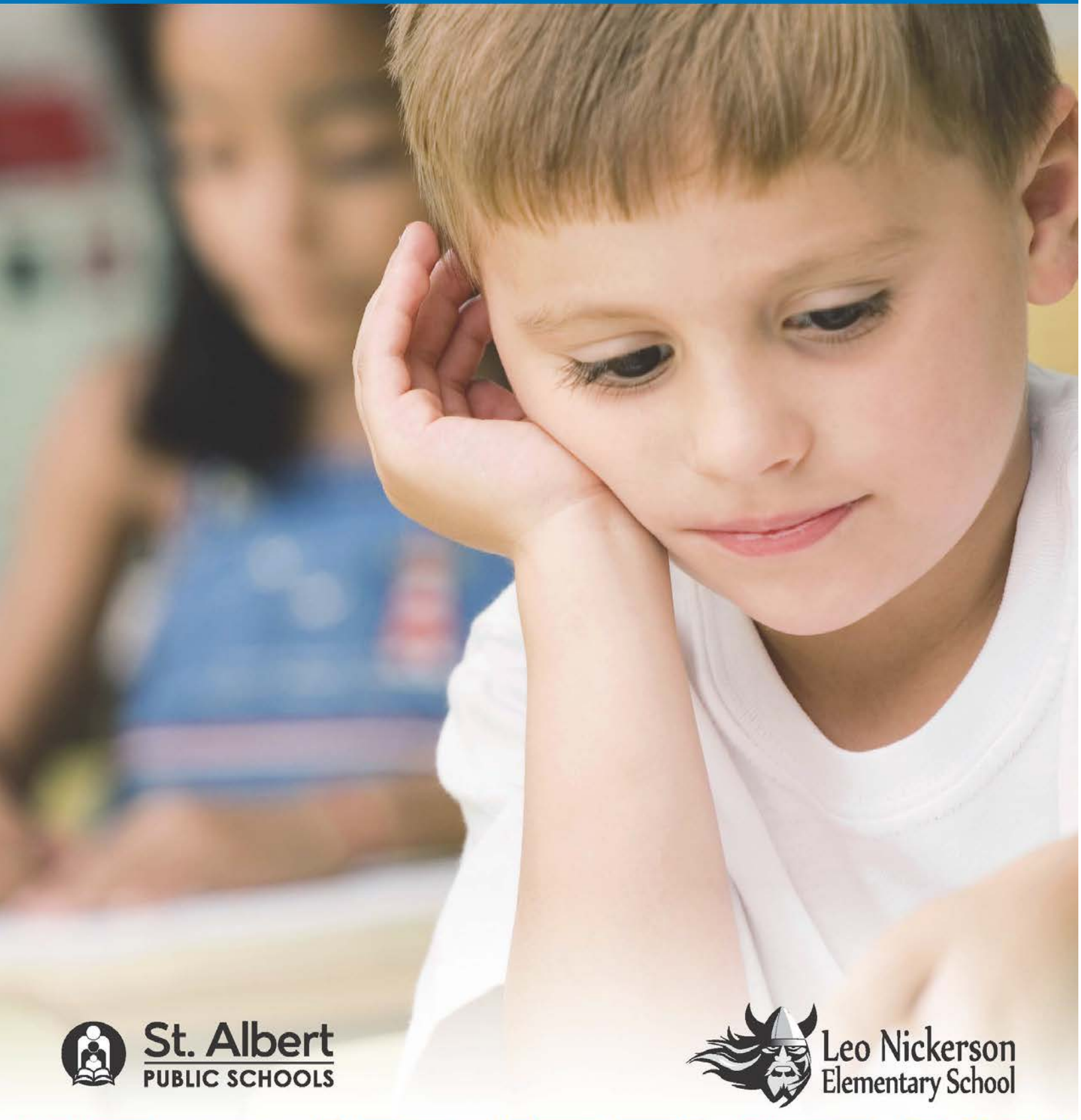


EDUCATION PLAN 2017

Leo Nickerson Elementary School
École Elementaire Leo Nickerson



St. Albert
PUBLIC SCHOOLS



Leo Nickerson
Elementary School



ÉCOLE LEO NICKERSON ELEMENTARY SCHOOL EDUCATION PLAN 2017

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St. Albert Public Schools' Mission, Mandate and Beliefs

Mission

Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

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

- Our students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance;
- By setting high expectations students are challenged to achieve to their full potential;
- Our schools must be safe and caring environments where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The classroom is central to student learning; and,
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

École Leo Nickerson Elementary School Vision

The staff members of Leo Nickerson combine passion and expertise to create powerful programs which recognize the unique and diverse learning needs of each individual student. The Leo Nickerson vision is to provide a supportive learning environment which encourages the development of creative and critical thinking skills grounded in the fundamentals of academic excellence.

École Leo Nickerson Elementary School Profile

2016-2017
as of September 30, 2016

Certificated Staff

Teaching	39.3871	FTE
Administration	2.5	FTE
Counselling	1.2	FTE
Total	43.0871	FTE

Support Staff

Clerical	2.80	FTE
Teacher Aides	14.75	FTE
Library Technicians	1.20	FTE
Technical Support	0.25	FTE
Total	19.00	FTE

Students	
English	188
French Immersion	357
Special Needs (Integrated)	(51)
Logos	132
Kindergarten	126
Total	803

2017-2018
as of September 30, 2017

	32.6257	FTE
	2.0	FTE
	.7	FTE
Total	35.3257	FTE

	2.4	FTE
	15.85	FTE
	1.0	FTE
	.25	FTE
Total	19.50	FTE

English	150
French Immersion	241
Special Needs (Integrated Severe)	(17)
Special Needs (Integrated Mild/Moderate)	(18)
Logos	153
Kindergarten	114
Total	658

Classroom Configuration

Grade	2016-2017		
	English	French Immersion	Logos
Kindergarten	15	87	24
Grade 1	23	70 (24+24+22)	36 (17+19)
Grade 1/2			
Grade 2	42 (21+21)	64 (22+21+21)	19
Grade 2/3			
Grade 3	28	59 (19+20+20)	25
Grade 3/4			25 (6+19)
Grade 4	30	69 (23+23+23)	
Grade 4/5			
Grade 5	31	43 (22+21)	27
Grade 6	34	52 (24+28)	
Total	203	444	156

2017-2018		
English	French Immersion	Logos
23	61	30
	53 (16+18+19)	24
21 (11+10)		
	46 (23+23)	33 (16+17)
21 (11+10)		
25	41 (20+21)	20
29	21	27
	23 (10+13)	
24	26	21
30	31	28
173	302	183

École Leo Nickerson Elementary School

A Triple-Track School

École Leo Nickerson Elementary School is a triple-track school, offering a regular English Program, a French Immersion Program, and a Logos Christian Program, from Kindergarten to Grade 6. Each program delivers the full mandated Alberta Learning curriculum in classroom settings unique to the philosophy of the individual program. The school welcomes students into colourful, cheerful, and stimulating classrooms where dedicated and skilled teachers make learning come alive.

