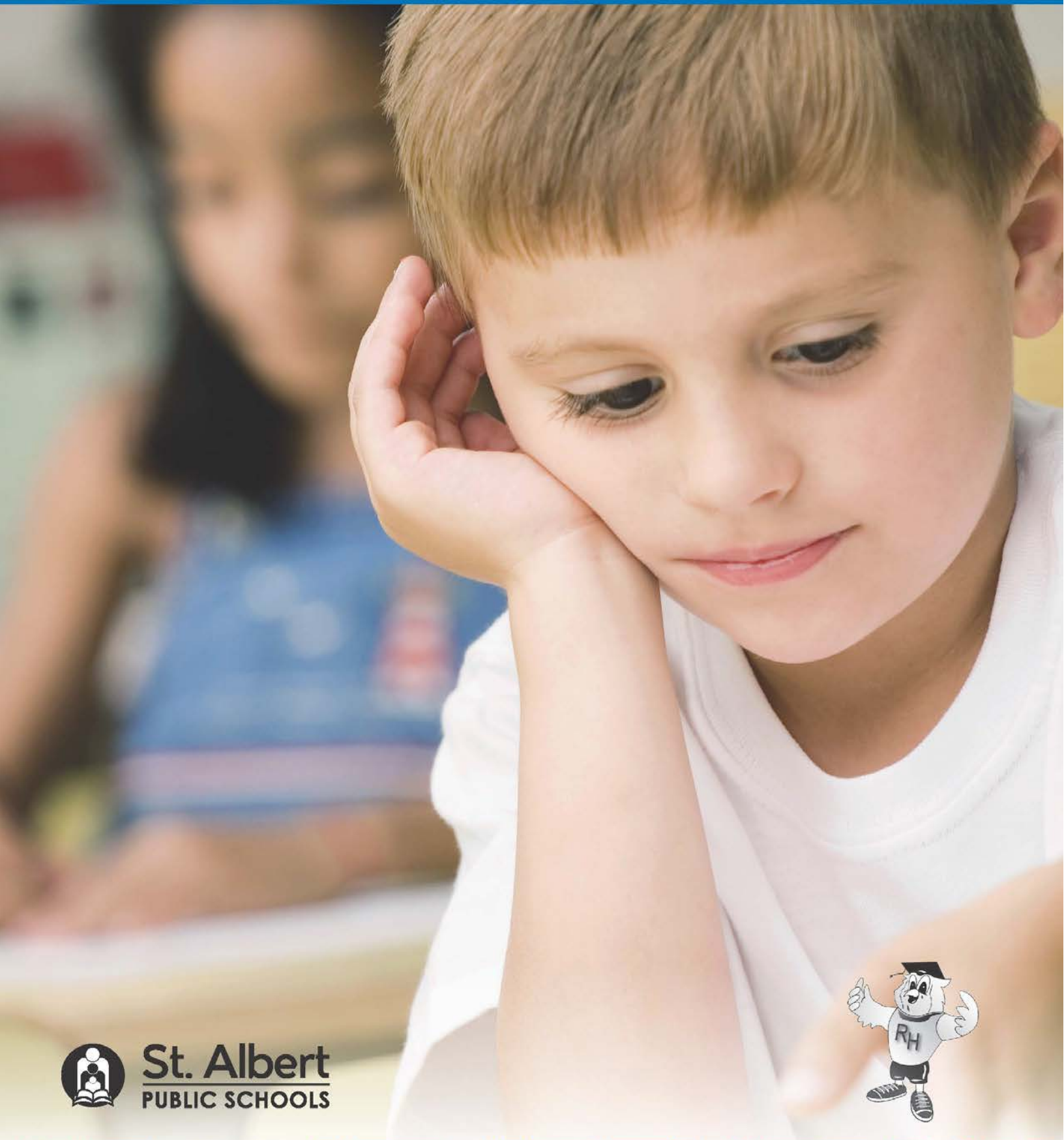


EDUCATION PLAN 2017
Ronald Harvey Elementary School



St. Albert
PUBLIC SCHOOLS



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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.

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

Ronald Harvey Elementary School Profile

2016-2017
as of September 30, 2016

Certificated Staff

Teaching	19.26	FTE
Administration	1.6	FTE
Counselling	0.54	FTE
Total	21.4	FTE

Support Staff

Clerical	2.3	FTE
Teacher Aides	12.71	FTE
Library Technicians	0.83	FTE
Technical Support	0.54	FTE
Total	16.4	FTE

Students

English	400
Special Needs	(49)
Total	400

Classroom Configuration

Grade	
Kindergarten	23 +24
Grade 1	23 + 24
Grade 2	19+19+20
Grade 3	25+25
Grade 4	30+30
Grade 5	21+21+21
Grade 6	20+20+20
Grade 1, 2, 4 B.I.	6
Grade 4, 5, 6 B.I.	10
Total	401

2017-2018
as of September 30, 2017

	19.29	FTE
	1.5	FTE
	0.54	FTE
Total	21.33	FTE

	2.3	FTE
	13.29	FTE
	0.83	FTE
	0.54	FTE
Total	16.96	FTE

English	393
Special Needs	(47)
Total	393

Grade	
Kindergarten	21 + 21
Grade 1	23 + 25
Grade 2	23 + 23
Grade 3	28 + 28
Grade 4	25 + 27
Grade 5	23+21+23
Grade 6	23+21+21
Grade 1, 2, 3 B.I.	7
Grade 4, 5, 6 B.I.	10
Total	393

Ronald Harvey School is the neighborhood school for families living primarily in Lacombe Park, Lacombe Park East, Lacombe Park Estates, Mission and Northridge. The school is located in a large park area with access to a wonderful community playground.

Ronald Harvey Leaders KEEP IT...

- Respectful
- Enthusiastic
- Accepting
- Learners

Our philosophy is to provide all school children the opportunities to achieve their personal best. Members of the Ronald Harvey community, consisting of staff, parents, and students, work together for the benefit of the school. Strong parent commitment has resulted in tremendous support for Ronald Harvey initiatives. Students are actively involved in their learning. In our response to individual learning styles, we offer a wide range of programs and focus on hands-on learning experiences. We are a community school committed to giving children the best learning opportunities.

