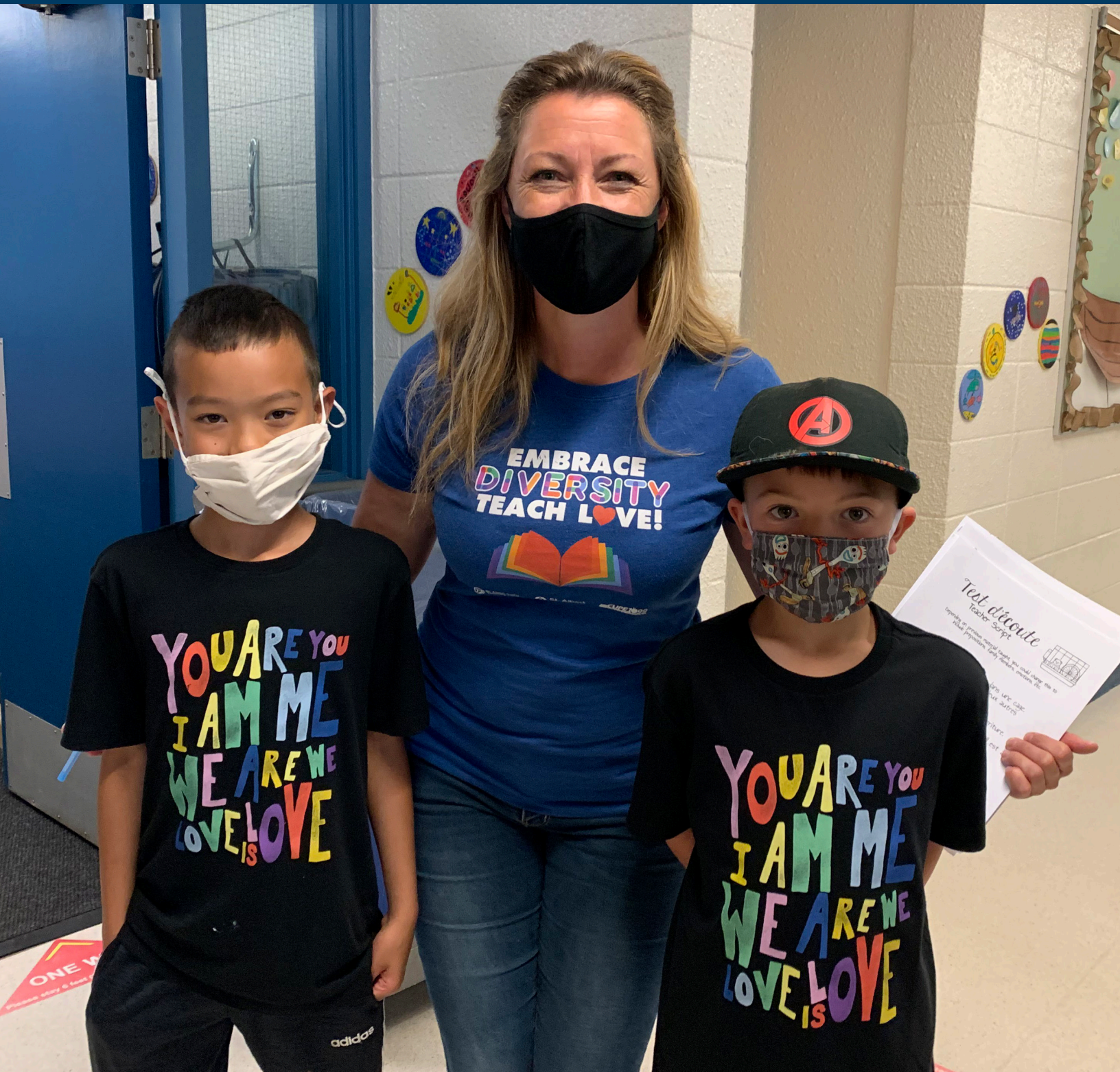


EDUCATION PLAN 2021

École Élémentaire Leo Nickerson Elementary School



St. Albert
PUBLIC SCHOOLS



Leo Nickerson
Elementary School

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École Leo Nickerson Elementary School Vision, Mission, Beliefs

The staff members of École Leo Nickerson Elementary School (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.

