 9 Language Arts students
- 26th very successful edition of the Grade 9 French Immersion students trip to Québec
- Pi Day
- Grade 8 Science visit to Telus World of Science
- Grade 7 Science to Muttart Conservatory
- Historical characters visiting students
- Science presentation with Professor Lucio Gelmini
- Three students attended the Canadian Science Fair in Regina
- Gold Medal in Regional Science Olympics at the Shaw Conference Centre
- 24 students participated in a Washington, DC trip

Athletics:

- Girls Volleyball Team placed first in District Tier 1
- Boys Volleyball Team placed first in District Tier 2
- District Cross-Country Championships
- 4th place in Zone Cross-Country
- Our school raised more than \$7000.00 for the annual Terry Fox Run
- School teams placed 1st in the Badminton City Championship
- SGS Senior girls Basketball team won Gold in Tier 2 City Championship
- SGS Senior Boys Basketball lost out in the semi-final
- Second Place in Badminton
- Junior teams in both girls' and boys' volleyball and basketball were well subscribed. Both teams competed in exhibition games against other junior high schools as well as tournaments in the area.
- Successful SGS Rugby team in league play
- SGS placed 1st in the City Track and Field Championship and 1st in the Zone Championship
- Fit for Life option continues to be a very strong program with a large number of students involved. We expanded the option to include Mountain Bikes.
- Our cheerleading team attended several tournaments in the Edmonton area.
- Several students were involved in our Boxing program.

"We lost the last game. Just a bad hit gone into the net. The team hangs their heads in disappointment, but not me. This volleyball season proved that I can do anything I set my mind to. Contrary to the popular beliefs, I am able to belong to two very different environments. That is what made me so proud of myself and my team." (Jillian Ainsenstat, Grade 9 FI student – paper submitted to Ms. Nancy O'Shea, ELA teacher).

Fine Arts:

- Highlights of our Fine Arts program include Fine Arts performances, the Peace Poster Contest and other student achievements.
- Student involvement at Remembrance Day assembly

- Drama, Performing Arts, and Art are very popular options with a very large number of students attending.
- Play Production 9 performances in the evening and matinees
- Our Band students held 16 performances throughout the year. About 90 students registered in Band last year. They performed at the Rotary Music festival, in several elementary schools, at our Remembrance Day assembly, at the Grade 9 Farewell, and in several other venues. They also performed the National Anthem at an Oil King game. The Band Trip to Victoria takes place every second year and it is a true success.
- Students unable to fit Fine Arts options into their program were able to join related club activities.
- Yearbook

Technology:

- Students had access to one computer lab, 30 iPads and more than 200 Chromebooks for curricular use.
- Sable XI Balloon Launch on Canada's 150th anniversary
- Successful implementation of Google Classroom and Vocabulary.com
- Photo slide show on TV in front foyer and outside the gymnasium
- We purchased more cameras.
- Students entered the Canadian Multicultural Foundation Photo Contest

CTS:

- Students chose Foods and Fashions and Industrial Arts in large numbers.

Community Responsiveness:

- Leadership students and other classroom students were active in accessing community resources and providing service to the community (e.g. PARTY Program, community beautification, food bank drive).
- A delegation of four students attended the Dream Catcher Conference.
- Volunteering at St. Albert Seniors Centre and the Food Bank
- Participation in Clean up the Sturgeon and Arbor Day in partnership with the City of St. Albert
- Commitment to keeping school grounds clean
- K & E students attended work experience
- Social Justice initiated several activities
- Mike Ryan from Clean Scene has provided continuous support to the few students suffering from addiction and the students at risk.
- Our RCMP School Liaison, Constable Geoff McKay, also offered the Grade 8 Prevention Program to our students. Constable McKay also visited all Grade 9 students to talk about drug addiction. Our collaboration with Clean Scene, along with our partnership with the RCMP, will continue this current year and it is our intention to maintain our very strong stand against any form and shape of drug use. In this area, it is also our hope to work more closely with other junior high and high schools in our district.
- Students, parents and staff gathered and worked together to support the Mar Family and the Darius Mar Legacy Fund.
- PACE (OPP) students are working in the neighborhood to help local residents (racking leaves, walking dogs, etc.)

