

EDUCATION PLAN 2019

École Sir George Simpson Junior High School



St. Albert
PUBLIC SCHOOLS



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St. Albert Public Schools' Mission, Mandate and Beliefs

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| <p>Mission</p> <p>Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.</p> | <p>Mandate</p> <p>The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the Education Act and the Education Act Regulations.</p> <p>The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.</p> |
| <p>Beliefs</p> <p>In our commitment to public education, we believe that:</p> <ul style="list-style-type: none"> • Our students' learning is central to everything we do; • It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance; • By setting high expectations students are challenged to achieve to their full potential; • Schools must be safe and caring environments where students, staff and parents feel connected, valued and respected; • Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all; • The classroom is central to student learning, and • Members of our school community have a shared responsibility and obligation to provide learners with an optimum learning environment. | |

Sir George Simpson Junior High School Vision

Sir George Simpson Junior High School (Sir George Simpson) 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, Learning Assistance, Opportunity, Knowledge and Employability, and Behaviour Improvement. 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 extracurricular 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, extracurricular 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.
- 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.
- Implement the True Principles program in Physical Education and within our extracurricular activities.
- Continue to recognize and support our First Nations and Métis students.
- Continue to support our new English Language Learners (ELL) 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 Junior High School Profile

| | 2018-2019 as of September 30, 2018 | | 2019-2020 as of September 30, 2019 | |
|---------------------------|---|-----|---|------------|
| Certificated Staff | | | Certificated Staff | |
| Teaching | 34.0 | FTE | 33.7 | FTE |
| Administration | 1.8 | FTE | 2.0 | FTE |
| Counselling | 0.8 | FTE | 0.8 | FTE |
| Total | 36.6 | FTE | 36.5 | FTE |
| Support Staff | | | Support Staff | |
| Clerical | 3.0 | FTE | 3.0 | FTE |
| Teacher Aides | 16.0 | FTE | 14.4 | FTE |
| Library Technicians | 1.2 | FTE | 1.0 | FTE |
| Technical Support | 1.0 | FTE | 1.0 | FTE |
| Total | 21.2 | FTE | 19.4 | FTE |
| Students | | | | |
| English | 296 | | English | 289 |
| French Immersion | 299 | | French Immersion | 327 |
| Special Needs | (90) | | Special Needs | (90) |
| Academic Challenge | (45) | | Academic Challenge | (45) |
| Total | 595 | | Total | 616 |

| Classroom Configuration | 2018-2019 | | 2019-2020 | |
|--------------------------------|---|-------------------------|---|-------------------------|
| Grade | English (includes special needs) | French Immersion | English (includes special needs) | French Immersion |
| Grade 7 | 94 | 86 | 90 | 135 |
| Grade 8 | 101 | 118 | 90 | 83 |
| Grade 9 | 101 | 95 | 109 | 109 |
| Total | 296 | 299 | 289 | 327 |

Issues and Trends

Introduction

It is with a great deal of pleasure and enthusiasm that we present the 2019 Education Plan. This plan continues to be a meaningful conversation about our school, our successes, and our challenges.

We do believe that it is important to acknowledge and to nurture a sense of teachers' professional mission. 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.

As we reflect on the issues and trends at Sir George Simpson, we will continue to focus on such a professional approach to teaching, as well as a broad understanding of the true value of education through both explicit knowledge and tacit learning.

School Population

This current year, Sir George Simpson is called home by 616 students, and increase of 16 students from 2018. We are very proud of our school's diverse programs.

French Immersion

Our French Immersion program continues to grow. In 2018, 51% of our students are enrolled in French Immersion (as compared to 36% of our school population in 2008). This current year, our French population is 53%.

Our French Immersion feeder schools, Muriel Martin Elementary School, Lois E. Hole Elementary School, and Leo Nickerson Elementary School, continue to attract students and the vast majority of them do come to Sir George Simpson's French Immersion program. Many of our Grade 9 French Immersion students move on to Paul Kane High School where they are offered the possibility to complete the requirements leading to the Bilingual Certificate.

While it is also true to say that our Late French Immersion (LFI) students experience success at Sir George Simpson, it should be noted that the enrollment in this program is not consistent. In September 2019, twenty-one students registered in Late French Immersion, which is a more feasible number than the 12 students that enrolled in Grade 7 LFI in 2018.

English Program

Our regular English students mostly come from Wild Rose Elementary School and Robert Rundle Elementary School. Having said that, a significant number of new registrations continue to come from different schools within our division as well as from other school divisions. It should be said that the four junior high school principals closely monitor the movement of students. It is also important to note that our numbers in our English program are not mirroring the growth observed in the French Immersion program. Having choice in the Division (Hockey Academy and Recreational Academy, as well as LOGOS and Late French Immersion), plays a role in this, but our English enrollment has remained fairly consistent over the past 4 years.

Division Programs for Students with Special Needs

Sir George Simpson is also called home for all Division programs for students with special needs: Academic Challenge, Learning Assistance, Knowledge and Employability, Opportunity (Including Pace and Life skills), and Behaviour Improvement.

These programs provide emotional, behavioural and educational support to students who require them. Depending on the program, students may require intensive support on regulation, or on academic assistance. They may also need academic enrichment or alternative curriculum to be able to demonstrate their learning. These programs provide students alternatives to core curriculum, while giving them the option to participate in complementary courses (options) and physical education.

(A complete description of each program can be found in the Appendix IV)

English Language Learners

Lastly, it should be noted that due to the increasing numbers of English Language Learners (ELL) students, we are organizing interventions to support their unique learning needs. Through benchmarking assessments, and responsive strategies, English Language Learners are provided the tools to increase their fluency and understanding of the English language.

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. Furthermore, student initiatives are encouraged as they demonstrate and foster significant levels of engagement and belonging..

Student-led, 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 supports our Character Education program by promoting and discussing the virtues during class time.

Our leadership students are very active in the community and they exemplify a spirit of service. Working within the school and surrounding community supporting initiatives such as the Food Bank and the Hope Mission, we try to import the importance of volunteerism as a significant part of lifelong learning.

In addition to our current Character Education program, our physical education staff is working on the implementation of the True Sport Principles program. This program will be described later on in this document.

Complementary Courses

In a multitrack school like Sir George Simpson, our complimentary courses play a vital role. Not only students can explore their own personal interest in several areas, but also 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 Behaviour 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
- Art
- Band
- Industrial Arts
- Drama and Performing Arts
- Outdoor Education
- Outdoor Pursuits
- Multimedia Studies
- French as a Second Language
- 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

Technology is now a mainstay of daily education. It would be difficult to go a day without a student developing their educational foundation through the many different technologies that Sir George Simpson offers, from chrome books to laptops to iPads to our SMARTboards. These have become tools and resources in education, and have proven invaluable to learning. However, technology has come with its own set of challenges.

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

- Develop and teach adequate online 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, Google Classroom, 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.
- 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 PowerSchool Parent Portal, teachers, students, and parents have continuous information readily available and there is a growing expectation to be “online” almost 24-7.
- Financial impact on evergreening and upkeeping technology is a major concern.

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*).

First Nations, Métis, and Inuit Education

Sir George Simpson is called home by several First Nations and Métis students. It is also true to say that several First Nations and Métis students 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.

In the past few years, SGS has made gains in the areas related to reconciliation. Through lesson planning, professional development and Blanket Exercises, division-wide initiatives including Project of Heart building a Peace Pole and a variety of in-school diversity initiatives all students at SGS developed a greater understanding of the impact residential schools had on First Nations, Métis and Inuit cultures. This knowledge would be in vain if it does not translate into action. We must do everything in our power to fight stereotypes and to change the current situation. We must do everything we can to help Aboriginal students to access the same level of education and safety enjoyed by all other Canadian children. As educators, we have the opportunity to make a difference.