The English Program

This program welcomes children from the local community into a dynamic, multi-faceted school climate that strongly supports students in the areas of academics, physical fitness, fine arts, and positive moral values. Being a part of this triple-track setting allows students in the English Program the opportunity to develop respect, cultural appreciation, and a mutual understanding of student diversity.

The French Immersion Program

The French Immersion Program is a proven approach to second language learning designed for students whose family heritage is other than French. In the French Immersion classrooms, French is the language of instruction for a significant part of the school day; most subjects, with the exception of English Language Arts, are taught in French. French Immersion students develop a proficiency in both English and French languages, an understanding and appreciation of the Francophone culture and a mastery of the skills and abilities in the core and complementary courses.

The Logos Program

Logos, a Christian alternative program, delivers the elementary curriculum in a spiritually nurturing, Christian environment. The teachers are strong practicing Christians who freely share their love of God and teachings of Christ with their students. Instructional materials are selected to fit program beliefs and are practical, effective, and consistent with Christian principles and the Alberta Program of Studies.

An Effective Partnership of Students, Staff and Parents

At École Leo Nickerson Elementary School, an effective partnership of students, staff and parents produces these amazing results:

- A warm and inviting school atmosphere
- A safe learning environment
- Diverse student extracurricular activities, clubs and service projects reflecting students' interests
- A proven record of strong academic performance
- Students with strong computer skills developed in well-equipped classrooms
- A focus on fitness, positive mental health and a healthy lifestyle
- Engaging Fine Arts programming and dynamic extracurricular programs
- An extensive and well-used library collection
- Effective Levelled Literacy Intervention, French and Math Resource, and Comprehensive Literacy programming
- Specialist teachers in Art, Music, Drama, French as a Second Language and Physical Education
- A well-used Parent Resource Centre with various resources to support families
- Program specific community building experiences through: EFAN (English Family Activity Night), French Immersion Soirée, and Logos Praise Services
- Active parent committees and family involvement

Extracurricular Opportunities

Teamwork and the commitment of staff to reach beyond the curriculum, create great opportunities to enrich children's lives through shared endeavours, challenges, leadership and celebrations. Students are involved in a host of activities, including:

- Grade 6 Performance Club and Choir
- Downhill Ski Club, Cross-country skiing and skating
- Art and culture experiences such as Artist in Residence, Alberta Arts and Culture Day, author visits, and diverse fine arts and cultural presentations
- First Nation, Metis and Inuit cultural experiences such as guest speakers, Project of Heart, field trips and presentations
- Historica Fair – Night at the Museum
- Interschool volleyball and basketball
- Running club and Interschool Cross-country running
- Swimming instruction and recreational experiences
- Carnavale d'hiver / Winter Carnival and French presentations and celebrations
- Christmas and Easter Logos celebrations
- Recess Club
- School Choirs
- Safety Patrols
- Lunch hour intramurals such as Leo Nickerson Hockey League (LNHL)
- WE TRI School-wide team Triathlon
- Before school Homework Club
- Community service projects such as Reverse Trick or Treating, Food Bank drives, Terry Fox Run, and Kinette Christmas Hamper drive
- Art Club and Art Walk
- Golf Club
- Roots of Empathy
- Environmental Initiatives – Recycling and composting
- Leo Nickerson News (LNN)
- Greater Association of Scandinavians (G.A.S.) – Grade 6 boys club
- Student Leadership: Office Leaders, Playground Leaders, Library Leaders, Peer Leaders, Project Leaders, Morning Greeters, Assembly Leaders, Classroom Leaders, Technology Leaders
- Lego Club
- Scrabble Club
- Friendship Club
- Comic Book Club
- Drama Club

Cultural enrichment for all students is a continued focus at both the classroom and school level. School staff, along with the parent fundraising group, Friends of Leo Nickerson, work hard to support presentations by such groups as: the Alberta Opera Society, Nuevo Theatre, Evergreen Theatre, l'Unithéâtre, the Edmonton Symphony Orchestra, and the Artist-in-Residence program.

Parent and Family Involvement

The Friends of Leo Nickerson strongly support École Leo Nickerson School with funding for emerging technologies, library enhancements, classroom literature collections, playground equipment, and other projects, which enrich the school experience for our students.

Parent Council is the advisory group to the administration of the school. This group meets monthly to discuss educational topics and share in an open dialog with school Trustees, parents and school staff. Ideas, issues, and solutions that arise during the school year are also presented at these meetings.

Other ways our school is supported by community involvement:

- Breakfast Club
- Classroom support and field trips
- Library
- Triathlon
- Corn Roast
- Book Fairs
- Program events
- Logos Steering Committee
- Canadian Parents For French
- English Family Activity Night (EFAN)
- Art Walk
- Invitational Education Committee
- Mentorship
- Arts Day
- Drug Abuse Resistance Education (D.A.R.E)
- Orange Shirt Day
- Classroom Presentations and guest speakers

The True Colours of Nickerson

Leo Nickerson has an effective Character Education program, True Colours, which encourages integrity, acceptance, and good citizenship through positive recognition. As students are observed demonstrating positive behaviour, they are rewarded with recognition ballots. These rainbow-coloured ballots are drawn for prizes each day during morning announcements and at monthly assemblies where the children earn lunch with school administration. The rainbow symbol is used throughout the school to reinforce the qualities this program engenders in the students. Each colour of the rainbow is associated with the following positive character traits:

- C** - cooperation
- O** - open-mindedness
- L** - listening
- O** - organization
- U** - understanding
- R** - respect and responsibility
- S** - sharing and caring



At École Leo Nickerson Elementary, students receive a quality education, parents feel valued and involved, and the community is enriched with the presence of a school characterized by a strong social conscience.

Issues and Trends

Issues

- The age of the school plant is creating infrastructure challenges
- The recruiting and retention of French Immersion staff
- Growing English as a Second Language (ESL) population
- Increasing need for positive mental health supports
- The recognition of increasing student diversity
- Student safety due to high traffic volume

Trends

- High student achievement levels
- Outstanding Fine Arts programming
- Exemplary student character and behaviour
- High parental expectations, involvement and satisfaction
- Excellence in teaching and the provision of top quality learning opportunities
- High levels of staff teamwork and satisfaction
- Extremely well maintained physical plant
- Repurposing of spaces to support multiple programming needs
- The inclusion of coded students in all three programs
- High levels of student engagement in community service projects

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.