Other Student Activities

- Student activities fostered community within our school through activities such as, π Day, Carnivals, bake sales
- Guests from the Edmonton Pregnancy Care Centre spoke to Grade 7 and 8 students about the WAIT Program.
- Holocaust Survivor Eva Olsson visited the school.
- Former drug addict Jade Bell visited the school.
- All Grade 9 students attended Take Your Kids to Work Day in November 2016.
- Young mothers from the Terra Centre spoke to our Grade 9 students.
- All our Grade 9 students attended the PARTY program.
- Simpson Hosted the Second District Aboriginal Day on June 21, 2016.

Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. The number of respondents is also included. Please be advised that survey processes were modified in the 2016-2017 school year. There were both changes to a number of survey questions and the method of administration. In particular, we shifted to an online survey administration for parents. Caution is warranted when comparing results from year to year.

Student Survey (Based on the Accountability Pillar Survey)

Question	% Good / Very Good 2014-2015	% Good / Very Good 2015-2016	% Good / Very Good 2016-2017
Is the quality of teaching at your school?	92	86	92
Overall, is the education you are receiving at school?	94	88	96
Are the opportunities you have to learn about art at school?	81	81	86
Are the opportunities you have to learn about computers at school?	81	82	87
Are the opportunities you have to learn about drama at school?	78	78	81
Are the opportunities you have to learn about health at school?	80	81	82
Are the opportunities you have to learn about music at school?	78	76	80
Are the opportunities you have to learn another language at school?	82	80	89
Are the opportunities you have to participate in physical education at school?	91	87	93
Is the variety of courses available to you at school?	94	92	96
	% Agreement 2014-2015	% Agreement 2015-2016	% Agreement 2016-2017
It is clear what I am expected to learn at school.	85	77	85
My school work is challenging.	84	85	85
My school work is interesting.	70	57	69
The core subjects (math, language arts, social studies, science) I am learning at school are useful to me.	83	74	85
At school, I am encouraged to get involved in activities that help people in my community.	80	75	82
At school, I am encouraged to try my best.	88	81	89
At school, students follow the rules	66	49	65
At school, students help each other.	78	7	74

At school, students respect each other	71	58	71
I am proud of my school.	89	83	88
I would recommend my school to a friend.	91	84	92
I am treated fairly by adults at my school.	84	79	88
I feel safe at school.	90	82	87
I feel safe on the way to and from school.	92	88	93
My teachers care about me.	80	75	89
Other students treat me well.	85	81	85

Participation Rates

Year	Respondents
2016-2017	494
2015-2016	706
2014-2015	787

Parent Survey Questions	% Satisfied	Parent Survey Questions	% Satisfied	% Don't Know
How satisfied are you...	2014-2015	How satisfied are you...	2016-2017	2016-2017
1. with the quality of education that your child is receiving?	100	with the quality of education that your child is receiving?	97	1
2. with the choice of courses and programs available in your school?	94	with the choice of courses and programs available in your school?	94	0
3. (New Question for 2016-17)		With the support and resources available to meet the diverse needs of students.	89	3
4. that your child is encouraged by his or her teachers to achieve high standards?	95	That your child is encouraged by his or her teachers to achieve at their personal best.	75	5
5. that your child's learning needs are being met?	94	that your child's learning needs are being met?	78	0
6. with the extra help available, if your child requires it?	93	with the extra help available, if your child requires it?	70	9
7. that teachers help your child to achieve learner outcomes?	97	That teachers help your child to achieve learner outcomes.	72	5
8. that your child is developing the skills and	94	that your child is developing the skills and attitudes to become a lifelong learner?	75	4

attitudes to become a lifelong learner?				
9. that the school helps your child become a good, caring citizen?	97	that the school helps your child become a good, caring citizen?	85	7
10. that the school provides your child with activities that promote volunteerism and community contribution?	97	that the school provides your child with activities that promote volunteerism and community contribution	84	9
11. (New Question for 2016-17)		That my child enjoys going to school.	84	1
12. that the school provides students opportunities to assume leadership roles?	98	that the school provides students opportunities to assume leadership roles?	79	14
13. with how the school keeps you informed about your child's progress and achievement?	87	That your child's progress is reported in an ongoing and timely manner.	82	1
14. that the school is safe?	100	that the school is safe?	90	4
15. that your child's school is a positive and welcoming place?	98	That your child's school is a positive, caring, and welcoming place.	88	4
16. that expectations for student behavior are clear?	100	That expectations for student behavior are clear and well-communicated.	90	3
17. with the way discipline matters are dealt with by school staff?	98	That discipline matters are dealt with in a reasonable and timely manner by school staff.	56	36
18. with the image of the school in the community?	100	with the image of the school in the community?	89	5
19. with the communications you receive from the school?	97	that the information I receive about my child's learning at school tells me if my child is being successful in school.	76	2
20. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	87	that the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	56	37
21. that your input is considered, respected,	97	That your input is considered, respected, and valued by your school.	64	23