Last year, among other achievements, we are pleased to report the following events:

- An elder attended our Awards Night to present the Honouring Spirit Award.
- Six students learned powwow drumming and singing at Sir George Simpson. All of them performed at our Aboriginal Day celebration.
- On Aboriginal Day, we also had the privilege to host several Grade 6 students who performed the Cree Anthem.
- Within the Walking Together program, we hosted one successful conversation on reconciliation.
- Several students and staff members joined the walk-in support of missing Aboriginal Women on June 24, 2019. This event was organized by former Sir George Simpson students Ciara Nash and Anwyn Neraasen. Previous to that, on June 21, National Aboriginal Day, David Bouchard presented a session on Métis culture and being kind and inclusive.
- Six staff attended the First Nations, Métis and Inuit Gathering in April 2019.

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.

Division Priorities and Outcomes

Division Priority Areas

St. Albert Public Schools 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 our enhancing instructional practice approach.

Division Outcomes 2019-2022

- Outcome 1: Learning environments facilitate connection, curiosity and competencies.
Outcome 2: The diverse needs of our students are met in inclusive learning environments.
Outcome 3: Students demonstrate growth in literacy and numeracy skills.
Outcome 4: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
Outcome 5: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
Outcome 6: Division growth is supported and managed by governance, public engagement, and partnerships.

School Objectives 2019-2020

- Objective 1: Engagement - To promote opportunities for engagement to our students
Objective 2: Belonging - To increase the sense of belonging at Sir George Simpson
Objective 3: Innovation - To explore innovative practices, including new technologies, which could lead to student success and to a positive sense of belonging

School Objectives

Highlights and Challenges

School staff continue to focus on key objectives, simplified into three words: engagement, belonging and innovation. These keywords will continue to be the foundations of our school objectives. There are many highlights and challenges related to the objectives, and the success and challenges will be (and have been) shared throughout this document.

Engagement

Student engagement will continue to be at the centre of our conversations in the year 2019-20.

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.

Engagement, and above all, promoting student engagement, leads us to an assessment of our own practices. Our first goal this year will be to continue to promote opportunities for engagement to our students.

Belonging

As stated in Sir George Simpson School (SGS) 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, encouraged and have a sense of belonging, the conditions are perfect for social, emotional and academic growth. It is this appreciation and the encouragement that we need to provide to instill a sense of belonging and a sense of commitment among our student population.

Innovation

The renewed division 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 growth and development, and to a positive sense of belonging. Literacy is at the centre 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 division focus on literacy, to explore engaging and innovative pedagogies.

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 fail to meet their potential.

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.

School Objectives

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

Reporting our Progress (2018-2019)

Highlights

- Pascal and Gauss Math Contest
- Outdoor Ed trips to a variety of locations including Jasper, Elk Island, and Kootenay Plains
- Grade 9 PARTY Program at Sturgeon Hospital
- Science 9 Zoo program for the Biodiversity Unit
- Community guests to support curriculum
- Christmas Carol play for Grade 9 Language Arts students
- Twenty-eighthth very successful edition of the Grade 9 French Immersion student's trip to Québec 99 students attended
- Pi Day and Pi contest

- Grade 8 Science visit to Telus World of Science
- Grade 7 Science to Muttart Conservatory
- Grade 7 attending Louis Riel Musical
- Historical characters visiting students (Actors Rooney and Punyi)
- Science presentation with Professor Lucio Gelmini
- Science Fair
- Career Fair and Health Mornings
- Cooking demonstrations in Foods and Fashion
- Arctic explorer John Dunn visited the school
- All drama students attending community based plays
- Monthly field trips in many option programs
- Highly successful band program
- 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 and several new games to the program.
- Our school continues to focus on cancer research through our annual Terry Fox Run.

Challenges

- While girls used to show a higher level of engagement, our latest survey results and Provincial Achievement Tests (PATs) results seem to indicate that there is no more significant gender differences in the level of engagement.
- In spite of teachers' continuous effort to engage their students, we seem to observe a tendency from students to work for marks rather than being truly engaged in learning.
- Finding balance between classroom instructional time and off-site extended learning opportunities.
- Significant costs to complimentary programs (that are subsidized by school finances).

Progress toward Meeting Outcome 1: Ongoing

Key Strategies for 2019-2020:

- Continue to provide opportunities (field trips, student activities, speakers, etc.) to enhance learning.
- Continue our professional conversation about assessment and the overwhelming focus on marks.
- Continue our professional conversations surrounding growth mindset and the positive aspect of failure and constructive criticism.
- Provide more student input into assemblies and activities within the school and the classroom.

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

Reporting our Progress (2018-2019)

Highlights

Athletics:

- Division Cross-Country Championships
- 4th place in Zone Cross-Country

- Girls' Volleyball Team placed 1st in Division Tier 1
- Boys Volleyball Team lost in Tier 1 semifinals
- Division Cross-Country Team placed 2nd
- SGS Senior girls Basketball team lost in the Tier 2 final
- SGS Senior Boys Basketball lost in the Tier 2 semifinals
- 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.
- School teams placed 1st in the Badminton City Championship.
- Individual students participated in the Edmonton Indoor Game Races.
- Successful SGS Rugby team in league play
- SGS placed 3rd in the Division Track and Field Meet and 1st in the Zone Meet.
- Our cheerleading team attended several tournaments in the Edmonton area.

Complementary Courses

- Highlights of our Fine Arts program include Fine Arts performances, the Peace Poster Contest and other student achievements.
- Leadership 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 17 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. The Band Trip to Banff and Calgary was a true success.
- Extensive Outdoor Education and Fit for Life programs
- Extensive and comprehensive visual art program

School Initiatives and Clubs

- Dungeon and Dragons Club
- QSA
- Social Justice
- Yearbook
- Game Room
- Choir
- Pow Wow Drumming and Singing
- School Dances
- Talent Show

Challenges

- We have observed a number of students who seem to have limited interactions while displaying an overuse of individualized technology.
- Find ways to provide opportunities for healthy human relationships and social interactions.
- We need to find new ways to promote healthy lifestyles and more physical activities among our students. Physical activities may be one of the best ways to address several issues related to anxiety and depression.

Progress toward Meeting Outcome 2: Ongoing

Key Strategies for 2019-2020:

- Promote healthy positive opportunities for personal interactions among our students.
- Incorporate a *No Cell Phone* policy during the school instructional day.
- Find ways to maximize school space and time at lunch to enhance student interaction in clubs and activities.
- Create a common area in the school lunchroom.
- Continue to celebrate success in all areas.
- Continue to promote inclusion among all students, including students with special needs in complementary courses and extracurricular activities.
- Continue a successful implementation of the True Sport Principles Program (See Appendix V for details)

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

Reporting our Progress (2018-2019)

Highlights:

- Hands on work experience and volunteering with PACE students (off-site and on site).
- Leadership students working with PACE/Lifeskills kids (money skills, reading, etc.)
- Continued support of Special Need Lead Teacher position (0.3 FTE) to support staff
- Additional Professional Development for all Educational Assistants
- Additional opportunities for inclusion in our PACE program
- Implementation of our mindfulness program
- Comprehensive scheduling for our life skills students (OPP Level 1) (Literacy, Numeracy, Yoga, etc.)
- An increased number of teachers are keeping up with technology changes, with the main focus on using Google Classroom.
- Access to our newly created Division Office lending library (virtual reality glasses, etc.)