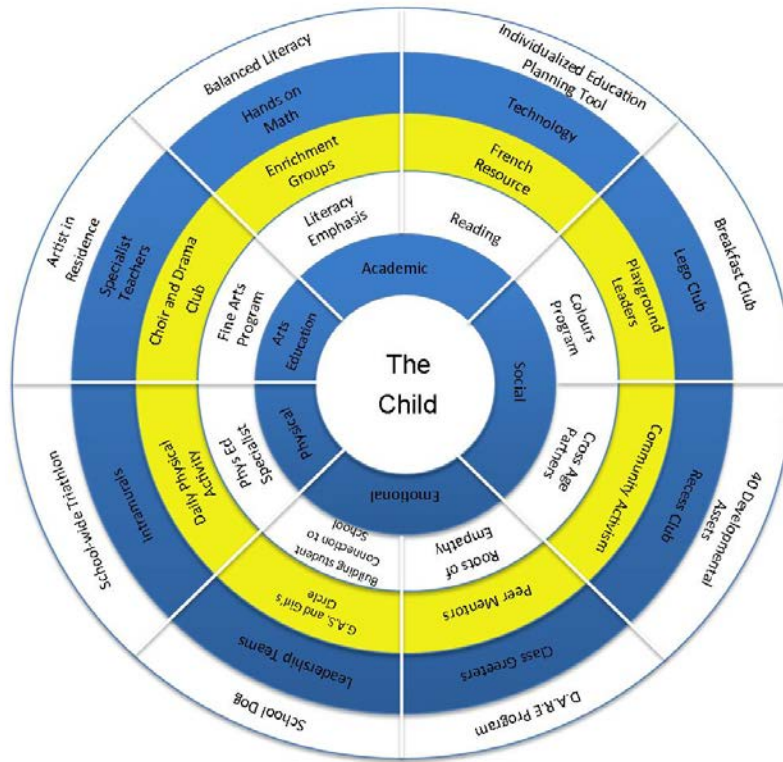
District Outcomes 2017-2020

- 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.

Our Objective

Belief Statement:

We believe that while we are similar to others in many ways, it is our respect of our individual differences that make us stronger. Every child presents a unique opportunity to explore a beautifully designed and powerfully delivered Educational Plan. We believe in the potential of every child that walks through the doors of Leo Nickerson. Every. Single. One. This belief guides us in our decision-making.



Our objective is to continue to build, around each child, a multi-layered, responsive, supportive, and integrated constellation of individual and comprehensive learning experiences.

To further build upon the constellation created around the child, the staff at Leo Nickerson has set the following objectives:

- Continue to provide a variety of opportunities to enhance teacher capacity in literacy and numeracy in a connected world.
- Integration of new technology and a constructivist approach in teacher practice.
- Expand teacher capacity to deepen their understanding of inclusion.
- Support the school community as it adjusts to the changes that will be occurring during the school year.

School Objectives and Priority Areas

Objective 1: Provide a variety of opportunities to enhance teacher capacity in literacy and numeracy in a connected world.

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 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.

Reporting our Progress (2016-2017)

Highlights

- A focus on identifying key subject-specific vocabulary and best practices in direct vocabulary instruction in both French and English
- Dedicated staff collaboration time to develop Key Vocabulary lists for core subjects in Grades 4 to 6 in French
- Exploration and reflection of best practices around direct vocabulary instruction strategies
- A revisit and review of Guided Reading for teachers with the district's Lead Literacy Teacher
- Numeracy Residency with Dr. Nikki Newton and high teacher participation in the district Guided Math professional development (p.d.) session
- Exploration of numeracy, Guided Math and concrete Math learning strategies at staff meetings
- New Math resources to support high-quality numeracy instruction
- Staff participation in the district's second Math Academy
- Continued dialogue at staff and program meetings, teacher modelling and collaboration, and administrative and district office support around strategies that support teachers in their work with students: the Zones of Regulation, Trauma Sensitive Classrooms, Words Their Way, ESL strategies, First Nations, Métis and Inuit

Challenges

- Creating time within the busy school schedule for meaningful collaboration
- Partial completion of a Key Vocabulary list in English due to multiple demands on teachers' time
- Responding to individual staff members' needs with Guided Reading p.d.
- Acquiring appropriate French Guided Reading resources
- Sustainability of key individuals in instructional coaching, counselling, and leadership positions, due to external factors, such as the transfer of staff to the new school and typical staffing events

Progress toward Meeting Objective 1: Partially achieved and ongoing.

Key Strategies for 2017-2018:

- Complete Key Vocabulary lists in all core subjects in English for Grades 4 to 6

- As a staff, explore how the acquisition of specific vocabulary will support student growth in literacy and numeracy and incorporate the newly developed Key Vocabulary as a regular instructional strategy
- Purchase new and engaging Guided Reading and Guided Math materials for French and English Division One
- Purchase new and engaging Literature Circle reading materials for French and English Division Two
- Continued p.d. on numeracy strategies with Dr. Nikki Newton
- Develop effective working relationships between the school and the district's new Literacy and Numeracy Lead Teachers
- Incorporation of classroom based enhanced technology in Division One to support literacy and numeracy skills and instruction

Objective 2: Integration of new technology and a constructivist approach in teacher practice.

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.

Reporting our Progress (2016-2017)

Highlights

- Continued ease of use of Dossier for Individual Program Plan (IPP) and Individual Learner Plan (ILP) development
- The purchase of additional Chromebooks to support new classes in Grades 4 to 6
- Increased integration of Read & Write for Google in daily classroom practice in Grades 4 to 6 and as a support for our struggling students
- Use of Google Classroom in Grade 6 classrooms
- Teacher-led p.d. exploring the adoption of inquiry-based methodologies and the development of a Makerspace
- Continued use of Lexia to support our growing ELL (English Language Learners) population as well as dedicated Educational Assistant (EA) time
- Exploration of coding technology in classrooms through Scratch, Minecraft and the Hour of Code

Challenges

- Creating time in busy schedules for philosophical conversations about constructivism
- Supporting the wide range of need and ability within our staff in the use of technology
- Staff familiarity and comfort with rapidly changing technology
- Increased demands on the School Tech and Library Staff with limited time
- Reliability of technology combined with teacher capacity to problem solve
- Functionality of shared Computer Lab and Library Learning space

Progress toward Meeting Objective 2: Partially achieved and ongoing.