and valued by your school?				
22. with the leadership within your child's school?	97	That the leadership at your school effectively supports and facilitates teaching and learning.	77	13
23. that the School Council plays a meaningful role in your school?	100	That the School Council plays a meaningful advisory role in your school.	39	53
24. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	94	That there are opportunities for you to have meaningful input into decisions that affect your child's education.	65	16
25. with the leadership provided by district office?	98	That leadership at district level effectively supports and facilitates teaching and learning.	41	45
26. with how the district manages financial resources?	98	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	49	34
27. with the Board's resource allocation, policies, priorities and processes?	98	With the St. Albert Public School Board's policies and processes.	54	34
28. that your input is considered, respected, and valued by the St. Albert Public School Board?	98	that your input is considered, respected, and valued by the St. Albert Public School Board?	48	39

29. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 15%	No 85%	Are finances a barrier to your child's participation in classroom activities?	Yes 9%	No 91%
30. (New Question for 2016-17)			If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	Yes 65%	No 35%

Participation Rates

Year	Respondents
2016-2017	152 online survey respondents
2014-2015	29 Grade10/33 Grade 12
2012-2013	24 Grade10/33 Grade 12

Sir George Simpson Junior High School Education Plan 2016-2017

School Staff Survey Questions	% Satisfied	Revised School Staff Survey Questions	% Satisfied	% Don't Know
	2014-2015		2016-2017	2016-2017
1. I am satisfied with the quality of education that students are receiving in this school.	98	I am satisfied with the quality of education that students are receiving in this school.	97	3
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	With the choice of courses and programs available for students in the school district.	97	0
3. The district provides adequate support / resources to meet diverse student needs.	86	That I am provided the support and resources needed to meet the diverse needs of students.	83	3
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	91	With the services offered to students by teachers, counselors, administration, and other staff in my school.	91	6
5. The professional development opportunities are useful in helping me meet the needs of my job.	79	With professional learning opportunities that are supported by the district.	77	9
6. There is sufficient computer-related training available.	75	With the technology support and training that is supported by the district.	80	6
7. The school staff have an opportunity to work in a collaborative and collegial fashion.	90	With the opportunities to collaborate with colleagues.	87	0
8. (Non-teaching staff only) My annual growth plan helps me improve my skills. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	68 91	That the professional growth plan process helps me improve my skills.	83	3
9. Students are developing the skills and attitudes to become lifelong learners.	96	That students are developing the skills and attitudes to become lifelong learners.	94	6
10. The school helps students become good, caring citizens.	99	That the school helps students become good, caring citizens.	94	6

11. I am satisfied with how discipline is dealt with within the school.	91	That discipline is dealt with in a reasonable and timely manner within the school.	86	0
12. The school provides opportunities for students to develop leadership roles.	98	That the school provides opportunities for students to develop leadership roles.	94	6
13. I am satisfied with the opportunities to assume leadership roles.	87	I am satisfied with the opportunities to assume leadership roles.	81	11
14. My input is considered, respected, and valued by my school.	92	My input is considered, respected, and valued by my school.	89	6
15. I have the support necessary to be effective and successful in my job.	95	That I have the support necessary to be effective and successful in my job.	97	0
16. (Non-teaching staff only) The expectations of my assignment are clearly defined.	80	The expectations of my assignment are clearly defined.	97	0
17. My work or teaching assignment matches my knowledge and skills.	94	My work or teaching assignment matches my knowledge and skills.	91	6
18. I feel safe in the school.	99	I feel safe in the school.	91	0
19. The school is a positive and welcoming place.	98	That the school is a positive, caring, and welcoming place.	97	0
20. The facilities are satisfactory.	82	That the facilities are well-maintained.	86	0
21. That the image of the school in the community is positive.	100	That the image of the school in the community is positive.	97	0
22. I am satisfied with the leadership within my school.	98	That the leadership at school effectively supports and facilitates teaching and learning.	91	0
23. I am satisfied with leadership provided by district office.	96	That the leadership at the district level effectively supports and facilitates teaching and learning.	83	18
24. I am satisfied with how the district manages financial resources.	93	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	68	27
25. I am satisfied with the Board's resource allocation,	91	With the St. Albert Public School Board's policies, priorities, and processes.	77	20