Challenges

- We need to provide adequate time for all staff to discuss, share and implement innovative practices.
- We need to address the issue of students displaying symptoms of anxiety and depression. We have observed an increased number of students who have asked to be withdrawn from some courses due to their level of anxiety.
- Continue to find innovative strategies for enhancing instructional practice while being mindful of future economic trends in education.

Progress toward Meeting Outcome 3: Ongoing

Key Strategies for 2019-2020:

- Use our staff meeting time for collaboration and discussion, as opposed to information sharing.
- Focus on research-based practice to support students with anxiety and depression.
- Continue to support “risk-taking” staff in their professional practice around innovative teaching strategies.
- Continue our professional conversation on assessment and practice work. We would like to go away from a mindset where students would work only for marks.

Financial Performance 2018-2019

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: \$ 92,059.00

A look at our staffing, compared to last year, is a very strong indication of the cost related to the several Division Programs offered at Sir George Simpson. Last year's FTE (certificated staff) was 36.6 and our enrollment was at 595 students. This current year FTE is 36.5 and our enrollment is up to 616 students. Similarly, non-certificated staff was 21.2 in 2018/19 and is at 19.4 in 2019/20. These measures are due proactively to address the current economic situation in education. At the time of preparing this document, close to 100% of the surplus at SGS was offered to the division to address the financial shortcomings of the provincial budget.

The staff (certificated and support) is necessary to offer our Special Need programs effectively.

Financial Planning 2019-2020

**RESOURCE AND DISTRIBUTION
SIR GEORGE SIMPSON SCHOOL**

| REVENUES | 2019-2020 Fall Budget | 2019-2020 Spring Budget | 2018-2019 Fall Budget |
|---------------------------------------|--------------------------|----------------------------|--------------------------|
| 1. Basic Program Allocation | \$ 4,509,446 | \$ 4,564,402 | \$ 4,568,629 |
| 2. Other Revenues | | | |
| 2.1 Fees | \$ 173,110 | \$ 300,410 | \$ 306,445 |
| 2.2 Cafeteria | | | |
| 2.3 Donations | \$ - | \$ 10,000 | \$ 10,000 |
| 2.4 Fundraising | \$ 14,700 | \$ 14,700 | \$ 9,700 |
| 2.5 Other Revenues | \$ 44,780 | \$ 44,780 | \$ 51,280 |
| 3. Surplus / Deficit Allocation (S/D) | \$ 92,059 | \$ 50,000 | \$ 111,185 |
| TOTAL REVENUES | \$ 4,834,095 | \$ 4,984,292 | \$ 5,057,239 |

| EXPENDITURES | 2019-2020 Fall Budget | 2019-2020 Spring Budget | 2018-2019 Fall Budget |
|-----------------------------------|--------------------------|----------------------------|--------------------------|
| 1. Certificated Staff | \$ 3,830,492 | \$ 3,839,822 | \$ 3,790,749 |
| 2. Support Staff | \$ 591,133 | \$ 621,758 | \$ 682,801 |
| 3. Services | \$ 195,730 | \$ 335,730 | \$ 356,600 |
| 4. Supplies | \$ 163,181 | \$ 157,181 | \$ 132,750 |
| 5. Furniture, Equipment & Capital | \$ 13,704 | \$ 15,000 | \$ 4,000 |
| 6. Technology | \$ 14,500 | \$ 14,500 | \$ 15,000 |
| 7. Future Emergent Initiatives | \$ 25,355 | \$ 301 | \$ 75,339 |
| TOTAL EXPENDITURES | \$ 4,834,095 | \$ 4,984,292 | \$ 5,057,239 |

| | | | |
|---|-------------|-------------|-------------|
| TOTAL REVENUES LESS EXPENDITURES | \$ - | \$ - | \$ - |
|---|-------------|-------------|-------------|

| ENROLMENT | 2019-2020 Fall Budget | 2019-2020 Spring Budget | 2018-2019 Fall Budget |
|--------------------------|--------------------------|----------------------------|--------------------------|
| FTE Enrolment (ECS @ .5) | 616.00 | 623.00 | 595.00 |

| STAFFING PERCENTAGES | 2019-2020 Fall Budget | 2019-2020 Spring Budget | 2018-2019 Fall Budget |
|--|--------------------------|----------------------------|--------------------------|
| Certificated Staff FTE | 36.52 | 36.37 | 36.62 |
| Support Staff FTE | 11.80 | 12.87 | 14.29 |
| Certificated Staff Percentage | 83.2% | 83.2% | 81.0% |
| Support Staff Percentage | 12.8% | 13.5% | 14.6% |
| TOTAL STAFFING PERCENTAGE (with S/D) | 96.1% | 96.7% | 95.6% |
| TOTAL STAFFING PERCENTAGE (without S/D) | 98.1% | 97.7% | 97.9% |

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, extracurricular, and required items e.g. agendas, musical supplies, and mandatory clothing.

Other Revenue includes adult and international student fees.

Appendix I – Student Performance and Achievement

Provincial Exam Results - Summary Analysis

The 2018-2019 school year was another successful year in relation to our students' performance on provincial achievement tests.

English Analysis

In English Language Arts 9, SGS students outperformed their provincial counterparts at both the Acceptable Standard and the Standard of Excellence. Moving forward, focus areas for the English Language Arts Department include the engagement and achievement of males and the skills required for the analysis of narrative/poetic writing.

In terms of Mathematics 9, 2018-2019 was the second year of the administration of Part A that assessed students' foundational skills and computational fluency. SGS students outperformed the province and achieved higher on the overall test at the Acceptable Standard and the Standard of Excellence. There appears to be minimal difference between male and female results on the 2018-2019 test, which was not the case in 2017-18.

SGS students performed very well in Science 9 and Social 9. The Science Department is particularly proud of their STEM activities, science fair and lab activities, and our school results based on the students who wrote the exams are significantly better when compared to the province in both the Acceptable Standard and the Standard of Excellence.

French Analysis

In French Language Arts (FLA), SGS students outperformed their provincial counterparts at both the Acceptable Standard and the Standard of Excellence. Focus areas for the French Languages Arts Department include the engagement and achievement of males as well as writing mechanics and strategies in FLA.

In Mathematics 9 (French), SGS students performed slightly better than the province at the Acceptable Standard on the overall test. SGS French Immersion students' relative performance on the newly administered Part A was comparatively low, and will be a focus in 2019-20.

Achievement in Social 9, written in French, was a strength for SGS with performance at both standards being above the provincial results. Continued focus on instruction around higher-level thinking at all Grade levels will continue to develop students' critical thinking skills.

Science 9 students were above the province with respect to the Acceptable Standard in 2018-19, but were below in the Standard of Excellence category. We will monitor the trend to ensure that it was only a year in which students did not achieve to their potential.

It is important to note that late French Immersion students (who have only three years of French Immersion) write their PATs in French.