Key Strategies for 2017-2018:

- Teacher support and collaboration to implement PowerTeacher Pro for marks, recording and reporting
- Continued development of a Learning Commons to support students and teachers
- Redevelopment of space to incorporate a Makerspace and Drama Studio
- Dedicated instructional time for a Makerspace Lead Teacher
- Expand Chromebooks to incorporate in all Grade 3 classrooms
- Enhance desktop computers and purchase iPads for Division One classrooms
- Purchase technology and materials to furnish a well-developed Makerspace
- As a staff, explore how students construct their own learning
- Expand use of Dossier functions to include attendance and access to Provincial Achievement Test data

Objective 3: Expand teacher capacity to deepen their understanding of inclusion.

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.

Reporting our Progress (2016-2017)

Highlights

- Cultural presentations and student experiences, such as: Alberta Arts and Culture Day, Aboriginal Day activities, Healing Garden Opening, Metis Week flag raising ceremony
- High levels of staff commitment to First Nations, Métis and Inuit cultural teaching and initiatives such as participation on Wisdom and Guidance Committee and at First Nations, Métis and Inuit focused p.d.
- Continued implementation of inclusive strategies for our increasingly diverse student population
- Increased awareness of a broader perspective of inclusion and impact on teacher practice and classroom community building through dialogue and sharing of successful strategies
- Increased use of the Sensory Room by our EAs as a means to employ self-regulation strategies with the students they work with
- Strong teacher and student support from the district's Student Services (PUF and ILT) teams

Challenges

- Transition of leadership and staff with skills and responsibility for key areas, such as counselling
- Creating time in busy schedules for philosophical and practical conversations about inclusion

- Supporting the wide range of awareness and ability among our staff in inclusive educational strategies
- A strong desire for, and yet limited availability of, access to quality and relevant p.d. for our EAs to better support the students they work with
- An increasingly diverse student population with complex needs

Progress toward Meeting Objective 3: Partially Achieved and ongoing.

Key Strategies for 2017-2018:

- Further develop and expand supports for students with special needs and challenging behaviors
- Professional Development series on inclusion for school leadership team
- School based p.d. opportunity with Inclusive Educator and Researcher, Shelley Moore; in collaboration with community partner, Plugged In, for parents, staff and community
- Development of a school based Student Services team to expand upon the supports and services for our students, teachers and families
- Incorporation of First Nations, Métis and Inuit perspectives, culture and celebrations through Orange Shirt Day assembly, Métis Week, Aboriginal Day and as an integrated part of everyday classroom instruction
- As a staff, explore what inclusion for LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) students looks like in an elementary setting so we can best provide support to students, families and staff

Objective 4: Support the school community as it adjusts to the changes that will be occurring during the school year.

Relationship with District Outcomes:

- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.

Reporting our Progress (2016-2017)

Highlights

- Smooth mid-year transition of school leadership due to long term planning and values-based approach to maintaining a strong school culture within a multi-program school
- School community celebrations, such as: “Believe”, a Christmas event held at the Performance Arena at Servus Place, farewell assembly for Mr. Jones, monthly student assemblies, and a cooperative art project between transitioning Leo Nickerson to Lois E. Hole staff and students
- Combined effort of school leadership and district staff in Planning and Programming and Transportation departments to support individual families affected by boundary changes
- Dedicated staff who understood well and were committed to sustaining the school’s unique context, school culture and sense of community among staff, students and parents

- Strong investment on behalf of parents to support the school's culture of community through transition by planning for succession on School Council and Friends of Leo Nickerson parent committees

Challenges

- Feelings of being "in transition" for the past two years expressed by school staff, which will likely continue due to Joseph M. Demko School opening and related program accommodation changes
- Change of key individuals in leadership roles such as instructional coaching, counselling, and administration

Progress toward Meeting Objective 4: Partially achieved and ongoing.

Key Strategies for 2017-2018:

- Support of school leadership team from district office, staff and parent community
- Encouragement and support of emerging teacher leaders
- Development of a school based Student Services team to expand upon existing supports and services
- Engage openly in support of students and staff throughout changes in our school community
- Continued support from school and district Literacy and Numeracy Lead Teachers to support teachers in maintaining high quality programs and engaging classroom instruction
- Focus on a values-based approach to affirm and strengthen our school's strong foundational beliefs, through school wide p.d. with Danielle Reed
- Continue to respect and value each program's individual mandate with a commitment to co-exist as one school community through the "Three Programs, One Mission" community service initiatives
- Explore a means to unite our school community through the development of a school playground revitalization project, spearheaded by the Friends of Leo Nickerson

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: \$ 433 052.00

Explanation: The above surplus reflects funds carried over from previous years that were targeted towards the creation of a Learning Commons and Makerspace, continued investment in technology, and the assignment of additional staff to support special needs students and awkward class sizes. Additionally, the mid-year transition of leadership from École Leo Nickerson to the Lois E. Hole School development contributed to this surplus of funds. These carry over financial resources will support staff and programs through program accommodation changes and facilitate educational decisions that will be made as École Leo Nickerson staff and students adjust to the opening of the new Joseph M. Demko School.

Financial Planning 2017-2018

**RESOURCE AND DISTRIBUTION
LEO NICKERSON SCHOOL**

REVENUES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Basic Program Allocation	\$ 4,277,810	\$ 4,148,725	\$ 5,070,808
2. Other Revenues			
2.1 Fees	\$ 280,425	\$ 227,300	\$ 313,000
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 1,000	\$ 8,000	\$ 8,000
2.5 Other Revenues	\$ 19,300	\$ 22,970	\$ 24,270
3. Surplus / Deficit Allocation (S/D)	\$ 433,052	\$ 275,000	\$ 336,259
TOTAL REVENUES	\$ 5,011,587	\$ 4,681,995	\$ 5,752,337

EXPENDITURES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Certificated Staff	\$ 3,673,579	\$ 3,500,740	\$ 4,466,462
2. Support Staff	\$ 454,437	\$ 450,518	\$ 556,580
3. Services	\$ 182,800	\$ 193,100	\$ 206,100
4. Supplies	\$ 225,653	\$ 181,700	\$ 200,800
5. Furniture, Equipment & Capital	\$ 25,000	\$ 40,000	\$ 40,000
6. Technology	\$ 29,000	\$ 52,000	\$ 72,000
7. Future Emergent Initiatives	\$ 421,118	\$ 263,937	\$ 210,395
TOTAL EXPENDITURES	\$ 5,011,587	\$ 4,681,995	\$ 5,752,337

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)	601.00	601.50	740.00

STAFFING PERCENTAGES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
Certificated Staff FTE	35.35	33.02	43.09
Support Staff FTE	9.92	10.30	12.81
Certificated Staff Percentage	78.0%	79.1%	82.6%
Support Staff Percentage	9.6%	10.2%	10.3%
TOTAL STAFFING PERCENTAGE (with S/D)	87.6%	89.3%	92.9%
TOTAL STAFFING PERCENTAGE (without S/D)	96.5%	95.2%	99.1%

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, participation rates and an interpretation of the results.