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 École Leo Nickerson Elementary School. 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.

École Leo Nickerson Elementary School School Profile

2020-2021 as of September 30, 2020			2021-2022 as of September 30, 2021		
Certificated Staff					
Teaching	20.78	FTE	Teaching	21.89	FTE
Administration	1.6	FTE	Administration	1.67	FTE
Counselling	.6	FTE	Counselling	.6	FTE
Total	22.98	FTE	Total	24.16	FTE
Support Staff					
Clerical	2.2	FTE	Clerical	2.2	FTE
Educational Assistants	12.5	FTE	Educational Assistants	13.5	FTE
Library Technicians	.8	FTE	Library Technicians	.7	FTE
Technical Support	.2	FTE	Technical Support	.2	FTE
Total	15.7	FTE	Total	16.6	FTE
Students					
English	129		English	130	
French Immersion	255		French Immersion	271	
English Language Learners	6		English Language Learners	3	
Self-identified First Nations, Métis and Inuit	30		Self-identified First Nations, Métis and Inuit	29	
Students with Special Needs (Integrated Severe needs)	14		Students with Special Needs (Integrated Severe needs)	18	
Special Needs (Integrated Mild Moderate needs)	16		Special Needs (Integrated Mild Moderate needs)	16	
Kindergarten	93		Kindergarten	74	
Total	477		Total	475	

2020-2021			2021-2022		
Grade	English	French Immersion	Grade	English	French Immersion
Kindergarten	27 (21+6)	66 (27+13+26)	Kindergarten	28 (23+15)	46 (24+22)
Grade 1	15	45 (23+22)	Grade 1		67 (22 + 22 + 23)
Grade 1/2			Grade 1/2	22 (15+7); 19(13+6)	
Grade 2	18	50 (26+24)	Grade 2		42 (20+22)
Grade 3	25	48 (25+23)	Grade 3	23	42 (21+21)
Grade 4	15	25	Grade 4	25	30
Grade 4/5		26 (13+13)	Grade 4/5		29 (14+15)
Grade 5	24	26	Grade 5	19	
Grade 5/6			Grade 5/6		29 (21+8)
Grade 6	32	35	Grade 6	22	32
Total	156	321	Total	158	317

École Leo Nickerson Elementary School Profile

A Dual-Track School

École Leo Nickerson Elementary School is a dual-track school, offering a regular English Program, and a French Immersion 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 health, fine arts, and positive values. Being a part of this dual-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.

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 extracurricular activities, clubs and service projects reflecting students' interests
- A proven record of strong academic performance
- Students with strong technological skills and responsible digital citizenship
- A focus on fitness, mental health literacy and a growth mindset
- Engaging Fine Arts programming and dynamic extracurricular programs
- An extensive and well-used library collection
- Effective Levelled Literacy Intervention, Math Resource, French Learning Supports and Comprehensive Literacy programming in English and French
- Specialist teachers in Art, Music, Drama, FSL and Physical Education
- Complementary subjects taught in both English and French
- A well-used Parent Resource Centre with various resources to support families
- Program specific community building experiences through: English Family Adventure Night (EFAN), and French Immersion Soirée
- Active parent committees, family involvement, and Parent Engagement Nights

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:

- Musical clubs, such as Handbells and Choir
- Winter outdoor activities, such as downhill skiing, skating and snowshoeing
- Art and cultural experiences, such as Alberta Arts and Culture Day, author visits, and diverse fine arts and cultural presentations
- First Nation, Métis and Inuit cultural experiences, such as guest speakers, Métis Week, Orange Shirt Day, field trips and presentations
- Night at the Museum - sharing of student historical research projects
- Interschool volleyball and basketball
- Running club and Interschool cross-country running
- Swimming instruction and recreational swim experiences
- French cultural celebrations and presentations
- Christmas concerts and celebrations
- Recess Club
- Safety Patrols
- Lunch hour intramurals, such as Leo Nickerson Hockey League (LNHL) and Leo Nickerson Basketball Association (LNBA)
- WE TRI School-wide team triathlon
- School Spirit Days: 80s Day, Wild Hair Day, Jersey Day, Twin Day.
- Community service projects, such as Reverse Trick or Treating, Food Bank drives, Terry Fox Run, and Kinette's Christmas Hamper: Give Where We Live
- Roots of Empathy
- Environmental initiatives, such as recycling, composting and garden
- Leo Nickerson News (LNN)
- 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, Drama Club, Art 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.