Services and initiatives that extend beyond the regular programs include:

Citizenship/Character Education

True character education and ethical citizenship are interwoven into the daily fabric of a school day.

- *"7 Habits of Happy Kids"*
- Leader in Me (LIM) Initiative
- LIM Student Lighthouse Committee
- *"Can You Fill a Bucket?"*
- Mindfulness Program
- Drug Awareness and Resistance Education (DARE) (Grade 6)
- RCMP liaison
- Me to We Club (Grade 6)
- School Patrol, Kinder Patrol
- Office helpers
- Grade 4 recyclers
- Community caretakers (litter/snow shovel)
- Hockey Academy volunteerism
- Grade 5 & 6 Lunchroom Leaders
- Club Moo milk sales
- Charity initiatives (UNICEF, Food Bank, Kinette's Hamper, Terry Fox Run, World Vision - Sponsor a Child, KIVA)
- Zones of Regulation
- New Student luncheon

Extracurricular

- Student Coordinated and Led Clubs (Art, Lego, Athletics, Stuffy, Dance, Games as examples)
- Choir/Orff Club
- Games/Chess Club
- Drama Club (Grades 5 - 6)
- Running Club, Relay Club, Cross-country, Running Room Games
- Ronald Harvey Television (RHTV)
- Grade 6 sports teams (Volleyball, Basketball, Floor Hockey)
- Skipping Club (Grades 1 – 6)
- Reading/Book Club
- Air Band (Grade 6)

Co-curricular

- Week of Welcome activities
- Leadership Day
- Athletic Academy – Hockey & Recreational Sports (Grades 4 – 6)
- Discovery Garden
- Grade 6 Camp (overnight at Camp Nakamun)
- Grade 5 (overnight trip at the Bennett Centre)
- Skiing/Snowboarding twice a year
- Fun Field Days
- Skating (Division I)
- Science Olympics
- Swimming
- Recycling club
- Field trips
- Book Fair twice a year

- Mission Impossible
- Cross age partnerships

Parent Initiatives

- Hot Lunch Days (Pizza and Hot Dog – twice a month)
- Popcorn Days (staff meeting days)
- Parent Volunteer Programs
- Community Hot Chocolate (delivered by Hockey Academy)
- Family Dance
- School Council
- Development Society (Fundraising)
- Community BBQ

Academics/Enrichment

- Integrated technology outcomes using computer lab, classroom computers, wireless labs, iPad mobile lab, document cameras and SMARTBoards
- Full Day Kindergarten option
- Kindergarten Family Night, Mother's Day Tea
- District Behaviour Improvement site (two classes)
- Math Enrichment: IXL Math, Math Manipulative stations, Sumdog and other web-based programs
- Literacy/Language Arts Enrichment: Accelerated Reader/Star Reading Program, Tumble Books, Raz Kids, ABC Mouse
- Balanced Literacy
- Resource Intervention
- Telus World of Science – Grade 6 Science review day, Fine Arts Enrichment
- Orff Music Program (Grades 1 – 6)
- Choirs (3 – 6)
- Christmas Concerts
- Choir performance at Oil Kings Game, Christmas Concert and assemblies
- School Art displays
- Children's Festival
- Profiles Gallery
- District Art show
- Alberta Opera performance in school
- Edmonton Symphony performance at the Jubilee Auditorium (Grade 5)
- Cultural Awareness Day, with First Nations, Métis and Inuit focus
- Author Jacqueline Guest visit (Div. 2)

Other Services

- St. Albert Daycare (before and after school care) (Ronald Harvey Out of School Care)
- Coordination with outside services such as Alberta Health Services, the Glenrose Hospital, and Child, Adolescent and Family Mental Health
- District Elementary Learning Team (ELT) and Inclusive Learning Teams (ILT)
- ELL (English Language Learners) support

Special Programs

- Leader in Me
- Athletic Academy – Hockey and Recreation
- Full and half-day Kindergarten
- Counseling and Mental Health Recovery Worker
- Breakfast for Learning (school-driven)

- Mentorship Program (beginning teachers)
- Student Teacher Mentorship
- Healthy Interactions

Issues and Trends

Innovative Practice:

- Leader in Me
- Enhancing Instructional Practice – Literacy and Numeracy
- Athletic Academies – Hockey and Recreation
- Full-day Kindergarten
- Early Literacy support/resource (Grades 1 & 2)
- Balanced Literacy (Division II)
- Response to Intervention (RTI)
- Fine Arts enrichment (concerts, choirs, Art, opera, symphony etc.)

Academics:

- Continue to utilize best practices to provide excellence in learning for our students.
- Continue to demonstrate strong performance on Provincial Achievement Tests (PATs).
- Continue to refine assessment and planning practices and the reporting of results.

Enrolment:

- Promoting and advertising our school in existing and new developments that will continue to enhance enrolments from young families and continue to increase the school population, being aware that our school is above the 95% mark with respect to utilization.
- Emphasize that students from new subdivisions attend their designated school.
- Specialty programs offered by specialists (i.e. French, Music).
- Provide resource/enrichment/early literacy support time.
- Class support focus – supporting growing class sizes in a small school environment.
- Expand the Athletic Academy programs to provide opportunities for students and attract students to the school.

Special Needs:

- Provide supports to students with special needs who are integrated into regular classrooms and to students in the two Behaviour Improvement classes.
- Modify curriculum to meet diverse learning needs.
- Mental Health Recovery Worker on-site for all students to access.
- Use Individual Learning Plans (ILPs) for students with special needs.
- Coordinate services:
 - St. Albert Student Health Initiative Program (SASHIP)
 - Glenrose Hospital, Child, Adolescent and Family Mental Health (CASA), Pediatric Developmental Mental Health Clinic (PDMH)
 - District PUF project
 - Alberta Health Services (Nursing, Occupational Therapy, and Speech Language Pathology)
 - Counseling services
 - District Inclusive Learning Team
 - Contracted services (through Student Services at district office).

Technology:

- Work with the district TLT (Teaching and Learning with Technology) committee to further develop skills and build a bank of digital materials.