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

Five Year Trends

English Results

Grade 9 English Language Arts

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|------------------------|---|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 89.8 | 88.5 | 92.5 | 88.8 | 92.1 | 88.8 | 89.1 | 88.9 | 93.2 | 88.5 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | 80.7 | 75.6 | 82.7 | 77.0 | 81.1 | 76.8 | 83.6 | 76.1 | 86.9 | 75.1 |
| Standard of Excellence | 22.3 | 14.4 | 26.0 | 15.2 | 33.7 | 14.9 | 21.9 | 14.7 | 23.0 | 14.7 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | 89.9 | 85.2 | 89.4 | 86.7 | 88.0 | 86.4 | 93.9 | 85.6 | 93.3 | 84.9 |
| Standard of Excellence | 24.8 | 16.3 | 28.1 | 17.1 | 36.6 | 16.8 | 24.6 | 16.5 | 24.7 | 16.7 |

Grade 9 Mathematics

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|------------------------|---|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 87.1 | 88.8 | 85.6 | 88.9 | 86.4 | 88.5 | 80.6 | 88.2 | 87.6 | 88.4 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | 63.4 | 64.0 | 63.3 | 66.7 | 59.2 | 66.2 | 52 | 58 | 60.8 | 58.7 |
| Standard of Excellence | 17.8 | 17.5 | 15.6 | 17.2 | 19.4 | 18.7 | 19.4 | 14.5 | 24.7 | 18.4 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | 72.7 | 72.0 | 74.0 | 75.0 | 68.5 | 74.8 | 64.6 | 71.8 | 69.4 | 66.5 |
| Standard of Excellence | 27.3 | 28.0 | 18.2 | 19.3 | 22.5 | 21.8 | 24.1 | 16.4 | 28.2 | 20.8 |

| Table 3 | Acceptable Standard (% of students writing) | | Standard of Excellence (% of students writing) | |
|---------------------------------|--|-----------------|---|-----------------|
| | School | Province | School | Province |
| By Program | | | | |
| Regular (61 students) | 82.0 | 70.0 | 32.8 | 22.3 |
| Special Education (21 students) | 28.6 | 40.4 | 9.5 | 6.6 |

| Results by Gender | Female | | Male | |
|--------------------------|---------------|----------|-------------|----------|
| | School | Province | School | Province |
| Total Test (out of 100) | 62.4 | 58.4 | 61.3 | 58.1 |
| Part A (out of 20) | 10.6 | 9.5 | 10.8 | 9.6 |
| Part B (out of 40) | 25.9 | 24.4 | 25.3 | 24.3 |

Grade 9 Science

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|---|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 74.0 | 89.4 | 73.3 | 89.3 | 70.2 | 88.8 | 70.4 | 89.7 | 69.4 | 88.4 |
| Results Based on Number Enrolled | | | | | | | | | | |
| Acceptable Standard | 71.0 | 73.3 | 65.6 | 73.5 | 66.0 | 73.2 | 68.4 | 75 | 64.3 | 74.4 |
| Standard of Excellence | 30.0 | 22.8 | 31.1 | 22.5 | 25.0 | 21.3 | 37.8 | 24.4 | 36.7 | 26.3 |
| Results Based on Number Writing | | | | | | | | | | |
| Acceptable Standard | 95.9 | 82.0 | 89.4 | 82.3 | 90.4 | 82.4 | 97.1 | 84.1 | 92.6 | 84.1 |
| Standard of Excellence | 40.5 | 25.5 | 42.4 | 25.2 | 34.2 | 24.0 | 53.6 | 27.4 | 52.9 | 29.7 |

| Table 3 | Acceptable Standard | | Standard of Excellence | |
|--------------------------------|---------------------|----------|------------------------|----------|
| By Program | School | Province | School | Province |
| Regular (58 students) | 93.1 | 87.7 | 53.4 | 33.2 |
| Special Education (7 students) | 85.7 | 66.7 | 42.9 | 13.1 |

Grade 9 Social Studies

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|---|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 72.3 | 88.1 | 74.4 | 88.4 | 71.2 | 88.8 | 70.4 | 88.9 | 71.4 | 88.5 |
| Results Based on Number Enrolled | | | | | | | | | | |
| Acceptable Standard | 59.4 | 64.4 | 64.4 | 64.0 | 61.5 | 66.3 | 62.2 | 66 | 58.2 | 68.0 |
| Standard of Excellence | 22.8 | 20.0 | 27.8 | 18.3 | 25.0 | 20.2 | 37.8 | 21.6 | 26.5 | 20.4 |
| Results Based on Number Writing | | | | | | | | | | |
| Acceptable Standard | 82.2 | 73.1 | 86.6 | 72.3 | 86.5 | 74.7 | 88.4 | 74.2 | 81.4 | 76.9 |
| Standard of Excellence | 31.5 | 22.7 | 37.3 | 20.7 | 35.1 | 22.7 | 53.6 | 24.3 | 37.1 | 23.1 |

French Immersion Results

Grade 9 French Language Arts

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|------------------------|---|-------|-------------|-------|-------------|-------|-------------|-------|-----------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 96.9 | 96.2 | 98.8 | 96.7 | 97.7 | 96.1 | 98.1 | 95.9 | 96.8 | 96.8 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | 80.0 | 85.8 | 90.2 | 83.0 | 93.1 | 83.1 | 86.4 | 81.4 | 86.3 | 82.9 |
| Standard of Excellence | 10.8 | 10.7 | 14.6 | 10.8 | 19.5 | 11.2 | 20.4 | 9.8 | 12.6 | 12.3 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | 82.5 | 89.3 | 91.4 | 85.9 | 95.3 | 86.4 | 88.1 | 84.9 | 89.1 | 85.6 |
| Standard of Excellence | 11.1 | 10.5 | 14.8 | 11.2 | 20.0 | 11.7 | 20.8 | 10.2 | 13.0 | 12.8 |

Grade 9 French Mathematics

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|------------------------|---|-------|-------------|-------|--------------|-------|-------------|-------|-------------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 96.9 | 97.3 | 98.8 | 97.7 | 100.0 | 96.8 | 99 | 97.7 | 96.8 | 97.7 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | 76.9 | 84.0 | 87.8 | 83.7 | 94.2 | 82.5 | 81.6 | 77.5 | 78.5 | 78.9 |
| Standard of Excellence | 30.8 | 24.4 | 18.3 | 21.8 | 41.9 | 23.6 | 19.4 | 22.1 | 23.7 | 28.1 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | 79.4 | 86.3 | 88.9 | 85.7 | 94.2 | 85.2 | 82.4 | 79.3 | 81.1 | 80.8 |
| Standard of Excellence | 31.7 | 25.1 | 18.5 | 22.3 | 41.9 | 24.3 | 20 | 22.6 | 24.4 | 28.8 |

Grade 9 French Science

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|------------------------|---|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 96.9 | 97.4 | 98.8 | 97.8 | 98.8 | 97.9 | 99 | 97.8 | 98.9 | 98.1 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | 80.0 | 84.8 | 90.2 | 85.4 | 91.9 | 86.0 | 93.2 | 86.3 | 91.4 | 87.3 |
| Standard of Excellence | 24.6 | 23.0 | 28.0 | 21.1 | 32.6 | 22.4 | 36.9 | 25.1 | 23.7 | 27.7 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | 82.5 | 87.1 | 91.4 | 87.4 | 92.9 | 87.9 | 94.1 | 88.2 | 92.4 | 88.9 |
| Standard of Excellence | 25.4 | 23.6 | 28.4 | 21.6 | 32.9 | 22.9 | 37.3 | 25.7 | 23.9 | 28.2 |

Grade 9 French Social Studies

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|------------------------|---|-------|-------------|-------|--------------|-------|-------------|-------|-------------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| | % | % | % | % | % | % | % | % | % | % |
| Participation: Writing | 95.4 | 96.0 | 98.8 | 97.7 | 100.0 | 97.8 | 99 | 97.5 | 98.9 | 98.2 |
| | Results Based on Number Enrolled | | | | | | | | | |
| Acceptable Standard | 64.6 | 74.6 | 76.8 | 74.9 | 86.0 | 77.2 | 88.3 | 76.8 | 87.1 | 77.8 |
| Standard of Excellence | 13.8 | 17.6 | 24.4 | 14.3 | 36.0 | 20.9 | 24.3 | 20 | 31.2 | 22.8 |
| | Results Based on Number Writing | | | | | | | | | |
| Acceptable Standard | 67.7 | 77.7 | 77.8 | 76.7 | 86.0 | 79.0 | 89.2 | 78.8 | 88.0 | 79.2 |
| Standard of Excellence | 14.5 | 18.3 | 24.7 | 14.7 | 36.0 | 21.4 | 24.5 | 20.6 | 31.5 | 23.2 |

Appendix 2: Survey Results

Survey Results - Summary Analysis

The students who answered the survey indicated a very high level of satisfaction about the quality of teaching at school and the education received at school. The students are also pleased with the opportunity to learn another language and to participate in physical education. Students also express their satisfaction about the variety of courses available at Simpson.