**It is noted that the nature and scope of several of the above extra-curricular opportunities were modified to align with the guidelines pertaining to the COVID-19 pandemic. A return to normal functioning of our extra-curricular options will take place as soon as possible.*

Parent and Family Involvement

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

Fundraising for the Playground Enhancement Project enabled the completion of a new inclusive playground located off Sycamore Avenue. The large playground located along Cunningham Avenue will need to be replaced in the next 3-5 years and will soon become a major priority for the Friends of Leo Nickerson.

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.

Many of our parents strive to make the school an engaging and inviting place for students and parents by serving on our Invitational Education Committee. They care for the Parent Resource Library, rotate the student art in our Art Walk monthly, and put our lost and found items on display several times a year.

Other ways our school is supported by community involvement and initiatives:

<ul style="list-style-type: none"> ● Food for Thought Kitchen ● Library and Book Fairs ● Triathlon ● Corn Roast & Terry Fox Run ● Program events ● Canadian Parents for French ● Art Walk ● Invitational Education Committee 	<ul style="list-style-type: none"> ● Mentorship ● Arts Day ● School Resource Officer Cst. Tran ● Orange Shirt Day and Métis Week ● Classroom support and field trips ● Presentations and guest speakers ● Tree refurbishment project ● Student Teacher Placements
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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 students. Each colour of the rainbow is associated with the following positive character traits:



At École Leo Nickerson Elementary School, students receive a quality education, parents feel valued and involved, and the community is enriched with the presence of a school that values developing the whole child.

Division Priorities and Outcomes

Division Priority Areas

St. Albert Public Schools has six priority areas -

- 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;
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through the division's enhancing instructional practice approach; and,
- Initiate and champion division initiatives that support wellness and growth during the post-pandemic recovery.

Division Outcomes 2021-2024

- Outcome 1: Learning environments facilitate connection, curiosity and competencies.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students' wellness and resiliency are fostered through culture, collaboration and programming.
- Outcome 4: Staff excellence, wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: Division excellence is supported and managed by governance, public engagement and partnerships.

Leo Nickerson Elementary School Objectives 2021-2024

- Objective 1: Enhance teacher capacity in literacy and numeracy.
- Objective 2: Support student growth through a Response to Intervention framework.
- Objective 3: Expand teacher capacity to deepen their understanding of inclusion.

School objectives are based on the themes of connection, growth and wellness.

School Objectives 2021-2024

Objective 1: Enhance teacher capacity in literacy and numeracy.

Key Strategies for 2021-2024:

- Support student acquisition of writing skills through the use of a consistent program across grades (6+1 Writing Traits) in English.
- Enhance student acquisition of reading strategies through the use of a consistent program across grades in English and in French (The CAFE Method, La méthode CAFÉ).
- Ensure consistent foundational reading skills instruction in K through 2 with approaches such as: phonics instruction, phonemic awareness, sight word recognition, blending skills.
- Communicate clear learning intentions with students through formative and summative feedback in literacy and numeracy.
- Implementation of Sandra Herbst assessment framework - triangulate data (product, observation, conversation), co-constructing criteria, use of meditative questions.
- Continue to use small group, targeted instruction in Grades 4 to 6.

- Daily dedicated classroom based reading intervention time with a school-wide focus on providing interventions to address student learning gaps.
- Ensure quality digital resources to support literacy/numeracy instruction in K-3 environments, including; *Zorbits*, *Je Lis, Je Lis*, *RAZ kids*.
- Review Grades 3 to 6 French classroom libraries, address areas of need (e.g. informational texts and short stories) through purchasing, promote high interest reading at home in French.
- Continue to increase our collective teacher efficacy through resource sharing, best practices, and effective assessment practices.
- Establish exemplars of student performance across grade levels in writing.
- Increase cohesiveness in French Immersion numeracy programming by utilizing Jump Math to support a shift in instructional pedagogy in Grades 3-6.
- Identify key reading strategies at the universal level in all grades in French and English.
- Investigate and assess research based practices in the area of reading acquisition (Science of Reading, Florida Center for Reading Research).
- Commitment to implement daily reading strategies instruction in French and English.
- Clearly articulated goals centered on establishing language rich classroom environments in French Immersion.