- School IT, school tech lead teachers to support technology growth.
- Continue to provide staff development and support from our school-based technology lead teachers.
- Integrate new technologies as a tool to enhance teaching and learning in the 21st Century
- Ensure efficient operating systems.
- Continue to evergreen technology (wireless labs, Ipads, Chromebooks, classroom and library pods of computers).
- Continue to use Accelerated Reader/Star Reading Program, Sumdog, Tumble Books, Raz Kids, IXL Math and web based typing programs.
- Continue to enhance communication via school website and social media.
- Supporting students with appropriate devices for individualized programming.

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.

School Objectives and Priority Areas 2017-2018

Objective 1: Building leadership capacity in staff and students

Relationship with District Outcomes:

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.

Reporting our Progress (2016-2017)

Highlights

- A week of welcome activities helped reintroduce the 7 Habits and the Leader in Me (LIM) to the students while promoting community and leadership.
- Habit Field Day concluded a successful year of leadership and camaraderie among students, staff, and other stakeholders
- Tremendous student interest in school clubs led by students and activities facilitated by staff
- 7 Habit Trees and other visuals depicting the Leader in Me ideals were prominently posted in the hallways and classrooms.
- Monthly Student Lighthouse Committee meetings were held to plan activities to promote and integrate the 7 Habits in the classroom and throughout the school.
- At each staff meeting, staff discussions related to upcoming LIM events, sharing ideas to integrate the 7 Habits and demonstrated lessons and ideas from the LIM website.
- WIGs (Wildly Important Goals) were created by both students and staff, providing all with a voice about what is considered most important.
- LIM information, events and photos were posted on the school website
- Student-ran RHTV (Ronald Harvey T.V.) became a prominent part of the learning day and the school culture
- The Artist in Residency project was a huge success, working with Deborah Bryan to create a variety of grade related clay projects to support curriculum.
- Science Olympics Day – students and staff worked on multiple Science challenges in teams, creating leadership opportunities
- Leadership Day was a huge success for the majority of students, parents and staff – students showed their learning in a number of ways including leadership notebooks

Challenges

- Start, create, implement and finish the Leadership Notebooks or other ways to organize and present evidence of learning
- Getting input from staff so it's more grassroots and less led by our Lighthouse Team
- Finding the time to implement all of the ideas
- Use teaching moments to make the Habits relevant in Div. 2
- Illicit excitement for staff and students to use LIM material
- Managing the tremendous student interest in school clubs and activities
- Facilitating leadership opportunities for some students was difficult
- Accessibility to technology as the school grows
- Supporting current and future technology through our infrastructure

Progress toward Meeting Objective 1:

Partially achieved and ongoing

Key Strategies 2017-2018:

- Continue interweaving the 7 Habits approach to all aspects of the day
- Week of Welcome activities including in-class cooperative games, Keys for Leadership activities, Habits Field Day and school-wide community building opportunities
- Continue professional development (p.d.) and actions using the Leader in Me approach and philosophy, expanding into Numeracy p.d. opportunities
- Train new staff and interested parents in the “7 Habits of Highly Effective People for the Leader in Me”
- Continue the purchase and utilize the intellectual property license for LIM and access to the web-based resource tool
- Establish a new Student Lighthouse Committee and other clubs that provide leadership opportunities for students
- Expand leadership roles in club coordination, RHTV crew, Club Moo, kinder and school patrols
- Continue to post visuals using the LIM principles and language throughout the school
- Continue to build on the students’ Leadership Notebooks
- Incorporate LIM PD injections in staff meetings
- Continue to use RHTV to highlight LIM stories and events
- Use technology (website and school TVs) to communicate LIM principles
- Use the front hall mural as a teaching tool of the 7 Habits
- Use of artwork reflecting the 7 Habits in the hallways and classrooms
- Monthly assemblies promoting 7 Habits and building community

Objective 2: Enhancing Instructional Practice – Literacy and Numeracy

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.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

Reporting our Progress (2016-2017)

Highlights

- District Literacy Coordinator provided ongoing training, support and instructional enhancement for all staff
- Effective use of school space to create smaller student to teacher ratios
- Continued focus on increasing human resources

- Increased counselling time from 0.20 FTE to 0.59 FTE, providing support in classrooms, as well as for individual students and small groups
- Staff awareness on student needs and challenges became stronger through multiple resources and assessments
- Coordination of diagnostic assessments and interventions across the grades
- Accelerated Reader and Levelled Literacy Intervention (LLI) was effectively utilized
- Jaqueline Guest (Métis author) did workshops that connected writing and First Nations, Métis and Inuit heritage for Division II students
- First Nations, Métis and Inuit library books and resources enhanced
- Balanced Literacy continues to grow within the school
- Accelerated Reader and Star Reading programs demonstrated growth in both divisions
- Readwell reading program continues to help student growth
- Precision Reading, 6+1 Traits and the Daily 5 are established literacy programs in the school
- Tumble books and Raz Kids continue to be web-based program that supports student learning
- Math enrichment opportunities, including IXL Math, Sumdog and other web-based programs support numeracy
- Math manipulatives in school get significant use
- Math diagnostic tools were being incorporated into classroom summative assessment
- Resource and Reading Interventions at Division I demonstrated strong target growth
- Diagnostic literacy benchmarking provided for a better understanding of individual student needs (enrichment and intervention)

Challenges

- Time for diagnostic or other Benchmark Assessments
- Cost for diagnostic or other Benchmark Assessments
- Time for grade level strategic planning meetings
- Coordinating time and resources for appropriate supports or interventions
- Division II teachers are initiating a classroom culture change that is in line with comprehensive literacy, and this takes time
- Utilizing space to help support smaller student to teacher ratios
- Maintaining literacy growth while paying attention to numeracy
- A few staff continue to use more pull-out than push-in strategies for students who require additional support

Progress toward Meeting Objective 2:

Partially achieved and ongoing

Key Strategies 2017-2018:

- Support vertical team meetings around numeracy pedagogy and Math vocabulary
- Scheduled collaboration time for grade-alike meetings in timetables
- Support from district and school-based literacy and numeracy coaches
- Provide training in Balanced Literacy for new staff
- Implementation of aspects of Daily 5 literacy philosophy
- Use of quality reading and writing assessments such as the Alberta Assessment Consortium over the course of the year
- Continue to utilize Jaqueline Guest to improve literacy in school