Other areas of the student survey were somewhat disappointing specifically the number of students who reported their school work is interesting. In most areas, students' perception of the school environment has declined.

While the students' results are lower than what we have seen in previous years, the parents and the staff have expressed a very high level of satisfaction in all areas. We are very grateful for the support provided by all parents in our community. One interesting observation might be that we need to do a better job at informing our parents about some initiatives taken by the school. As an example, 66% of the parents who have responded to the survey said "I don't know" when asked about the advisory role of our school council. Similarly, 48% of the parents who have answered the survey do not know about the school strategies to prevent the use of illegal substances.

Student Survey Results

(Based on the Accountability Pillar Survey and Our School Survey conducted with Grades 7, 8 and 9)

| Accountability Pillar Survey Questions | % of students who responded good/very good | % of students who responded good/very good | % of students who responded good/very good | % of students who responded good/very good | % of students who responded good/very good |
|---|--|--|--|--|--|
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| That the quality of teaching at your school. | 92 | 86 | 92 | 81 | 87 |
| That the overall education received at school. | 94 | 88 | 96 | 89 | 92 |
| That the opportunities to learn about art at school. | 81 | 81 | 86 | 60 | 71 |
| That the opportunities to learn about computers at school? | 81 | 82 | 87 | 54 | 64 |
| That the opportunities to learn about drama at school. | 78 | 78 | 81 | 61 | 68 |
| That the opportunities to learn about health at school. | 0 | 81 | 82 | 51 | 44 |
| That the opportunities to learn about music at school. | 78 | 76 | 80 | 53 | 68 |
| That the opportunities to learn another language at school. | 82 | 80 | 89 | 81 | 79 |
| That the opportunities to participate in physical education at school. | 91 | 87 | 93 | 91 | 93 |
| That the variety of courses available at school. | 94 | 92 | 96 | 85 | 88 |
| Our School Survey | | | | | |
| | % of students who agreed | % of students who agreed | % of students who agreed | % of students who agreed | % of students who agreed |
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| That it is clear what I am expected to learn at school. | 85 | 77 | 85 | 76 | 77 |
| That my school work is challenging. | 84 | 85 | 85 | 75 | 77 |
| That my school work is interesting. | 70 | 57 | 69 | 54 | 57 |
| That the core subjects (Math, Language Arts, Social Studies, Science) I am learning at school are useful to me. | 83 | 74 | 85 | n/a | 78 |
| That at school, I am encouraged to get involved in activities that help people in my community. | 80 | 75 | 82 | 71 | 72 |
| That at school, I am encouraged to try my best. | 88 | 81 | 89 | 86 | 86 |
| That at school, most students follow the rules. | 66 | 49 | 65 | 51 | 41 |
| That at school, most students help each other. | 78 | 7 | 74 | 62 | 72 |

| | | | | | |
|---|----|----|----|----|----|
| That at school, most students respect each other. | 71 | 58 | 71 | 55 | 59 |
| That I am proud of my school. | 89 | 83 | 88 | 71 | 69 |
| That I would recommend my school to a friend. | 91 | 84 | 92 | 74 | 67 |
| That I am treated fairly by adults at my school. | 84 | 79 | 88 | 71 | 72 |
| I feel safe at school. | 90 | 82 | 87 | 77 | 79 |
| That I feel safe on the way to and from school. | 92 | 88 | 93 | 84 | 84 |
| That my teachers care about me. | 80 | 75 | 89 | 67 | 75 |
| That other students treat me well. | 85 | 81 | 85 | 68 | 76 |

| | School Year | | | | |
|--------------------------------------|-------------|-----------|-----------|----------------------|-----------|
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Number of Student Respondents | 787 | 706 | 787 | 168 (Grade 7) | 510 |

| Additional Questions (based on local survey) | % of students who agree |
|---|-------------------------|
| | 2018-2019 |
| That they respect and follow school rules. | 95 |
| That they follow classroom routines and expectations. | 94 |
| That they have chances to be a leader at school. | 77 |
| That they work hard to do their best at school. | 89 |
| That their teachers make the topics they learn about interesting. | 60 |
| That their teachers and school staff show they care about their success. | 76 |
| That their teachers and school staff provide a variety of ways for them to learn. | 77 |
| That their teachers provide feedback that helps them learn. | 80 |
| That their school provides them with opportunities to be creative. | 82 |
| That they have friends at school. | 97 |
| That they like being at school. | 59 |
| That their school is a place where they feel like they belong. | 67 |
| That at school they feel accepted for who they are. | 78 |
| That they feel safe when they are online at school. | 92 |
| That they are kind to others at school. | 98 |
| That students at school are kind to them. | 84 |
| That all students are welcome to participate in school activities (e.g. clubs, teams). | 94 |
| That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions). | 88 |
| That when they make a mistake, they try again. | 90 |
| That they know at least one adult in my school who they could go to for help. | 83 |
| That their school has helped them develop resiliency (not giving up). | 69 |
| That in their school, they can get the support they need for their mental health. | 79 |
| That in their school, they can get the support they need for their physical health. | 83 |
| That their school encourages them to be physically active. | 92 |
| That their school encourages them to make healthy food choices. | 64 |