Grade 6 English Language Arts

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.8	100.0	90.4	100.0	90.6	98.6	90.6	100.0	90.2
	Results Based on Number Enrolled									
A	92.7	82.5	96.8	81.9	95.0	82.8	94.4	82.9	98.8	82.5
Standard of Excellence	16.4	16.3	27.4	17.6	22.5	19.5	23.6	20.4	25.6	18.9
	Results Based on Number Writing									
Acceptable Standard	92.7	90.9	96.8	90.6	95.0	91.3	95.8	91.5	98.8	82.5
Standard of Excellence	16.4	18.0	27.4	19.5	22.5	21.5	23.9	22.6	25.6	18.9

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 Grade 6 students achieved exemplary results in both reporting categories of Language Arts. 85 out of 86 students met the Acceptable Standard.
 - Our students' achievement in the reading section of the exam was exemplary with 58.1% scoring in the Standard of Excellence.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - The school's results continued to be strong in both reading and writing reporting categories.
 - Particular items identified the Narrative/Poetic language function as lower than the Provincial Average while still in the Acceptable range.
- The specific initiative planned to address the above noted areas of strengths and concerns are:
 - Continued implementation of a Comprehensive Literacy Program within English Language Arts will focus on meeting students' individual needs using formative and summative feedback to guide instructional practice.
 - A focus on incorporating meaningful and engaging material for our diverse student population will be maintained as well as attention to providing direct vocabulary instruction.
 - Continued use of technology such as Read & Write for Google will be used to support students as an integral part of the writing process.

Grade 6 French Language Arts

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.0	100.0	97.6	100.0	97.6	97.7	97.9	100.0	96.1
	Results Based on Number Enrolled									
Acceptable Standard	89.3	88.6	96.4	88.0	93.9	87.5	81.4	87.7	88.5	85.1
Standard of Excellence	17.9	16.3	21.4	15.6	14.3	13.6	4.7	14.2	13.5	13.5
	Results Based on Number Writing									
Acceptable Standard	89.3	90.4	96.4	90.1	93.9	89.7	83.3	89.6	88.5	85.1
Standard of Excellence	17.9	16.6	21.4	15.9	14.3	13.9	4.8	14.5	13.5	13.5

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 Grade 6 students' performance in both categories was consistent with the provincial average.
 - 46 of 52 students met the Acceptable Standard on the written portion of the exam.
 - Three students were within 5% of achieving the acceptable level and two students were within 5% of achieving the Standard of Excellence.
 - Student performance has consistently been stronger on the written portion of the exam.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - Student performance on the reading section of the exam noted concerns in the reporting categories of Main Ideas and Details in both informative and narrative texts. Students had difficulty addressing the author's purpose in narrative texts as well as using contextual cues to gain information to make inferences and determine the meaning of specific vocabulary.
 - Identifying Main and Secondary Ideas within informational text were comparatively lower than within narrative texts.
- The specific initiative planned to address the above noted area of strength and concern is:
 - Continued focus on direct vocabulary instruction and guided practice with French comprehension (using both fiction and nonfiction texts) will be maintained.
 - Universal and targeted use of functional reading assessments will provide important formative and summative feedback to guide instructional practice.
 - A focus on incorporating meaningful and engaging French reading material for students will be maintained as well as direct attention to the use of effective reading strategies.
 - Continued use of technology such as Read & Write for Google will be used to support students as an integral part of the writing process.

Grade 6 English Mathematics

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.3	100.0	90.1	100.0	90.2	96.6	90.4	100.0	89.9
Results Based on Number Enrolled										
Acceptable Standard	81.5	72.1	94.1	72.7	83.9	72.5	89.7	71.4	97.1	68.4
Standard of Excellence	0.0	16.3	23.5	15.3	16.1	13.8	27.6	13.8	17.6	12.3
Results Based on Number Writing										
Acceptable Standard	81.5	79.8	94.1	80.7	83.9	80.4	92.9	79.0	97.1	68.4
Standard of Excellence	0.0	18.0	23.5	17.0	16.1	15.3	28.6	15.2	17.6	12.3

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:
 - Student performance on the Math exam was exceptional as compared to the provincial average.
 - 97.1% of students achieved in the Acceptable range, which was well above the provincial average of 68.4%.
 - 33 of 34 students achieved in the Acceptable range on the exam.
- Compared to provincial results and school trends over time, the reporting category and area where our school's performance was of concern is:
 - No areas of concern were noted, however specific questions pertaining to reading a graph to draw conclusions and the use of the order of operations were slightly weaker than other areas.
- The specific initiative planned to address the above noted areas of strengths and concerns are:
 - Teachers will continue to look for opportunities for students to practice Math reading strategies and develop their problem solving skills on items with a higher degree of complexity.
 - The direct instruction of specific mathematical vocabulary will be used to support student's understanding within problem solving contexts.
 - Teacher and student modelling of mathematical thinking and reasoning strategies will be employed to support students' metacognitive within problem solving contexts.
 - The incorporation of the district's Numeracy Screening Tool will assist teachers in tailoring instruction to target students in need.

Grade 6 French Mathematics

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.5	100.0	98.4	100.0	98.3	100.0	98.3	100.0	98.2
Results Based on Number Enrolled										
Acceptable Standard	78.6	85.2	89.3	83.9	89.8	82.4	79.1	82.0	82.7	80.8
Standard of Excellence	17.9	18.5	25.0	16.7	26.5	17.9	9.3	16.8	13.5	16.2
Results Based on Number Writing										
Acceptable Standard	78.6	86.5	89.3	85.3	89.8	83.9	79.1	83.5	82.7	80.8
Standard of Excellence	17.9	18.8	25.0	16.9	26.5	18.2	9.3	17.1	13.5	16.2

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:
 - Student achievement in French Math was slightly higher than the provincial average with 82.7% achieving in the Acceptable range.
 - 13.5% of students met the Standard of Excellence, which is slightly below the Provincial Average. Of the 43 out of 52 students who achieved the Acceptable Standard, six students were within 5% of achieving the Standard of Excellence.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - Areas of concern were noted within the Statistics and Probability strand pertaining to reading a graph to draw conclusions, and determining the outcome of a probability experiment.
 - Specific questions that required the use of the order of operations were lower than the provincial average.
- The specific initiative planned to address the above noted areas of strengths and concerns are:
 - Teachers will continue to support students with specific Math reading strategies so students can be confident in their understanding of Math problems and use their skills successfully on items with a higher degree of complexity.
 - The direct instruction of specific mathematical vocabulary in French will be used to support student's understanding within problem solving contexts.
 - Teacher and student modelling of mathematical thinking and reasoning strategies in French will be employed to support students' metacognitive within problem solving contexts and French vocabulary development. Meaningful ways to incorporate new Math teaching and practice opportunities will be used to strengthen students' understanding in the Statistics and Probability strand.
 - The incorporation of the district's Numeracy Screening Tool will assist teachers in tailoring instruction to target students in need.