- Created smaller classes in Grades 5 and 6 to better support learning
- Continue to provide Fountas and Pennell Benchmark training provided for all teachers
- Continue Fountas and Pennell Benchmark Assessments for all students
- Continued Leveled Literacy Intervention for identified Division I students
- Continue Readwell and Precision Reading interventions for struggling Division II readers
- Continue with Accelerated Reader and Star Reading programs
- Continue with the 6+1 Writing Traits program
- Continue to support Push-in Intervention strategy
- Broader implementation of aspects of Daily 5 literacy philosophy
- Use of quality reading and writing assessments such as the Alberta Assessment Consortium over the course of the year
- Train staff around ELL strategies, technologies, and resources
- Train staff to improve their capacity for targeted support of First Nations, Métis and Inuit students
- Train staff on emerging technologies to support student learning including Google Docs, Classroom and Slides

Objective 3: Implementation of the District Athletic Academy

Relationship with District Outcomes:

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

Reporting our Progress (2016-2017)

Highlights

- The Hockey Academy continues to be a strong program, with 35? students registered.
- A comprehensive Hockey Report Card was enhanced and improved
- Maintained time for power skating and goaltending instructor
- Technology used to video students for assessment, reflection, and growth
- Maintained a ratio of instructors to students of 6:1
- Continued to work closely with community businesses to ensure safe and consistent travel for students
- Continued to enhance student development through cross-training activities including: karate, tennis, badminton, rock climbing, yoga, hip hop dance, etc.
- Hockey Academy students provided community service throughout the year (shovelling for seniors, Cancer fundraiser evening, community hot chocolate delivery)
- Academy students participated in research projects to help them foster the Academy philosophy and principles
- Additional student leadership opportunities related to proactive planning were related
- The Recreational Academy continued to grow and develop opportunities, focusing on attending activities in St. Albert instead of travelling outside of the city

- Purchase storage space to accommodate school growth and increase teachable space within the school.

Challenges

- Fostering equity and acceptance among students within the programs and within the school
- Creating a stronger volunteerism philosophy among students in the academies
- Addressing philosophical differences between the academies with respect to volunteerism and student recognition
- Providing opportunities for all interested students in both academies
- Acquiring ice time and problem-solving related to an increased need for more ice in the future
- Space utilization to support students in teaching areas
- Addressing additional costs related to growth in the academies

Progress toward Meeting Objective 3:

Partially achieved and ongoing.

Key Strategies 2017-2018:

- Maintain the use of the goaltending instructor
- Expanding Hockey Academy partnerships with district schools (Lois E. Hole and Sir George Simpson) to include French Immersion students as well as more English students
- Work closely with W.D. Cuts to accommodate growth in the Rec and Hockey Programs
- Continue to improve opportunities in the Recreational Academy while balancing this with finding local activities and experts to support the program
- Continue to broaden use of technology in instructional practice
- Investigate community partnerships and in-house options as the programs expand

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: \$ 111 596

In 2017-18 we will be using almost the same financial approach as 2016-17, but with an addition of 0.5 Educational Assistant Support even though we have 8 less students. This model suggests we will be reducing our surplus by about \$75 000.

Financial Planning 2017-2018

RESOURCE AND DISTRIBUTION RONALD HARVEY SCHOOL

REVENUES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Basic Program Allocation	\$ 2,732,699	\$ 2,652,817	\$ 2,748,209
2. Other Revenues			
2.1 Fees	\$ 177,900	\$ 209,500	\$ 236,500
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 13,000	\$ 10,000	\$ 10,000
2.5 Other Revenues	\$ 11,000	\$ 52,900	\$ 52,900
3. Surplus / Deficit Allocation (S/D)	\$ 111,596	\$ 125,000	\$ 117,075
TOTAL REVENUES	\$ 3,046,195	\$ 3,050,217	\$ 3,164,684

EXPENDITURES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Certificated Staff	\$ 2,215,175	\$ 2,276,475	\$ 2,215,941
2. Support Staff	\$ 510,625	\$ 459,052	\$ 511,088
3. Services	\$ 106,300	\$ 142,150	\$ 166,350
4. Supplies	\$ 88,450	\$ 147,000	\$ 168,500
5. Furniture, Equipment & Capital	\$ 13,000	\$ 3,000	\$ 8,000
6. Technology	\$ 28,300	\$ 22,000	\$ 59,000
7. Future Emergent Initiatives	\$ 84,345	\$ 540	\$ 35,805
TOTAL EXPENDITURES	\$ 3,046,195	\$ 3,050,217	\$ 3,164,684

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)	368.00	366.00	379.00

STAFFING PERCENTAGES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
Certificated Staff FTE	21.33	21.70	21.41
Support Staff FTE	10.59	9.46	10.90
Certificated Staff Percentage	77.9%	82.0%	77.3%
Support Staff Percentage	18.0%	16.5%	17.8%
TOTAL STAFFING PERCENTAGE (with S/D)	95.8%	98.5%	95.2%
TOTAL STAFFING PERCENTAGE (without S/D)	99.7%	103.1%	99.2%

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 Provincial Achievement Tests (PATs), participation rates and an interpretation of the results.

Grade 6 English Language Arts

	2012-13		2013-14		2014-15		2015-2016		2016-2017	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.8	96.4	90.4	98.4	90.6	98.3	90.6	98.4	90.2
Results Based on Number Enrolled										
Acceptable Standard	97.0	82.5	96.4	81.9	95.2	92.8	94.8	82.9	91.8	82.5
Standard of Excellence	21.2	16.3	30.4	17.6	19.4	19.5	17.2	20.4	19.7	18.9
Results Based on Number Writing										
Acceptable Standard	97.0	90.9	100	90.6	96.7	91.3	96.5	91.5	93.3	91.5
Standard of Excellence	21.2	18.0	31.5	19.5	19.7	21.5	17.5	22.6	20.0	20.9

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - The participation rate (98.4%) and level of achievement at the Acceptable Standard (91.8%) are relatively strong.
 - The Standard of Excellence (19.7%) is slightly higher than the provincial average based on our school enrollment.
- Compared to provincial results and school trends over time, the reporting category and area where our school's performance was of concern is:
 - Although it is not a concern, students at Ronald Harvey were slightly below the provincial average with respect to achieving the Standard or Excellence.
- Specific initiatives planned to address the above noted areas of strength and concerns are:
 - We have split the cohort group that will be writing the 2018 PAT into three smaller classes of less than 23 students, meaning that the teaching staff will have more time to address individual needs.
 - District professional development opportunities including the Literacy Workshops will be attended by teachers.
 - Staff will enhance writing instructional focus.
 - Key strategies of Outcome 2: Enhancing Instructional Practice in Literacy and the initiatives related to the outcome will also address the concerns related to Standards of Excellence.