Parent Survey Results

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

| Questions Level of Satisfaction | Percentages | | | | | | |
|---|-------------|------------|------------------|-------------|-----------|----------------|----------------------------|
| | Year | Don't Know | Very Unsatisfied | Unsatisfied | Satisfied | Very Satisfied | Total Percentage Satisfied |
| With the quality of education that my child is receiving. | 2016-17 | 0 | 2 | 0 | 46 | 51 | 97 |
| | 2017-18 | 1 | 2 | 4 | 42 | 51 | 93 |
| | 2018-19 | 2 | 2 | 6 | 48 | 42 | 90 |
| With the choice of courses and programs available in your school. | 2016-17 | 0 | 2 | 4 | 37 | 56 | 93 |
| | 2017-18 | 1 | 2 | 2 | 39 | 56 | 95 |
| | 2018-19 | 0 | 0 | 1 | 52 | 47 | 99 |
| With the support and resources available to meet the diverse needs of students. | 2016-17 | 3 | 1 | 6 | 44 | 46 | 90 |
| | 2017-18 | 6 | 3 | 6 | 45 | 40 | 85 |
| | 2018-19 | 5 | 3 | 11 | 43 | 38 | 81 |
| That my child is encouraged by his or her teachers to achieve at their personal best. | 2016-17 | 1 | 5 | 6 | 39 | 49 | 88 |
| | 2017-18 | 2 | 3 | 10 | 34 | 51 | 85 |
| | 2018-19 | 1 | 1 | 16 | 38 | 44 | 82 |
| That my child's learning needs are being met. | 2016-17 | 1 | 4 | 8 | 49 | 38 | 87 |
| | 2017-18 | 1 | 2 | 12 | 47 | 38 | 85 |
| | 2018-19 | 1 | 3 | 14 | 48 | 34 | 82 |
| With the extra help available, if my child requires it. | 2016-17 | 9 | 2 | 10 | 40 | 39 | 69 |
| | 2017-18 | 14 | 2 | 8 | 46 | 30 | 76 |
| | 2018-19 | 15 | 3 | 9 | 39 | 34 | 73 |
| That teachers help my child to achieve learner outcomes. | 2016-17 | 3 | 2 | 9 | 45 | 41 | 86 |
| | 2017-18 | 5 | 1 | 12 | 43 | 39 | 82 |
| | 2018-19 | 1 | 3 | 14 | 50 | 32 | 82 |
| That my child is developing the skills and attitudes to become a lifelong learner. | 2016-17 | 1 | 3 | 9 | 48 | 39 | 87 |
| | 2017-18 | 3 | 2 | 14 | 50 | 31 | 81 |
| | 2018-19 | 2 | 5 | 10 | 51 | 32 | 83 |
| That the school helps my child become a good, caring citizen. | 2016-17 | 1 | 2 | 5 | 31 | 61 | 92 |
| | 2017-18 | 2 | 1 | 8 | 42 | 47 | 89 |
| | 2018-19 | 4 | 2 | 5 | 47 | 42 | 89 |
| That the school provides my child with activities that promote volunteerism and community contribution. | 2016-17 | 9 | 4 | 5 | 38 | 44 | 82 |
| | 2017-18 | 14 | 0 | 10 | 47 | 29 | 76 |
| | 2018-19 | 14 | 2 | 7 | 45 | 32 | 77 |
| That my child enjoys going to school. | 2016-17 | 1 | 3 | 8 | 38 | 50 | 88 |
| | 2017-18 | 1 | 7 | 10 | 41 | 41 | 82 |
| | 2018-19 | 1 | 4 | 12 | 48 | 35 | 83 |
| That the school provides students opportunities to assume leadership roles. | 2016-17 | 9 | 4 | 6 | 44 | 37 | 81 |
| | 2017-18 | 19 | 0 | 7 | 46 | 28 | 74 |
| | 2018-19 | 11 | 1 | 7 | 49 | 32 | 81 |
| That my child's progress is reported in an ongoing and timely manner. | 2016-17 | 0 | 5 | 6 | 27 | 62 | 89 |
| | 2017-18 | 0 | 2 | 6 | 43 | 49 | 92 |
| | 2018-19 | 1 | 6 | 8 | 44 | 41 | 85 |

| Questions Level of Satisfaction | Percentages | | | | | | |
|--|-------------|------------|------------------|-------------|-----------|----------------|----------------------------|
| | Year | Don't Know | Very Unsatisfied | Unsatisfied | Satisfied | Very Satisfied | Total Percentage Satisfied |
| That the school is safe. | 2016-17 | 0 | 1 | 3 | 36 | 60 | 96 |
| | 2017-18 | 2 | 0 | 1 | 43 | 54 | 97 |
| | 2018-19 | 2 | 2 | 5 | 46 | 45 | 91 |
| That my child's school is a positive, caring, and welcoming place. | 2016-17 | 1 | 2 | 8 | 26 | 63 | 89 |
| | 2017-18 | 1 | 1 | 7 | 34 | 57 | 91 |
| | 2018-19 | 3 | 1 | 8 | 42 | 46 | 88 |
| That expectations for student behaviour are clear and well communicated. | 2016-17 | 1 | 2 | 5 | 44 | 48 | 92 |
| | 2017-18 | 2 | 1 | 9 | 37 | 51 | 88 |
| | 2018-19 | 4 | 4 | 6 | 45 | 41 | 86 |
| That discipline matters are dealt with in a reasonable and timely manner by school staff. | 2016-17 | 24 | 3 | 6 | 36 | 31 | 67 |
| | 2017-18 | 24 | 1 | 7 | 33 | 35 | 68 |
| | 2018-19 | 25 | 7 | 7 | 30 | 31 | 61 |
| With the image of the school in the community. | 2016-17 | 4 | 1 | 3 | 40 | 52 | 92 |
| | 2017-18 | 3 | 0 | 8 | 37 | 52 | 89 |
| | 2018-19 | 5 | 0 | 3 | 48 | 44 | 92 |
| That the information I receive about my child's learning at school tells me if my child is being successful in school. | 2016-17 | 0 | 2 | 9 | 44 | 45 | 89 |
| | 2017-18 | 2 | 1 | 12 | 45 | 40 | 85 |
| | 2018-19 | 1 | 4 | 13 | 41 | 41 | 82 |
| That the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol. | 2016-17 | 29 | 1 | 4 | 27 | 39 | 66 |
| | 2017-18 | 48 | 0 | 6 | 26 | 20 | 46 |
| | 2018-19 | 33 | 3 | 3 | 29 | 32 | 61 |
| That my input is considered, respected, and valued by my school. | 2016-17 | 4 | 4 | 6 | 42 | 44 | 86 |
| | 2017-18 | 14 | 4 | 14 | 35 | 33 | 68 |
| | 2018-19 | 10 | 2 | 10 | 42 | 36 | 78 |
| That the leadership at my school effectively supports and facilitates teaching and learning. | 2016-17 | 1 | 1 | 4 | 34 | 60 | 94 |
| | 2017-18 | 8 | 2 | 6 | 40 | 44 | 84 |
| | 2018-19 | 5 | 1 | 5 | 41 | 48 | 89 |
| That the School Council plays a meaningful advisory role my school. | 2016-17 | 49 | 2 | 1 | 26 | 22 | 48 |
| | 2017-18 | 66 | 1 | 4 | 20 | 9 | 29 |
| | 2018-19 | 51 | 2 | 4 | 28 | 15 | 43 |
| That there are opportunities for me to have meaningful input into decisions that affect my child's education. | 2016-17 | 13 | 2 | 8 | 47 | 30 | 77 |
| | 2017-18 | 18 | 2 | 10 | 44 | 26 | 70 |
| | 2018-19 | 12 | 2 | 11 | 46 | 29 | 75 |
| That leadership at division level effectively supports and facilitates teaching and learning. | 2016-17 | 28 | 3 | 1 | 42 | 26 | 68 |
| | 2017-18 | 39 | 1 | 7 | 35 | 18 | 53 |
| | 2018-19 | 32 | 1 | 4 | 42 | 21 | 63 |
| That St. Albert Public Schools uses its financial resources to best meet the learning needs of students. | 2016-17 | 25 | 4 | 1 | 47 | 23 | 70 |
| | 2017-18 | 39 | 2 | 6 | 32 | 21 | 53 |
| | 2018-19 | 25 | 2 | 8 | 41 | 24 | 65 |

| Questions Level of Satisfaction | Percentages | | | | | | |
|---|-------------|------------|------------------|-------------|-----------|----------------|----------------------------|
| | Year | Don't Know | Very Unsatisfied | Unsatisfied | Satisfied | Very Satisfied | Total Percentage Satisfied |
| With the St. Albert Public School Board's policies and processes. | 2016-17 | 17 | 0 | 4 | 55 | 24 | 79 |
| | 2017-18 | 35 | 2 | 4 | 40 | 19 | 59 |
| | 2018-19 | 28 | 1 | 7 | 47 | 17 | 64 |
| That my input is considered, respected, and valued by the St. Albert Public School Board. | 2016-17 | 26 | 4 | 1 | 49 | 20 | 69 |
| | 2017-18 | 38 | 2 | 10 | 32 | 18 | 50 |
| | 2018-19 | 35 | 2 | 7 | 39 | 17 | 56 |

| | | Yes | No |
|---|---------|-----|-----|
| Are finances a barrier to your child's participation in classroom activities. | 2016-17 | 14% | 86% |
| | 2017-18 | 12% | 89% |
| | 2018-19 | 10% | 90% |
| If yes to the above, do you feel supported by the school so your child can participate in classroom activities? | 2016-17 | 61% | 39% |
| | 2017-18 | 71% | 29% |
| | 2018-19 | 88% | 12% |

| | School Year | | |
|-------------------------------------|-------------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 |
| Number of Parent Respondents | 152 | 119 | 133 |