Grade 6 English Science

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.3	100.0	89.5	100.0	89.7	96.6	90.0	100.0	89.1
	Results Based on Number Enrolled									
Acceptable Standard	85.2	77.1	88.2	75.4	80.6	76.0	96.6	90.0	91.2	76.6
Standard of Excellence	22.2	26.2	35.3	25.3	22.6	25.9	41.4	27.7	35.3	29.5
	Results Based on Number Writing									
Acceptable Standard	85.2	85.4	88.2	84.2	80.6	84.8	96.4	86.1	91.2	76.6
Standard of Excellence	22.2	29.0	35.3	28.2	22.6	28.8	42.9	30.8	35.3	29.5

Interpretation of Results

- 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:

- When compared to the provincial average, our student's achieved strong results on the Science exam. 12 out of 34 students scored in the Standard of Excellence, while another five students were within 5% of achieving this standard.
2. Compared to provincial results and school trends over time, the reporting category and area where our school's performance was of concern is:
 - Compared with the province, student performance revealed concerns in the knowledge category of Aerodynamics and Flight.
 3. The specific initiative planned to address the above noted areas of strength and concern is:
 - Use of a variety of teaching strategies, games, multimedia and informative texts will be used to support different modalities of learning in Science.
 - Direct vocabulary instruction will be used, with a focus on connecting hands-on experiences and observable examples to informative texts that reinforce scientific concepts and vocabulary.
 - Support additional collaborative planning to enhance lesson development specifically in the Aerodynamics and Flight unit.

Grade 6 French Science

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.4	100.0	98.4	100.0	98.2	100	98.3	100.0	97.9
	Results Based on Number Enrolled									
Acceptable Standard	82.1	82.6	85.7	82.7	89.8	80.3	86.0	83.8	86.5	81.5
Standard of Excellence	10.7	21.0	21.4	19.4	36.7	18.4	11.6	19.1	23.1	21.9
	Results Based on Number Writing									
Acceptable Standard	82.1	83.9	85.7	84.1	89.8	81.8	86.0	85.2	86.5	81.5
Standard of Excellence	10.7	21.4	21.4	19.7	36.7	18.7	11.6	19.5	23.1	21.9

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:
 - Our students achieved strong results in both reporting categories of the French Science exam. 45 of 52 students achieved the Acceptable Standard, with six students performing within 5% of achieving the Standard of Excellence.
2. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - Student performance in the skills category of the exam was stronger than the knowledge category.
 - Compared with the province, student performance revealed concerns in the knowledge category of Aerodynamics and Flight.
3. The specific initiatives planned to address the above noted areas of strengths and concerns are:
 - Use of a variety of teaching strategies, games, multimedia, enrichment experiences and informative texts will be used to support different modalities of learning Science skills and concepts.

- Direct vocabulary instruction in French will be used, with a focus on connecting hands-on experiences and observable examples to informative texts that reinforce scientific concepts and vocabulary. French reading materials related to the topic of instruction will be incorporated into hands-on experiences so students can continually explore both key Science concepts and vocabulary in integrated ways.
- Support additional collaborative planning to enhance lesson development specifically in the Aerodynamics and Flight unit, with a focus on providing instructional experiences and resources in French.

Grade 6 English Social Studies

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	89.5	100.0	88.9	100.0	89.2	96.6	89.6	100.0	89.3
Results Based on Number Enrolled										
Acceptable Standard	81.5	72.2	85.3	70.2	74.2	69.6	82.8	71.1	94.1	72.6
Standard of Excellence	11.1	19.3	20.6	17.1	16.1	18.7	41.4	22.6	23.5	22.4
Results Based on Number Writing										
Acceptable Standard	81.5	80.7	85.3	78.9	74.2	78.0	85.7	79.4	94.1	72.6
Standard of Excellence	11.1	21.6	20.6	19.2	16.1	21.0	42.9	25.3	23.5	22.4

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:
 - Leo Nickerson students' achievement on the Social Studies exam continues to be well above the provincial standard. 32 of 34 students scored in the Acceptable Standard on the Social Studies exam.
2. Compared to provincial results and school trends over time, the reporting category and area where our school's performance was of concern is:
 - Students scored lowest on the knowledge and understanding category of Community Involvement and Local & Provincial Government topics of the exam.
3. The specific initiative planned to address the above noted areas of strengths and concerns are:
 - We will continue to support our students' strengths by providing a program that balances the use of effective and appropriate resources, debate and discussion, and experiential learning activities.
 - Explicit connections will be made between students' lived experiences in the area of Community Involvement and the knowledge concepts and skills supported by classroom readings and assignment materials.
 - More opportunities to review and apply knowledge and skills learned early in the year will be incorporated into end of year instruction and review of course material.

Grade 6 French Social Studies

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.0	100.0	98.3	100.0	97.8	100.0	97.9	100.0	98.0
	Results Based on Number Enrolled									
Acceptable Standard	71.4	78.7	85.7	73.8	79.6	72.1	60.5	75.1	88.5	76.2
Standard of Excellence	3.6	15.1	21.4	10.9	6.1	9.9	9.3	13.7	15.4	12.8
	Results Based on Number Writing									
Acceptable Standard	71.4	80.3	85.7	75.1	79.6	73.7	60.5	76.6	88.5	76.2
Standard of Excellence	3.6	15.4	21.4	11.1	6.1	10.1	9.3	14.0	15.4	12.8

Interpretation of Results

- 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:
 - Our students' achievement on the French Social Studies exam is well above the provincial standard. 46 of 52 students scored in the Acceptable Standard on the Social Studies exam. Eight students scored in the Standard of Excellence and six others were within 5% of this standard.
- Compared to provincial results and school trends over time, the reporting category and area where our school's performance was of concern is:
 - Student performance was lowest on both the knowledge and skills reporting categories of the Iroquois Confederacy portion of the exam.
- The specific initiative planned to address the above noted areas of strengths and concerns are:
 - Our French Immersion students will continue to be supported with a program that balances the use of effective and appropriate French resources, reading material, opportunities for debate and discussion, and experiential learning activities.
 - Explicit instruction of subject specific vocabulary in French will be incorporated into daily lessons and experiences. Meaningful opportunities for students to dialogue with their peers and teacher in French about their understanding of the topics covered in class will continue to be provided.
 - Explicit connections will be made between students' understanding of the concepts and skills covered in class with readings, assignment materials and personal experiences.
 - More opportunities to review and apply knowledge and skills learned early in the year will be incorporated into end of year instruction and review of course material.