Grade 6 English Mathematics

	2012-13		2013-14		2014-15		2015-2016		2016-2017	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	93.9	90.3	96.4	90.1	98.4	90.2	96.6	90.4	98.4	89.9
Results Based on Number Enrolled										
Acceptable Standard	93.9	72.1	82.1	72.7	87.1	72.5	84.5	71.4	77.0	68.4
Standard of Excellence	33.3	16.3	19.6	15.3	14.5	13.8	12.1	13.8	11.5	12.3
Results Based on Number Writing										
Acceptable Standard	100.0	79.8	87.8	83.2	88.5	80.4	87.5	79.0	78.3	76.2
Standard of Excellence	35.5	18.0	22.4	18.4	14.8	15.3	12.5	15.2	11.7	13.7

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting category and area where our school's performance appears to be relatively strong is:
 - The participation rate (98.4%) and the level of achievement at the Acceptable Standard (77.0%) are relatively strong.
2. Compared to provincial results and school trends over time, the reporting category and area where our school's performance is of concern is:
 - The number of students achieving the Standard of Excellence is low compared to the Provincial average.
3. Specific initiatives planned to address the above noted areas of strength and concerns are:
 - We have split the cohort group that will be writing the 2018 PAT into three smaller classes of 20 students, meaning that the teaching staff will have more time to address individual needs. This extra time will be beneficial for students in both the Standard of Excellence and Acceptable Standard categories.
 - Investigate p.d. opportunities for staff related to Math, including work related to running records, Agile schools, and Math-vocabulary.
 - Promote greater use of hands-on manipulatives to help connect concepts and skills.

Grade 6 English Science

	2012-13		2013-14		2014-15		2015-2016		2016-2017	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%		
Participation: Writing	93.9	90.3	92.9	89.5	95.2	89.7	93.1	90.0	96.7	89.1
	Results Based on Number Enrolled									
Acceptable Standard	93.9	77.1	92.9	75.4	85.5	76.0	89.7	77.6	91.8	76.6
Standard of Excellence	39.4	26.2	39.3	25.3	25.8	25.9	25.9	27.7	27.9	29.5
	Results Based on Number Writing									
Acceptable Standard	100.0	85.4	100	84.2	89.8	84.8	96.3	86.1	94.9	86.0
Standard of Excellence	41.9	29.0	42.3	28.2	27.1	28.8	27.8	30.8	28.8	33.2

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting category and area where our school's performance appears to be relatively strong is:
 - The participation rate (96.7%) and the level of achievement at the Acceptable Standard (91.8%) are relatively strong.
2. Compared to provincial results and school trends over time, the reporting category and area where our school's performance was of concern is:
 - Standard of Excellence continues to be slightly below the Provincial average.
3. Specific initiatives planned to address the above noted areas of strength and concern are:
 - Although there are no major concerns, we believe that with staff consistency and experience the trend will improve with respect to Standard of Excellence.
 - We have split the cohort group that will be writing the 2018 PAT into three smaller classes of 20 students, meaning that the teaching staff will have more time to address individual needs. This extra time will be beneficial for students in both the Standard of Excellence and Acceptable Standard categories.
 - Continue to invite Telus World of Science for their Science Curriculum Review Day, as well as find other opportunities for students including Hands-on Science, Alberta Science Network, and Mind-fuel.

- Continue to provide opportunities for students at all grade levels for hands-on and interactive activities, such as the Bennett Centre field trip for Grade 5 students.
- Support staff in school with our Hands-on Science Bin activities and other Science supplies.
- Continue to promote and participate in Science Olympics.

Grade 6 English Social Studies

	2012-13		2013-14		2014-15		2015-2016		2016-2017	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	93.9	89.5	92.9	88.9	95.2	89.2	93.1	89.6	95.1	89.3
Results Based on Number Enrolled										
Acceptable Standard	78.8	72.2	89.3	70.2	80.6	69.6	79.3	71.1	83.6	72.6
Standard of Excellence	15.2	19.3	26.8	17.1	27.4	18.7	20.7	22.6	11.5	16.7
Results Based on Number Writing										
Acceptable Standard	83.9	80.7	96.2	78.9	84.7	78.0	85.2	79.4	87.9	81.3
Standard of Excellence	16.1	21.6	28.8	19.2	28.8	21.0	22.2	25.3	15.5	25.1

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting category and area where our school's performance appears to be relatively strong is:
 - The participation rate (95.1%) and the level of achievement at the Acceptable Standard (83.6%) are relatively strong.
2. Compared to provincial results and school trends over time, the reporting category and area where our school's performance was of concern is:
 - The Standard of Excellence is lower than the Province.
3. The specific initiative that is planned to address the above noted areas of strength and concerns are:
 - Even though the results are strong, we will continue to find innovative ways to engage our learners, including Rooney and Punnyi, Grade 5 Bennett Centre field trip and other community and school-based resources to help engage students in learning.
 - We have split the cohort group that will be writing the 2018 PAT into three smaller classes of 20 students, meaning that the teaching staff will have more time to address individual needs. This extra time will be beneficial for students in both the Standard of Excellence and Acceptable Standard categories.
 - Accessing resources in the community, including Musée Heritage, Fort Edmonton and the Provincial Museum of Alberta to provide students with more concrete opportunities to learn about Social Studies, as well as increasing student engagement is a goal and a focus in 2017-18.

Summary Comments Regarding Provincial Achievement Test Results

Although we are pleased with the results from our Provincial Achievement Tests, we are also cognizant that we can improve these results by increasing access for our staff to find professional development in the areas of each subject, as well as access to resources (mentor teachers and learning opportunities in the community) to enhance learning for all. For 2017-2018 we have decreased our student to teacher ratio for all four PAT courses. By reducing the student to teacher ratio we are also addressing any concerns around student performance. Working with staff at all grade levels will help support a higher level of students who achieve at a Standard of Excellence, while also ensuring that every student achieves to their fullest potential.