Objective 2: Support student growth through a Response to Intervention framework.

Key Strategies for 2021-2024:

- Sharing of best practices at program meetings, teacher walk-throughs and collaborative time (social-emotional learning, wellness, emotional regulation, etc.).
- Administrative development of school wide responses and supports to address student behaviours.
- Train the trainer model to enhance staff responses to behaviours that interrupt classroom learning and to develop coherence school wide.
- Professional development for Educational Assistants to increase their capacity in the use of positive behaviour supports and emotional regulation strategies.
- Targeted staff development in Mental Health First Aid training.
- *Teachers These Days* book study by Dr. Jody Carrington - targeted learning on connection, resilience, trauma, grief, loss, emotional regulation, and contextual stressors.
- Build teacher confidence in using universal supports to address literacy, numeracy, trauma, behavior, culture, language (Shelley Moore layered cake model).
- Reengage the Literacy Action Plan in the French Immersion program to address gaps in reading achievement outcomes at the universal, targeted and specific levels.
- Assessment of Instructional reading level bi-yearly using Fountas & Pinnell and/or GB+ to determine subsequent targeted and specific supports.
- Gather and analyze student assessment data in reading; time set aside for teachers to discuss student performance, identify students in need and collaborate on appropriate targeted interventions.
- Reestablish intervention support in literacy and numeracy.
- Second year of *Dare To Care*, a comprehensive and research based program to address and develop a school wide approach to supporting positive social interactions.
- Administrative Book Study: *Rebound* by Fisher, Frey, Smith and Hattie (2021); reflect on past experiences during the pandemic and identify areas of strength to positively impact students' learning.
- Develop Educational Assistant capacity to support students in reading and numeracy interventions.

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

Key Strategies for 2021-2024:

- Prioritize time for counselling, learning supports for accommodations and modifications and the coordination of division supports and services.
- Teacher professional development series on inclusion (Shelley Moore) for Division 1 teachers.
- Incorporation of First Nations, Métis and Inuit perspectives, culture and celebrations through National Day of Truth and Reconciliation, Métis Week, Indigenous Day, and infused into regular classroom instruction
- Provide meaning and experiential learning activities for students to connect their learning on foundational Indigenous knowledge - (i.e Celina Loyers Métis Sash)
- Establish community connections with Indigenous individuals within St. Albert to support school engagement in cultural events and celebrations.
- Unconscious Bias training (Irfan Chaudry; Director of Human Rights, Diversity and Equity at MacEwan University).
- Promote diverse representations in class based resources and literature.
- Decolonization in Education project with Dr. Dustin Louis; enhance peace poles and provide foundational learning on symbolism/significance of project, creation of mural, planting of Indigenous vegetation, Seven Sacred Teachings.
- Professional Development in restorative practices (Circle Training) for staff; to include non-teaching staff who interact with students regularly e.g., lunch supervisors.
- Increase awareness of periods of significance around BIPOC history, culture and current events; such as, Black History Month, holiday celebration around the world.
- Promote practices to ensure a safe, caring and inclusive environment for Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students in an elementary setting, and provide supports to students, families and staff (Pride Week).
- Teacher representation on the Division's SOGI committee to support staff development.
- Professional development on Gender and Language Use in the Classroom by Dr. Allyson Jule (Dean of Education at Trinity Western University).
- Continued and cohesive wellness instruction for students in Grades 1 to 6 to promote mental health literacy.

School Results Report 2020-2021

Reflections on the 2020-2021 School Year

It has been said that the COVID-19 pandemic will be remembered as a time when the world stayed home in order to keep everyone safe. This saying accurately depicts schools when all learning was online in the Spring, 2020, however different responses were needed in the Fall when 479 students and 50 staff returned to in-person learning at Leo Nickerson School.