Staff Survey Results

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

| Questions Level of Satisfaction | Percentages | | | | | | |
|--|-------------|------------|------------------|-------------|-----------|----------------|----------------------------|
| | Year | Don't Know | Very Unsatisfied | Unsatisfied | Satisfied | Very Satisfied | Total Percentage Satisfied |
| With the quality of education that students are receiving in this school. | 2016-17 | 2 | 0 | 0 | 17 | 81 | 98 |
| | 2017-18 | 0 | 0 | 0 | 16 | 84 | 100 |
| | 2018-19 | 2 | 0 | 0 | 31 | 67 | 98 |
| With the choice of courses and programs available for students in the school division. | 2016-17 | 2 | 0 | 0 | 15 | 83 | 98 |
| | 2017-18 | 0 | 0 | 0 | 20 | 80 | 100 |
| | 2018-19 | 5 | 0 | 0 | 12 | 83 | 95 |
| With the provision of the support and resources needed to meet the diverse needs of students. | 2016-17 | 4 | 0 | 11 | 29 | 56 | 85 |
| | 2017-18 | 0 | 0 | 6 | 38 | 56 | 94 |
| | 2018-19 | 3 | 0 | 2 | 64 | 31 | 95 |
| With the services offered to students by teachers, counselors, administration, and other staff in my school. | 2016-17 | 0 | 0 | 2 | 33 | 65 | 98 |
| | 2017-18 | 2 | 0 | 0 | 25 | 73 | 98 |
| | 2018-19 | 2 | 0 | 5 | 43 | 50 | 93 |
| With professional learning opportunities that are supported by the division. | 2016-17 | 0 | 0 | 6 | 44 | 50 | 94 |
| | 2017-18 | 0 | 4 | 2 | 35 | 59 | 94 |
| | 2018-19 | 2 | 0 | 10 | 45 | 43 | 88 |
| With the technology support and training that is supported by the division. | 2016-17 | 2 | 0 | 8 | 49 | 40 | 89 |
| | 2017-18 | 4 | 0 | 10 | 45 | 41 | 86 |
| | 2018-19 | 7 | 0 | 10 | 43 | 40 | 83 |
| With opportunities to learn about First Nations, Métis, and Inuit worldviews, histories and cultures. | 2016-17 | n/a | n/a | n/a | n/a | n/a | n/a |
| | 2017-18 | 4 | 0 | 0 | 29 | 67 | 96 |
| | 2018-19 | 2 | 2 | 3 | 39 | 54 | 93 |
| With the opportunities to collaborate with colleagues. | 2016-17 | 0 | 0 | 13 | 50 | 37 | 87 |
| | 2017-18 | 2 | 0 | 8 | 37 | 53 | 90 |
| | 2018-19 | 2 | 0 | 10 | 52 | 36 | 88 |
| That the professional growth plan process helps me improve my skills. | 2016-17 | 11 | 2 | 9 | 47 | 31 | 78 |
| | 2017-18 | 6 | 2 | 12 | 49 | 31 | 80 |
| | 2018-19 | 10 | 2 | 7 | 52 | 29 | 81 |
| That students are developing the skills and attitudes to become lifelong learners. | 2016-17 | 8 | 0 | 4 | 40 | 48 | 88 |
| | 2017-18 | 2 | 0 | 2 | 51 | 45 | 96 |
| | 2018-19 | 5 | 0 | 0 | 66 | 29 | 95 |
| That the school helps students become good, caring citizens. | 2016-17 | 0 | 0 | 2 | 19 | 79 | 98 |
| | 2017-18 | 0 | 0 | 4 | 18 | 78 | 96 |
| | 2018-19 | 7 | 0 | 3 | 33 | 57 | 90 |

| Questions Level of Satisfaction | Percentages | | | | | | |
|--|-------------|------------|------------------|-------------|-----------|----------------|----------------------------|
| | Year | Don't Know | Very Unsatisfied | Unsatisfied | Satisfied | Very Satisfied | Total Percentage Satisfied |
| That discipline is dealt with in a reasonable and timely manner within the school. | 2016-17 | 0 | 0 | 2 | 23 | 75 | 98 |
| | 2017-18 | 4 | 0 | 2 | 41 | 53 | 94 |
| | 2018-19 | 5 | 2 | 7 | 43 | 43 | 86 |
| That the school provides opportunities for students to develop leadership roles. | 2016-17 | 2 | 0 | 0 | 21 | 77 | 98 |
| | 2017-18 | 0 | 0 | 2 | 27 | 71 | 98 |
| | 2018-19 | 5 | 0 | 0 | 36 | 59 | 95 |
| With the opportunities that I have to assume leadership roles. | 2016-17 | 2 | 2 | 2 | 40 | 54 | 94 |
| | 2017-18 | 2 | 2 | 2 | 43 | 51 | 94 |
| | 2018-19 | 7 | 0 | 5 | 33 | 55 | 88 |
| That my input is considered, respected, and valued by my school. | 2016-17 | 0 | 0 | 6 | 19 | 75 | 94 |
| | 2017-18 | 4 | 2 | 2 | 23 | 69 | 92 |
| | 2018-19 | 8 | 2 | 5 | 34 | 51 | 85 |
| With the support necessary to be effective and successful in my job. | 2016-17 | 0 | 0 | 0 | 25 | 75 | 100 |
| | 2017-18 | 2 | 0 | 2 | 27 | 69 | 96 |
| | 2018-19 | 3 | 0 | 2 | 43 | 52 | 95 |
| That the expectations of my assignment are clearly defined. | 2016-17 | 0 | 0 | 2 | 29 | 69 | 98 |
| | 2017-18 | 0 | 0 | 2 | 24 | 74 | 98 |
| | 2018-19 | 2 | 0 | 5 | 31 | 62 | 93 |
| That my work or teaching assignment matches my knowledge and skills. | 2016-17 | 0 | 2 | 4 | 24 | 70 | 94 |
| | 2017-18 | 2 | 0 | 0 | 33 | 65 | 98 |
| | 2018-19 | 0 | 0 | 2 | 31 | 67 | 98 |
| That I feel safe in the school. | 2016-17 | 0 | 0 | 0 | 11 | 89 | 100 |
| | 2017-18 | 2 | 0 | 2 | 10 | 86 | 96 |
| | 2018-19 | 0 | 0 | 0 | 24 | 76 | 100 |
| That the school is a positive, caring, and welcoming place. | 2016-17 | 0 | 0 | 0 | 13 | 87 | 100 |
| | 2017-18 | 2 | 0 | 0 | 12 | 86 | 98 |
| | 2018-19 | 2 | 0 | 2 | 10 | 86 | 96 |
| That the facilities are well maintained. | 2016-17 | 0 | 0 | 8 | 29 | 63 | 92 |
| | 2017-18 | 2 | 2 | 2 | 33 | 61 | 94 |
| | 2018-19 | 0 | 0 | 7 | 50 | 43 | 93 |
| That the image of the school in the community is positive. | 2016-17 | 2 | 0 | 0 | 19 | 79 | 98 |
| | 2017-18 | 2 | 0 | 0 | 25 | 73 | 98 |
| | 2018-19 | 9 | 0 | 0 | 17 | 74 | 91 |