Appendix II – Other Indicators of Student Performance

Citizenship/Character Education

- Leader in Me Initiative
- *“7 Habits of Happy Kids”*
- *“Can You Fill a Bucket?”*
- Mindfulness Program
- Roots of Empathy
- Cross-age partners
- DARE (Grade 6)
- RCMP Liaison
- Student Leadership
- Student Lighthouse
- School Patrol
- Office helpers
- Grade 4 recyclers
- Kinder Patrol
- Club Moo milk sales
- St. Albert Community Service presentations (Respect, Empathy, Equality)
- Charity initiatives (UNICEF, Food Bank, Kinette’s Hamper, Operation Christmas Child, Terry Fox Run, World Vision Sponsor a Child)

Extracurricular

- Grades 3 - 6 Choir/Orff Club
- Chess/Games Club
- Athletic Intramurals (Grades 4 - 6)
- Drama Club (Grades 5 - 6)
- Running Club, Relay Club, X-country, Journal Games
- Speakers’ Club (Assemblies, Concerts)
- RHTV (Ronald Harvey Television)
- Grade 6 sports teams (Volleyball, Basketball, Floor Hockey)
- Skipping Club (Grades 1 - 6)
- Lego Club (Grades 1 - 6)
- Library Club
- Grade 6 Me to We Club
- Air Band (Grade 6)

Co-curricular

- Athletic Academy - Hockey
- Discovery Garden
- Grade 6 camp (overnight at Camp Nakamun)
- Grade 5 (overnight trip at the Bennett Centre)
- Skiing/Snowboarding
- Fun Field days
- Skating
- Swimming
- Recycling Club
- Field trips
- Book fairs
- Mission Impossible

- Artist in Residency (Mandarin Teacher!)

Academic Enrichment

- Integrated technology outcomes using computer lab, classroom computers, library computer pod, wireless lab, iPod lab, document cameras and SMARTBoards
- Literacy – Enhancing Instructional Practice (K – 3)
- Outcomes-based report card (also aligns outcomes in each subject area for teachers to check that curriculum covered is tested)
- Full Day Kindergarten
- Balanced Literacy
- Early Literacy Support
- Artist in Residency (Mural Mosaic)
- Enrichment
- Resource Intervention
- District Behaviour Improvement site (two classes)
- Accelerated Reading/Star Reading Program (Renaissance Place)
- Lions Poster Peace Contest
- Legion Remembrance Day poster contest
- Library program
- Scholastic Book Fairs

Fine Arts Focus

- Orff Music Program
- Choirs
- Christmas concerts
- Drama/Choir spring performance
- Art Gallery
- Children’s Festival
- Profiles Gallery
- District Art Show
- Alberta Opera Performance
- Edmonton Symphony performance at the Jubilee Auditorium (Grade 2 and 4)
- Edmonton Opera performance at the Jubilee Auditorium (Grade 5)

Parent/Community Connections

- Hot Lunch Days (twice a month)
- Parent Volunteer Programs
- Family Dance
- School Council and Development Society
- Volunteer Appreciation Drive-in (Coffee and muffins for parents)

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
The teachers at my school are.	90	91	94
My school is.	92	88	90
	% Yes 2014-2015	% Yes 2015-2016	% Yes 2016-2017
At school, I am encouraged to try my best.	91	90	91
At school, most students follow the rules	63	58	58
At school, most students help each other.	76	63	63
At school, most students respect each other	68	64	58
I am proud of my school.	83	85	86
I am treated fairly by adults at my school.	81	77	80
Other students treat me well.	78	71	74
I feel safe at school.	88	87	85
I feel safe on the way to and from school.	86	85	86
My teachers care about me.	87	86	86
Our School Survey	--	--	% Yes 2016-2017
My school work is challenging.	--	--	68
My school work is interesting.	--	--	66

Year	Number of Respondents (Grades 4-6)
2016-2017	173
2015-2016	155
2014-2015	151

Parent Survey Questions Paper Administration	% Satisfied	Parent Survey Questions Online survey (all families)	% 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?	97	with the quality of education that your child is receiving?	87	0
2. with the choice of courses and programs available in your school?	100	with the choice of courses and programs available in your school?	91	0
3. (New Question for 2016-17)		with the support and resources available to meet the diverse needs of students.	76	7
4. that your child is encouraged by his or her teachers to achieve high standards?	96	that your child is encouraged by his or her teachers to achieve at their personal best.	87	1
5. that your child's learning needs are being met?	88	that your child's learning needs are being met?	77	0
6. with the extra help available, if your child requires it?	84	with the extra help available, if your child requires it?	58	20
7. that teachers help your child to achieve learner outcomes?	91	that teachers help your child to achieve learner outcomes.	86	3
8. that your child is developing the skills and attitudes to become a lifelong learner?	92	that your child is developing the skills and attitudes to become a lifelong learner?	83	1
9. that the school helps your child become a good, caring citizen?	99	that the school helps your child become a good, caring citizen?	93	0
10. that the school provides your child with activities that promote volunteerism and community contribution?	94	that the school provides your child with activities that promote volunteerism and community contribution	83	9
11. (New Question for 2016-17)		that my child enjoys going to school.	91	0
12. that the school provides students opportunities to assume leadership roles?	100	that the school provides students opportunities to assume leadership roles?	89	7
13. with how the school keeps you informed about your child's progress and achievement?	88	that your child's progress is reported in an ongoing and timely manner.	87	0
14. that the school is safe?	99	that the school is safe?	83	1
15. that your child's school is a positive and welcoming place?	99	that your child's school is a positive, caring, and welcoming place.	91	1
16. that expectations for student behaviour are clear?	98	that expectations for student behavior are clear and well-communicated.	90	0
17. with the way discipline matters are dealt with by school staff?	93	that discipline matters are dealt with in a reasonable and timely manner by school staff.	64	17
18. with the image of the school in the community?	100	with the image of the school in the community?	88	4
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.	86	0
20. that the school is effective in deterring students from	99	that the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	24	74

bringing illegal drugs and substances to the school?				
21. that your input is considered, respected, and valued by your school?	95	that your input is considered, respected, and valued by your school.	80	9
22. with the leadership within your child's school?	98	that the leadership at your school effectively supports and facilitates teaching and learning.	84	9
23. that the School Council plays a meaningful role in your school?	98	that the School Council plays a meaningful advisory role in your school.	49	46
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.	66	21
25. with the leadership provided by district office?	92	that leadership at district level effectively supports and facilitates teaching and learning.	48	45
26. with how the district manages financial resources?	95	that St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	61	32
27. with the Board's resource allocation, policies, priorities and processes?	93	with the St. Albert Public School Board's policies and processes.	60	33
28. that your input is considered, respected, and valued by the St. Albert Public School Board?	94	that your input is considered, respected, and valued by the St. Albert Public School Board?	53	42

29. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 18%	No 82%	Are finances a barrier to your child's participation in classroom activities?	Yes 8%	No 92%
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 64%	No 36%

Participation Rates

Year	Respondents
2016-2017	77
2014-2015	91
2012-2013	93

School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017
1. I am satisfied with the quality of education that students are receiving in this school.	100	I am satisfied with the quality of education that students are receiving in this school.	95
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.	100
3. The district provides adequate support / resources to meet diverse student needs.	97	That I am provided the support and resources needed to meet the diverse needs of students.	70
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	97	With the services offered to students by teachers, counselors, administration, and other staff in my school.	90
5. The professional development opportunities are useful in helping me meet the needs of my job.	94	With professional learning opportunities that are supported by the district.	90
6. There is sufficient computer-related training available.	94	With the technology support and training that is supported by the district.	90
7. The school staff have an opportunity to work in a collaborative and collegial fashion.	97	With the opportunities to collaborate with colleagues.	80
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.	91 100	That the professional growth plan process helps me improve my skills.	74
9. Students are developing the skills and attitudes to become lifelong learners.	100	That students are developing the skills and attitudes to become lifelong learners.	90
10. The school helps students become good, caring citizens.	100	That the school helps students become good, caring citizens.	84
11. I am satisfied with how discipline is dealt with within the school.	90	That discipline is dealt with in a reasonable and timely manner within the school.	50
12. The school provides opportunities for students to develop leadership roles.	100	That the school provides opportunities for students to develop leadership roles.	90
13. I am satisfied with the opportunities to assume leadership roles.	100	I am satisfied with the opportunities to assume leadership roles.	90
14. My input is considered, respected, and valued by my school.	97	My input is considered, respected, and valued by my school.	65
15. I have the support necessary to be effective and successful in my job.	97	That I have the support necessary to be effective and successful in my job.	79
16. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100	The expectations of my assignment are clearly defined.	90
17. My work or teaching assignment matches my knowledge and skills.	100	My work or teaching assignment matches my knowledge and skills.	100
18. I feel safe in the school.	100	I feel safe in the school.	95
19. The school is a positive and welcoming place.	100	That the school is a positive, caring, and welcoming place.	90
20. The facilities are satisfactory.	97	That the facilities are well-maintained.	85
21. That the image of the school in the community is positive.	100	That the image of the school in the community is positive.	80
22. I am satisfied with the leadership within my school.	100	That the leadership at school effectively supports and facilitates teaching and learning.	75

School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017
23. I am satisfied with leadership provided by district office.	100	That the leadership at the district level effectively supports and facilitates teaching and learning.	90
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.	65
25. I am satisfied with the Board's resource allocation, policies, priorities and processes.	96	With the St. Albert Public School Board's policies, priorities, and processes.	85
26. My input is considered, respected, and valued by the St. Albert Public School Board.	96	That my input is considered, respected, and valued by the St. Albert Public School Board.	75

Participation Rates

Year	Respondents
2016-2017	20
2014-2015	31
2012-2013	32

School Evaluation of Satisfaction Surveys

Results

Students

Results from the Grade 4-6 students continued to be very high overall. Eighty-six percent of students at Ronald Harvey are proud of their school. Students feel they continue to be encouraged to do their best (91%), and 86% of students feel that their teachers care about them. Ninety-five percent of students recognize that their teachers are good or very good at their job, and 90% indicated that the school is a great place. Most of these indicators have shown an increase over the past year. Teachers provide an array of classroom activities for students to learn and achieve outcomes to meet the students' diverse needs. Although students indicate that they truly care about the school and the staff, they also indicated that they do not find all of the material interesting or challenging (68%). The staff at Ronald Harvey continually create and identify ways to engage students and enhance their learning through p.d. and collaboration.

Most students (85% and 86%) feel safe at school and on the way to and from school, respectively. Although these are strong indicators, we continually work hard in the school to ensure ALL students feel safe.

In addition, there is always room for improvement with respect to how students feel about respecting each other and the rules at school. Teachers, support staff, supervisors and administration outline the expectation of behaviour to students consistently with natural consequences. Using a common language from *Can you Fill a Bucket?*, *The Leader in Me*, and *The 7 Habits of Happy Kids* helped communicate these expectations with students. Students in Grades 4-6 felt that only 58% of students follow the rules and were respectful of each other. We will continue to focus on helping students understand the value of following school rules as well as building healthy relationships around respect and citizenship.

Parents

The majority of responses on the parent survey were close to 90% in support of the school. Our *Leader in Me* philosophy provides many authentic leadership opportunities, as noted positively by 89% of the parents who answered the survey. *Leader in Me* has proven beneficial in helping our kids become good caring citizens (93%), with emphasis on students promoting volunteerism and community contribution (83%).

From a perspective of staff and communication the parents of the students in the school felt that their child enjoyed school (91%) and the courses offered (91%), but also that the staff at Ronald Harvey encourages students to achieve their best (87%) and to develop the skills and attitudes to become a lifelong learner (83%). The parents are also pleased with the timeliness in which progress is reported (87%) and the clarity of the information (86%) is also noted.

The survey results suggest that many parents are not aware of the value of their input. We are very proud of the roles and responsibilities of our Parent Council at Ronald Harvey, as well as the support and leadership at the district level and through the Board, but the parent surveys suggest that over 40% of parents are unaware of the value of their input. This is noted to a lesser extent at the school level, with 9% of parents not knowing or unsure if their input is valued and another 11% feeling that it isn't valued. The school staff will continue to provide information and invitation so that parents (and students) feel that their input is valuable at all levels.