policies, priorities and processes.				
26. My input is considered, respected, and valued by the St. Albert Public School Board.	85	That my input is considered, respected, and valued by the St. Albert Public School Board.	71	20

Participation Rates

Year	Respondents
2016-2017	35
2014-2015	83
2012-2013	78

School Evaluation of Satisfaction Surveys

Results

The following comments are based on the Tell them from Me Survey.

Strengths:

The strength of the school resides very much in the positive relationships and positive school behavior displayed by the students. A vast majority of students are obviously happy to attend the school and it is certainly reflected in the survey results.

Positive Relationships

In the Tell Them from Me Survey, the assessment of student's positive relationships is measured as follows:

Students respond to four Likert questions about their friendships at school. The results are reported as "the percentage of students with positive relationships".

- Do you have close friends at school that you can trust?
- I talk to a friend at school about my feelings.
- I get along with others at school.
- I listen to my friends when making decisions.

Percentage of students with Positive Relationships	Grade 7 Boys	Grade 7 Girls	Grade 8 Boys	Grade 8 Girls	Grade 9 Boys	Grade 9 Girls	School average
2015	76	85	71	88	71	85	80
2016	74	84	77	79	68	81	78
2017	73	83	76	92	80	89	82

Positive School Behavior

In the Tell Them From Me Survey, the assessment of students' positive school behavior is measured as follows:

Students respond to five questions asking how often during the past four weeks they have been in trouble at school. The results are reported as the 'percentage of students with positive student behaviour'.

During the past four weeks how often have you been in trouble at school for any of the following reasons?

- Being noisy in class.
- Saying things, I should not say.
- Getting into fights.
- Breaking a school rule.
- Not listening to your teacher.

Percentage of students who have Positive School Behavior	Grade 7 Boys	Grade 7 Girls	Grade 8 Boys	Grade 8 Girls	Grade 9 Boys	Grade 9 Girls	School average
2015	94	96	83	95	75	95	90
2016	95	77	90	93	86	98	93
2017	95	100	94	98	86	95	94

Challenges:

Although we continue to make significant progress, two important challenges identified in the Tell Them From Me Survey can be found in our student engagement and the level of anxiety and depression demonstrated by some students.

Student Engagement

In the Tell Them From Me Survey, the assessment of students' interest and motivation is based on the following process:

Students respond to a subset of questions, from a full set of 18 Likert questions, regarding their interest and motivation in three subject areas - Language Arts, Mathematics, and Science. Students are only asked questions about subjects in which they are currently enrolled. The results are reported as "**the percentage of students who are interested and motivated**". Results are not broken down by subject area except by special arrangement. The questions for each subject area are:

I spend a lot of time day-dreaming, socializing, or pretending to pay attention.

- I enjoy learning new concepts and ideas.
- I enjoy our class projects so much that often I do not want to stop.
- I wish we did not have to take [the subject area].
- I enjoy [the subject area] classes so much that I lose track of time.
- I find myself thinking about what we are learning even after the lesson is over.

Percentage of students who are interested and motivated	Grade 7 Boys	Grade 7 Girls	Grade 8 Boys	Grade 8 Girls	Grade 9 Boys	Grade 9 Girls	School average
2015	48	54	31	43	29	23	39
2016	60	56	36	41	35	41	45
2017	58	52	44	65	40	43	44

Anxiety and Depression

The TTFM measures of **Anxiety and Depression** were developed with the assistance of Dr. Alexa Bagnell, Child and Adolescent Psychiatrist at the IWK Health Centre in Halifax, NS.

Anxiety involves feelings of fear, intense anxiety, and worry about particular events or social situations. The TTFM measure is comprised of the following set of statements that ask students:

We would like to know how you think and feel about certain things. For each statement below, please tell us how often you feel this way.