Summary Comments Regarding Provincial Achievement Test Results

Leo Nickerson School provides a strong academic program that promotes high achievement in daily work and provides meaningful student experiences to ensure students' deep and lasting understanding of curriculum concepts. We accredit our students' consistently strong achievement on the Provincial Achievement Tests to Leo Nickerson's blend of dedicated and reflective teachers, use of relevant and varied materials, and happy and engaged students. We believe that the dedicated staff, committed parents, and eager students of Leo Nickerson will work collaboratively to ensure continued learning success. Using the information gathered through these exams, the staff of Leo Nickerson will work at further developing their pedagogical skills and methods used when presenting curriculum to our students. With a focus on teaching to a greater range of student ability, focusing on the learner and their varying instructional differences, as well as enhancing teacher capacity, we are looking to continued improvement of our strong results.

Appendix II – Other Indicators of Student Performance

The staff's target for student performance on Provincial Achievement Tests is to exceed the provincial standards. We will continue to work to achieve this goal through:

- A cooperative and collaborative approach to student learning;
- Strong community support for our school programs;
- A safe and caring learning environment;
- Strong communication links between home and school;
- Co-curricular activities that enhance student learning and engagement;
- Providing leadership opportunities for students;
- Relevant and engaging learning resources;
- High-quality professional development opportunities to support teacher, school and district goals;
- A focus on differentiated instruction and understanding of the whole child;
- Planning activities and units that provide learning opportunities for learning modalities;
- Innovative and creative hands-on, authentic learning experiences.

Additional educational practices that have contributed to a strong school's performance include:

- Adhering to and communicating high expectations for student behaviour and performance;
- Continued focus on using high-quality, relevant and engaging curricular resources;
- Ensuring that co-curricular activities align with desired curricular outcomes;
- Maintaining a strong, knowledgeable teaching staff and ensuring that instructional placements match teacher strengths;
- Ensuring that there are few disruptions during key instructional times;
- Providing a before school homework club;
- Incorporating discovery based, hands-on and problem-solving experiences;
- Promoting innovative teaching practices that will enhance student learning;
- Encouraging and supportive school administration;
- Enhance the support available to teachers, families and students with the establishment of comprehensive Student Services supports
- Placing students in appropriate programs to support special needs;
- Providing appropriate supports in an inclusive setting
- Using a collaborative and team approach to meet student needs and support families;
- Fostering a strong relationship between home and school;
- Providing a wide range of co-curricular and extra-curricular activities;
- Continuing to offer a well-balanced program at all grade levels;
- Working to create the most effective learning groups possible;
- Maintaining Resource supports in French and English;
- Maintaining Division Two Resource supports in Math;
- Continued development of reading and subject specific vocabulary skills;
- Encouraging active listening and public speaking skills;
- Utilizing available technology to improve practice, enhance lessons and enrich student learning;
- Continuing student participation in the True Colours Character Education Program and the 40 Developmental Assets, which encourages positive attitudes, good values and strong citizenship.
- Enhancing staff's shared commitment to the students of École Leo Nickerson School through the understanding and exploration of shared values.

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, a shift was made 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.	97	96	96
My school is.	98	97	98
	% Yes 2014-2015	% Yes 2015-2016	% Yes 2016-2017
At school, I am encouraged to try my best.	94	94	93
At school, most students follow the rules	67	70	72
At school, most students help each other.	74	78	78
At school, most students respect each other	72	78	74
I am proud of my school.	92	91	92
I am treated fairly by adults at my school.	85	88	88
Other students treat me well.	77	81	73
I feel safe at school.	89	91	92
I feel safe on the way to and from school.	79	83	83
My teachers care about me.	90	95	93
Our School Survey	--	--	% Yes 2016-2017
My school work is challenging.	--	--	67
My school work is interesting.	--	--	74

Year	Number of Respondents (Grades 4-6)
2016-2017	304
2015-2016	335
2014-2015	269

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?	98	with the quality of education that your child is receiving?	91	0
2. with the choice of courses and programs available in your school?	98	with the choice of courses and programs available in your school?	91	3
3. (New Question for 2016-17)		with the support and resources available to meet the diverse needs of students.	81	8
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.	86	2
5. that your child's learning needs are being met?	96	that your child's learning needs are being met?	77	2
6. with the extra help available, if your child requires it?	95	with the extra help available, if your child requires it?	67	18
7. that teachers help your child to achieve learner outcomes?	96	that teachers help your child to achieve learner outcomes.	85	5
8. that your child is developing the skills and attitudes to become a lifelong learner?	94	that your child is developing the skills and attitudes to become a lifelong learner?	87	2
9. that the school helps your child become a good, caring citizen?	98	that the school helps your child become a good, caring citizen?	92	2
10. that the school provides your child with activities that promote volunteerism and community contribution?	96	that the school provides your child with activities that promote volunteerism and community contribution	82	10
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?	99	that the school provides students opportunities to assume leadership roles?	76	18
13. with how the school keeps you informed about your child's progress and achievement?	90	that your child's progress is reported in an ongoing and timely manner.	85	0
14. that the school is safe?	98	that the school is safe?	94	1
15. that your child's school is a positive and welcoming place?	98	that your child's school is a positive, caring, and welcoming place.	95	0
16. that expectations for student behaviour are clear?	95	that expectations for student behavior are clear and well-communicated.	89	2
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.	70	17

18. with the image of the school in the community?	100	with the image of the school in the community?	92	5
19. with the communications you receive from the school?	96	that the information I receive about my child's learning at school tells me if my child is being successful in school.	81	1
20. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	99	that the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	37	62
21. that your input is considered, respected, and valued by your school?	96	that your input is considered, respected, and valued by your school.	75	15
22. with the leadership within your child's school?	97	that the leadership at your school effectively supports and facilitates teaching and learning.	81	13
23. that the School Council plays a meaningful role in your school?	97	that the School Council plays a meaningful advisory role in your school.	46	49
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.	80	10
25. with the leadership provided by district office?	94	that leadership at district level effectively supports and facilitates teaching and learning.	59	36
26. with how the district manages financial resources?	89	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?	89	with the St. Albert Public School Board's policies and processes.	62	34
28. that your input is considered, respected, and valued by the St. Albert Public School Board?	90	that your input is considered, respected, and valued by the St. Albert Public School Board?	56	38

29. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 12%	No 88%	Are finances a barrier to your child's participation in classroom activities?	Yes 7	No 93
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 81	No 19

Participation Rates

Year	Respondents
2016-2017	170
2014-2015	270
2012-2013	226

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.	96
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.	96
3. The district provides adequate support / resources to meet diverse student needs.	91	That I am provided the support and resources needed to meet the diverse needs of students.	96
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	100	With the services offered to students by teachers, counselors, administration, and other staff in my school.	99
5. The professional development opportunities are useful in helping me meet the needs of my job.	92	With professional learning opportunities that are supported by the district.	96
6. There is sufficient computer-related training available.	87	With the technology support and training that is supported by the district.	87
7. The school staff have an opportunity to work in a collaborative and collegial fashion.	100	With the opportunities to collaborate with colleagues.	91
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.	95 100	That the professional growth plan process helps me improve my skills.	82
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.	94
10. The school helps students become good, caring citizens.	100	That the school helps students become good, caring citizens.	98
11. I am satisfied with how discipline is dealt with within the school.	94	That discipline is dealt with in a reasonable and timely manner within the school.	94
12. The school provides opportunities for students to develop leadership roles.	100	That the school provides opportunities for students to develop leadership roles.	99
13. I am satisfied with the opportunities to assume leadership roles.	96	I am satisfied with the opportunities to assume leadership roles.	96
14. My input is considered, respected, and valued by my school.	70	My input is considered, respected, and valued by my school.	97
15. I have the support necessary to be effective and successful in my job.	98	That I have the support necessary to be effective and successful in my job.	93
16. (Non-teaching staff only) The expectations of my assignment are clearly defined.	95	The expectations of my assignment are clearly defined.	98
17. My work or teaching assignment matches my knowledge and skills.	100	My work or teaching assignment matches my knowledge and skills.	96

School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017
18. I feel safe in the school.	100	I feel safe in the school.	100
19. The school is a positive and welcoming place.	100	That the school is a positive, caring, and welcoming place.	98
20. The facilities are satisfactory.	94	That the facilities are well-maintained.	93
21. That the image of the school in the community is positive.	100	That the image of the school in the community is positive.	99
22. I am satisfied with the leadership within my school.	98	That the leadership at school effectively supports and facilitates teaching and learning.	96
23. I am satisfied with leadership provided by district office.	96	That the leadership at the district level effectively supports and facilitates teaching and learning.	94
24. I am satisfied with how the district manages financial resources.	100	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	85
25. I am satisfied with the Board's resource allocation, policies, priorities and processes.	93	With the St. Albert Public School Board's policies, priorities, and processes.	93
26. My input is considered, respected, and valued by the St. Albert Public School Board.	93	That my input is considered, respected, and valued by the St. Albert Public School Board.	93

Participation Rates

Year	Respondents
2016-2017	68
2014-2015	49
2012-2013	53

School Evaluation of Satisfaction Surveys

Results

According to the results, our school's strengths are:

Leo Nickerson School continues to provide an outstanding environment for our children to learn and grow. The students feel happy and comfortable with their learning environment, with their teachers, and feel that they are encouraged to do their best in school. The children feel safe in their school and on the playground. The students at Leo Nickerson School understand the expectations for student behaviour and feel that their school is a positive and welcoming place. Students also understand how they wish to be treated by others, leading to high expectations of the behaviour of others.

The parents of the students at Leo Nickerson School seem similarly satisfied with the education that their children are receiving. They feel their children are learning good values, and that the children are encouraged to take responsibility for their learning and their behaviours. The parents view Leo Nickerson as having a very positive image in the community and feel that the school provides a wide range of leadership and community awareness experiences for their children.

The Leo Nickerson staff continues to be happy with the facilities, resources and the equipment provided at the school as well as with the supports and services provided to create a quality educational environment and help their students be successful. Staff feel that they have the opportunity to participate in decision-making, feel respected and valued in their input from administration and are satisfied that the school is administered effectively. The Leo Nickerson Staff feel that the school offers a caring environment where they are encouraged to work together and advice is accessible if required.

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

The strong relationship between École Leo Nickerson School and its families will be sustained through the transition of leadership by increasing communication of student activities and opportunities through the monthly newsletter, email updates and the school's website. Teachers will convey student achievement of learner expectations and behaviour to the home through parent-teacher conferences, informal telephone conversations between the teacher and the family, and through classroom email updates and newsletters. We will also continue to look for ways to increase our stakeholder's understanding of the valuable information contained in student progress reports.

Students would benefit from clear communication of learning outcomes and of their achievement through frequent formative feedback and through the use of student exemplars. Increased communication around staff expectations of student behaviour will be encouraged. Teachers will be encouraged to help students understand how meeting the needs of individual needs has the potential for the larger group to achieve success and contribute to students' sense of belonging within the larger school community. Staff will also be encouraged to support students in understanding what it means to be a good citizen of their school, a good friend, and a caring and accepting individual. The staff will continue to communicate our shared belief with our families that cost should not be a barrier to their children's participation in any school activity. Enhancing teacher practice to include a wider range of classroom activities to meet the diverse and ever-changing interests of our students will be encouraged and supported.

Staff would benefit from an enhanced Professional Growth Plan process that will support them in their individual professional growth and translate into increased student achievement and sense of

belonging. Increased training and support to enhance educational strategies using technology, including PowerSchool, PowerTeacher Pro, and Dossier, will be explored.

General Comments

As a staff, and a growing, changing school community, we are pleased with these results and will continually work to ensure high levels of satisfaction from our stakeholders. Parents, students and staff at Leo Nickerson continue to be satisfied with the working and learning environment provided by the school. Students were happy with their school, and felt that they understood what they are expected to learn, that their teachers cared about them, and that their school is a positive and welcoming place. Our parent community felt that the school is administered effectively and that the school continues to provide meaningful opportunities for them to have input into their children's education. Our school staff feel valued and supported in their work in creating a caring environment for their students to learn and grow.

Participation Rates

Excellent response rates were received from staff, 68 of 70, and students, 304 of 305. 170 responses were received from parents, a decline from the 2014-15 survey of 270 parents, which could be attributed to the change in survey administration. In order to get a better sense of the satisfaction levels of parents, we would hope to have a larger number of parents provide their input through participation in the survey.