| Questions Level of Satisfaction | Percentages | | | | | | |
|--|-------------|------------|------------------|-------------|-----------|----------------|----------------------------|
| | Year | Don't Know | Very Unsatisfied | Unsatisfied | Satisfied | Very Satisfied | Total Percentage Satisfied |
| That the leadership at school effectively supports and facilitates teaching and learning. | 2016-17 | 2 | 0 | 4 | 13 | 81 | 94 |
| | 2017-18 | 0 | 0 | 0 | 18 | 82 | 100 |
| | 2018-19 | 2 | 0 | 2 | 24 | 72 | 96 |
| That leadership at division level effectively supports and facilitates teaching and learning. | 2016-17 | 6 | 2 | 4 | 29 | 59 | 88 |
| | 2017-18 | 4 | 2 | 0 | 41 | 53 | 94 |
| | 2018-19 | 9 | 0 | 5 | 48 | 38 | 86 |
| That St. Albert Public Schools uses its financial resources to best meet the learning needs of students. | 2016-17 | 6 | 0 | 10 | 40 | 44 | 84 |
| | 2017-18 | 14 | 2 | 10 | 41 | 33 | 74 |
| | 2018-19 | 21 | 0 | 10 | 43 | 26 | 69 |
| With the St. Albert Public School Board's policies and processes. | 2016-17 | 10 | 2 | 4 | 48 | 36 | 84 |
| | 2017-18 | 10 | 4 | 4 | 45 | 37 | 82 |
| | 2018-19 | 12 | 0 | 7 | 60 | 21 | 81 |

| | School Year | | |
|------------------------------------|-------------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 |
| Number of Staff Respondents | 48 | 51 | 42 |

Appendix 3: Other Indicators of Student Performance

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).
- 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 (Halloween for Hunger, awareness on fair trade)
- Mike Ryan from Clean Scene has provided continuous support to the few students suffering from addiction and the students at risk. Mike's work was recently acknowledged by the Lieutenant Governor Lois Mitchell as he was presented with the True Compassion Award.
- 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 division.

Other Student Activities

- Student activities fostered community within our school through activities such as π Day, Carnivals, bake sales
- Health Day featuring several guest speakers
- A delegation of four students attended the Dream Catcher Conference
- All Grade 9 students attended Take Your Kids to Work Day in November 2018
- 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 Division Aboriginal Day on June 21, 2019.

Appendix 4: Special Need Programs at Sir George Simpson

Academic Challenge

Last September, we welcomed 45 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 (PATs) 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 proportion 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. As a result, two distinct programs have been implemented: Life Skills and PACE.

Life Skills

In keeping with the division'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 they are out of the school system. Students in the Life Skills 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. Life Skills programming is guided by an Individualized Program Plan (IPP) 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. These students have a very structured program and stay in one classroom throughout the day. Each morning begins with yoga and then they do literacy and numeracy followed by lunch. Afternoons are usually set aside for field trips into the community and also their assigned jobs around the school for which they earn money upon completing tasks. Friday afternoon is their weekly trip to Dollarama in which they purchase items with the money they earned.

Additional field trips include: students are enrolled in community Phys. Ed. opportunities such as gymnastics at Dynamyx gym, dog walking, bowling, and swimming at the public pool. These are places our students will likely visit in their adulthood. To continue to foster growth in our Life Skills students, staff are focusing on functional life skills in the community such as public transit, ordering from menus, shopping for groceries, and making healthy, balanced meals. Another highlight of the changes to the Life Skills 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 Life Skills class a tailored program for each of our students. We have an excellent team of teachers and aides (especially) who spend their entire day with these students; while it is a very rewarding job, it is also physically and emotionally draining for our staff so we are continuously taking feedback on ways to improve and adapt.

PACE

Our PACE (Personalized Academic and Activity Based Career and Community Education) program is in its second year. (These are students who qualify for the division Opportunity program; however, there is a large distinction between their needs and our Life Skills student's needs.) The PACE classes are comprised of students who are typically multiple 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. They also get additional opportunities within their homeroom for food preparation and social development. We are also adding more options for some students who want additional options and personalizing timetables to suit their needs! In the second semester, the Grade 9 aged students will be placed in a 'work experience' program in the community. This supports the foundation of our work skills; learning to deal with customers, manage money, think on your "feet" and problem solve.

Learning Assistance Classes

The students in our division 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 choose 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 nine 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. We continue to work on their skills as an employee and focus on what a “model” employee looks like. 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.

Behaviour Improvement

Our Behaviour Improvement Program (BI) is also an integral part of not only our school, but also our division. This year we are housing nine students who, for various reasons, cannot be successful in a regular classroom.

Last year, we transitioned all of the BI students from Ronald Harvey Elementary School who chose SGS into our BI classroom instead of other programs. We found that many of them struggled to transition into a classroom even if it was a smaller group. The freedom it afforded them was too much and they needed the structure of the BI class.

Our goal with these students is always inclusion and we usually start with options of their choosing. This affords them success and with that, comes more freedom. Each student is on a completely different program and at different levels so there is a lot of differentiation within the class. For example, we have students reading below a grade one level up to students who are at grade level.

These students spend every morning doing daily physical activity as well as their own Mindfulness program and work on regulation. While some of their issues are curriculum based, the vast majority are socialization and friendship issues - which is always a work in progress; understanding and empathizing with how our behaviour impacts others! Our BI team is

continuously debriefing with our students and working with them on their regulation issues - whether it be anger, sadness, or frustration.

Social integration (even progressive) is a key component for our BI students and it is essential for their success. Most of our Grade 9's will struggle with the size and freedom any high school affords, so this is also a key goal that we work towards achieving no matter which high school they choose.

Appendix 5: True Sport Principles Program

True Sport is dedicated to the notion that good sport can make a great difference. It is our mission to deliver programs and initiatives that -

- Enable participants, parents, coaches and officials to articulate and act upon their deeply held belief in the virtues of good sport.
- Enable participants, parents, coaches and officials to identify with others holding similar values.
- Create a fair, safe and open atmosphere where good sport can grow stronger through inclusive competition at all levels.

To achieve these goals, we promote seven True Sport Principles. The principles need to be in play at all times, working in perfect balance with one another, for sport to be truly good and have the opportunity to make the greatest difference, True Sport teams, clubs, athletes, coaches and teachers commit to these Principles for Sport.

Go for It: Rise to the challenge - always strive for excellence. Discover how good you can be.

Play Fair: Play honestly - obey both the letter and spirit of the rules. Winning is only meaningful when competition is fair.

Respect Others: Show respect for everyone involved in creating your sporting experience, both on and off the field. Win with dignity and lose with grace.

Keep it Fun: Find the joy of sport. Keep a positive attitude both on and off the field.

Stay Healthy: Place physical and mental health above all other considerations - avoid unsafe activities. Respect your body and keep in shape.

Include Everyone: Share sport with others. Ensure everyone has a place to play.

Give Back: Find ways to show your appreciation for the community that supports your sport and helps make it possible.