- I am concerned about what other students think about me.
- I am too fearful or nervous.
- I worry about people laughing at me.
- I worry about a teacher asking me a question.
- I worry more than most kids.

- I am afraid that other students will think I am stupid.

Students with high levels of anxiety may exhibit a range of physical symptoms, including dizziness, nausea, heart palpitations, a dry mouth, sweating, or feelings of panic. For many of these adolescents, their feelings can become chronic and more severe if there is no intervention. Students with moderate levels of anxiety would likely benefit from a school-wide intervention. The "all schools" ribbon and "drill-down" lines reflect the combined reporting of high and moderate levels of anxiety.

Depression is a mental state characterized by feelings of sadness, discouragement and inadequacy that persist for long periods, from two or three weeks to several years. The TTFM measure is comprised of the following set of statements that asks students:

We would like to know how you think and feel about certain things. For each statement below, please tell us how often you feel this way.

- I feel sad or depressed.
- A lot of things seem to bother me.
- I feel lonely.
- I cry without a good reason.
- Other students seem to have more fun than me.
- I have trouble falling asleep at night.

Students with high levels of depression tend to be less able to experience joy and happiness in activities at school or at home, and may be less able to concentrate during classes. Students with moderate levels of depression would likely benefit from a school-wide intervention. The "all schools" ribbon and "drill-down" lines reflect the combined reporting of high and moderate levels of depression.

Sir George Simpson's data on anxiety and depression, as described above, are as follows:

Students with moderate or high level of anxiety	Grade 7 Boys	Grade 7 Girls	Grade 8 Boys	Grade 8 Girls	Grade 9 Boys	Grade 9 Girls	School Average	National Average
2015	16	23	20	32	22	35	25	18
2016	19	33	12	32	25	36	27	19
2017	11	24	22	35	16	41	26	19

Students with moderate or high level of depression	Grade 7 Boys	Grade 7 Girls	Grade 8 Boys	Grade 8 Girls	Grade 9 Boys	Grade 9 Girls	School Average	National Average
2015	18	23	22	28	30	31	25	18
2016	21	23	18	28	22	28	23	15
2017	9	16	19	20	19	38	22	18

Our Tell Them From Me survey results indicate several positive trends: our students continue to value school work and they feel good about their results in Social Studies, Science, Language Arts, and Math. Our results clearly show that our students feel safe at school and that they have positive relationships with their peers and their teachers.

The students express a very high level of satisfaction in the following areas: quality of education, variety of courses offered, opportunities to assume a leadership role, etc. The students also display a high level of satisfaction with their teachers and the administration of the school. They see their school as a positive and welcoming place. Furthermore, a significant majority indicates that they are not subject to ongoing harassment and intimidation. According to the TTFM survey, more than 90% of our students display a positive behavior at school. More than 80% of our students also say that they have positive relationships at school. They feel safe at school and they enjoy being here.

Having said that, the TTFM survey indicates two areas where we seriously need to look at improvement. One of them is engagement, especially among boys. Although we have made continuous improvement in this area in the last two years, our young men do not seem very interested and motivated in school work. The second one is the alarming level of anxiety and depression. In the past few years, we have discussed the issue extensively with parents, colleagues, and students. While I have seen improvement in the latest results, there are still too many students who have demonstrated a high level of anxiety and even depression.

We all know that anxiety and depression are profoundly rooted in a sense of inadequacy and a feeling of unworthiness. As parents and educators, we need to do everything in our power to fight this feeling of unworthiness. Certainly, the answer lies in the positive relationships that truly are the fabric of our school community. Our boys and our girls need to be told, again and again, that they are appreciated and valued. They need to know that they are not alone. Our presence, our guiding and caring presence, is the very best way to express this appreciation.

As explained earlier in this document, we have decided to address this issue with a greater focus on happiness. Our hope is that a proactive effort may lead to better results than a remedial plan.

Next Steps for Continuing Progress:

- Continue to involve parents in the decision making process, especially with the School Council.
- Continue to foster a welcoming and safe environment through our character education program and our school wide events (assemblies, etc.).
- Continue to work on engaging pedagogies in the classroom and encourage teachers to innovate in the teaching of the approved curriculum.
- Continue to work on the issues of depression and anxiety with a greater focus on happiness.
- Continue to monitor and support the Special Need students, especially in the area of Provincial Achievement Tests.