School goals around safety, connection, and relationships provided a clear focus for the first six weeks of the year. The school division's re-entry plan formed the basis of the safety and structural responses to keeping students and staff as safe as possible while at school. New routines and hygiene measures were implemented, and school staff adjusted their classroom layouts to accommodate distancing recommendations. Extensive communication came from the division and the school to help families and students know what to expect. Teachers called each of their families to welcome students into their class and introduce themselves. Three staggered days at the start of the school year ensured a calm and orderly entry for small groups of children in each class. Kindergarten families scheduled individual class visits to meet the teacher and see the vibrant learning environments their children would be part of each day. These early connections between home and school established positive working relationships and were a key element to supporting students and their families throughout the year.

Some organizational changes were made to support goals for a safe learning environment. A key element was to create classroom cohorts that were self contained and with as few teachers as possible. These changes were made to minimize the number of students and staff who would be impacted if a case of COVID-19 was identified within a class. Lunch and recess were staggered over a three hour period to ensure that not more than 100 students were outside for recess at any given time. Designated locations for play outdoors were looked after by paid supervisors. Physical Education (PE) was taught by a specialist teacher and occurred at the same time each day. PE was routinely held outside and only a few cold days and the odd daytime lightning occurrence prevented this from happening. A third recess was added to class schedules when it became apparent that students needed scheduled time in the afternoon to rest their minds, move their bodies and interact socially with their peers. Art, drama, music and wellness were taught by the homeroom teacher to minimize the number of teachers interacting with each cohort and allow teachers to integrate creative elements into their core course material.

In the event that a student, teacher or class needed to isolate, the connection between teachers and students that was established at the beginning of the year was essential to adjusting to teaching and learning online. Administration called families to check in and to offer support. Teachers posted lessons on their Google Classroom and prepared synchronous teaching schedules for the entire class to continue to learn together, while apart. High priority outcomes were identified and a common scope and sequence was followed so instruction could be as consistent as possible even with increased student and teacher absences.

The PE teacher created videos so students could continue their physical activity and with equipment that could be found around the home. Chromebooks were made available to those who needed them, at times with staff running them out to waiting vehicles or dropping them off at the home of an isolating family. Leo Nickerson News (LNN) broadcasts continued so students could begin their day off as they were used to doing, with a message from Mr. Wilson,

hearing the COLOURS draws and singing the school song. In total, 10 classes were required to isolate and move to online learning over the course of the year, in addition to the designated at-home learning time implemented by the Provincial government.

Leo Nickerson staff are proud of how we navigated the school year. Our students and staff adapted to masks, cleaning and sanitizing. Teachers collaborated with colleagues to support the varied learning needs of their students, and worked especially hard to connect with individuals who were absent from school for extended periods. Teachers provided multiple opportunities for students to learn and practice essential skills. They developed high interest lessons, supplemented learning with virtual field trips and leveraged technology to enhance student projects and problem solving tasks. We found a way to connect students with the broader community with virtual school assemblies, special pre-recorded presentations and even a Virtual Artist in Residence with St. Albert artists Rooney and Punyi. Staff continued their own learning by sharing strategies and by participating in a book study (*Teach Like Finland*).

Positive relationships with parents were fundamental to the success of last year. Parents reached out to the office for clarification when they were unsure about whether to keep their child home or send them to school. Parents notified the school about positive COVID-19 cases well before Alberta Health Services contact tracing on most occasions, which allowed the school to communicate cases with our families in a timely manner. Parents would normally have been a steady presence in the school, and they were wholeheartedly understanding and supportive of the measures to restrict visitors within the school. An unintended benefit to limiting in person meetings and events was an increase in participation at School Council. The parents of Leo Nickerson have been highly engaged by attending meetings, advocating with the school division and the province to enhance safety measures, donating materials, money and expertise to build Corsi-Rosenthal boxes for each classroom, and even inviting MLAs to dialogue with parents concerned about maintaining a well-funded education, high-quality Public Education system.