Staff

Overall, we continue to be pleased with our staff's Satisfaction Survey results. From the staff that completed the survey, ninety percent feel that the school is a positive and welcoming place and there is a caring, safe environment at the school. The school staff indicated better than 90% satisfaction on 13 of 26 questions, with another 5 questions reflecting a satisfaction level of more than 80%.

The vast majority of the staff feels that students are receiving a high quality of education (95%) and are satisfied with the choice of courses and programs available for students in the school and district (100%). Staff feels that the school helps students become caring citizens (84%), by promoting volunteerism and community activities as well as providing opportunities for students to develop leadership roles (90%). These include opportunities in the classroom and extra/co-curricular clubs or activities in the school. The implementation of the Leader in Me principles has certainly contributed to this level of satisfaction.

Professional development opportunities are useful to 90% of school staff in meeting the needs of their jobs. Staff also feel satisfied with the services offered within the school, and 90% of staff members surveyed were pleased with the opportunities to assume leadership roles. They are also very satisfied that their teaching assignment matches their knowledge and skills (100%) and that their assignment and expectations are clearly defined (90%).

According to the results, areas in need of development are:

Students

The overall satisfaction results from the students reflect a positive attitude towards attending Ronald Harvey, and the majority of responses show a very slight increase in satisfaction. With that in mind, we will continue to work on pro-social skills and the promotion of kindness amongst students. The students' responses continue to show that a strong minority of students don't feel that other students follow the rules, and that some students are not helpful or respectful of others.

At school, most students follow the rules	63	58	58
At school, most students help each other	76	63	63
At school, most students respect each other	68	64	58

Ronald Harvey Elementary will continue to promote its' safe, welcoming caring environment, and will also work diligently to educate students on the differences between bullying and disagreeing with a Dare to Care program. We will continue to reinforce positive behaviours on the playground using Can You Fill My Bucket and the 7 Habits to promote respectfulness to one another on the playground, which will also benefit students and their social interaction in the school and on the playground. We will also continue to use cross-age partnerships and find ways as a team to increase the perception related to these social interactions.

Parents

The parents of students who attend Ronald Harvey Elementary School are generally happy with their child's learning environment, although there has been a slight decline in the number of participants in the survey and the results in 2016-17 comparative to 2014-15.

A "Don't Know" option was added in 2016-17 and it will be a great means of tracking stronger communication with parents of students at the school, as there seems to be a percentage of parents who are not aware of the great things that happen in the school and in the district.

One area of focus in 2017-18 will be to ensure that all parents are aware that extra help is always available when students need it (58%). With the new survey option "Don't Know", 20% of parents are not aware of the extra time available and utilized by students when they require extra help.

A second response that requires better communication with the parent body is the importance of the Parent Council, both as an adhesive fiber in building school community, and with respect to its advisory role in the school. Forty-six percent of parents do not know how valuable the Council is, but through the Council and the Development Society students gain access to so many more opportunities in which the Parent Council advises on.

Staff

The results from the staff survey were strong; however, the percentage of participation is a concern. We will continue to encourage a higher percentage of staff participation in future surveys, as there was only a 48% participation in 2016-17.

One area of the survey that was a concern was related to student behavior and discipline. Satisfaction around how discipline was dealt with declined from 90% to 50%. Through discussion with staff, it was felt that a small group of students were not following the rules and that the consequences were too lenient to be effective. This area has been addressed and it is expected the numbers will show improvement in future surveys. All staff have taken ownership in the development of comprehensive and consistent discipline framework, and at the time of completing this report, it appears staff feel strongly that their input has been considered and valued, which was another area that required addressing and development.

General Comments

Overall, we have great results. We are encouraged by such positive results from our staff, parents and students, but also cognizant of the decline in some areas with respect to our survey results. This has been seen as an opportunity for all stakeholders to provide input and there is a feeling of synergy in the school, with many groups feeling empowered to work on areas that require addressing without sacrificing the strengths of the school. We celebrate the positive staff morale and collegial climate, as well as our safe, caring environment. We will continue to monitor and provide strategies to strengthen the areas of need, and will continue to find ways to communicate with all of our stakeholders.

Next Steps for Continuing Progress

We will continue to enhance the positive relationships that we have with all of our stakeholders in a warm, welcoming, and caring learning environment. We will continue to communicate with parents through a weekly email to parents, website, outside sign, and media about our school's initiatives, students' successes and learning opportunities. As well, our communication to parents about their child's progress and achievement through informal and formal means such as classroom newsletters, phone calls, emails, meetings, student agendas, report cards and parent teacher conferences will continue. We will provide opportunities for all stakeholders to provide feedback and input into the education of students at Ronald Harvey; we want all stakeholders to know that their ideas are considered, respected and valued. We will continue to discreetly and respectfully inform parents that the school can cover costs of educational activities if they cannot afford to pay the fees. Maintaining a student-centered learning environment that focuses on student academic learning, achievement and citizenship is essential for student success.

We will continue to implement strategies to increase students feeling of belonging, safety and feeling that the staff truly cares for their well-being, academic success and citizenship. We will continue to provide students, parents and staff with an awareness of the skills they could use through Leader in Me / 7 Habits, Can You Fill My Bucket, Mindfulness, anti-bullying awareness, DARE and other similar projects. We will continue to offer a wide variety of learning activities in the classroom as well as a wide variety of clubs and extracurricular activities. Sustaining high satisfaction results is challenging but we are willing to meet this challenge. Continuing to maintain the high quality of learning opportunities for students with limited funding is a challenge and it will require creative planning.

Participation Rates

According to the results, our school's strength with regards to participation rates is:

- Our student participation rate is 90% with respect to survey completion. This is a very strong number, as we continue to explain to students how valuable their input is.

According to the results, areas in need of attention with regards to participation rates are:

- Staff participation was lower than expected, with only about 49% of staff participating in the survey. With a small number of staff members, each one has a significant weight on the whole. This will be addressed for future surveys for school staff.
- Parent participation was also lower than expected, with only 77 respondents. We will be encouraging a higher number of respondents in 2017.

General Comments

We will continue to encourage parents to return surveys through communication via the newsletters, student agendas and at school council meetings. We need to continue to encourage all staff to complete a Satisfaction Survey. Continue to ensure all eligible students complete a survey and ensure students are guided through the survey so they understand the meaning of each question and receive clarification, if required.