In reflecting on the 2020-21 school year, it is important to note that the dedication, professionalism and commitment from the teachers and support staff towards maintaining a high quality learning environment cannot be overstated. Staff recognized that not all families were experiencing the pandemic in quite the same way, and that this same compassion and understanding applied to their colleagues. They created safe and welcoming spaces for their students, and prioritized the mental health and well-being of their students, themselves and each other. Staff maintained connections with one another in a variety of ways, and their combined strength contributed to the sense of optimism that was present, even when under difficult circumstances. The staff at Leo Nickerson genuinely care for one another and their families, and this sense of community has been an essential aspect of teaching and learning at Leo Nickerson during a pandemic.

Financial Performance 2020-2021

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$170,595

The above surplus reflects funds carried over from previous years that had been targeted for school wide events and experiences, and staff to support our students with complex needs and awkward class sizes in a multitrack school.

School leadership anticipated using these funds to adjust staffing levels in a multi-track school and enhance support for students with special needs. A considerable amount of this surplus was used in the 2021-2022 fall budget for staffing, to maintain counselling time, to enhance class supports for our students with severe needs, and to address academic challenges in French Immersion.

Financial Planning 2021-2022

RESOURCE AND DISTRIBUTION

LEO NICKERSON SCHOOL

	2021-2022	2021-2022	2020-2021
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 2,896,896	\$ 2,721,313	\$ 2,876,407
2. Other Revenues			
2.1 Fees	\$ 218,710	\$ 216,710	\$ 169,985
2.2 Donations	\$ 1,000	\$ 1,000	\$ 1,000
2.3 Fundraising	\$ 3,500	\$ 3,500	\$ 3,500
2.4 Other Revenues	\$ 29,610	\$ 29,610	\$ 30,710
3. Surplus / Deficit Allocation (S/D)	\$ 170,595	\$ 170,595	\$ 168,365
TOTAL REVENUES	\$ 3,320,311	\$ 3,142,728	\$ 3,249,967
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 2,592,123	\$ 2,541,024	\$ 2,643,238
2. Support Staff	\$ 360,435	\$ 279,375	\$ 319,147
3. Services	\$ 147,375	\$ 148,500	\$ 81,300
4. Supplies	\$ 155,910	\$ 147,510	\$ 143,282
5. Furniture, Equipment & Capital	\$ 3,000	\$ 3,000	\$ 3,000
6. Technology	\$ 25,000	\$ 23,000	\$ 60,000
7. Future Emergent Initiatives	\$ 36,468	\$ 319	\$ -
TOTAL EXPENDITURES	\$ 3,320,311	\$ 3,142,728	\$ 3,249,967
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	438.50	427.50	430.50
FTE Enrolment less online students			380.50
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	24.16	23.66	23.94
Support Staff FTE	8.02	6.41	7.13
Certificated Staff Percentage	84.5%	87.9%	86.8%
Support Staff Percentage	11.8%	9.7%	10.5%
TOTAL STAFFING PERCENTAGE (with S/D)	96.3%	97.5%	97.3%
TOTAL STAFFING PERCENTAGE (without S/D)	101.9%	103.6%	103.0%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

Appendix I –Performance Indicators

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4, 5 and 6)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
The teachers at my school are.	96	94	96	99	95
The school is	98	95	96	98	94
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	92	83	87	87	85
That their teachers care about them.	93	80	89	95	92
That their school is a place where they feel like they belong.	NA	NA	77	86	86
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	NA	94	97	99

Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With the quality of education that their child is receiving.	91	93	93	95	95
With the choice of courses and programs available in their school.	90	96	96	95	96
With the support and resources available to meet the diverse needs of students.	80	79	75	83	73
That the school helps their child become a good, caring citizen.	82	95	93	98	98
That the school is safe.	93	94	91	97	93
That their child's school is a positive, caring, and welcoming place.	95	96	93	97	98
That their input is considered, respected, and valued by their school.	75	83	77	88	90

Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With the quality of education that students are receiving in their school.	96	98	92	96	94

With the provision of the support and resources needed to meet the diverse needs of students.	96	85	82	95	97
That the school helps students become good, caring citizens.	98	98	97	100	94
That their input is considered, respected, and valued by my school.	97	87	84	96	94
That they feel safe in the school.	100	100	96	98	91
That the school is a positive, caring, and welcoming place.	98	100	97	96	97