

# EDUCATION PLAN 2024

## Ronald Harvey Elementary School



# RONALD H HARVEY ELEMENTARY SCHOOL



St. Albert  
PUBLIC SCHOOLS

Ronald Harvey Elementary School Education Plan 2022-2026

	2
<b>Ronald Harvey Elementary School Vision, Mission, Beliefs</b>	<b>3</b>
<b>Ronald Harvey Elementary School Profile</b>	<b>4</b>
<b>Division Priorities and Outcomes 2022-2026</b>	<b>8</b>
<b>Ronald Harvey Ed Plan</b>	<b>9</b>
<b>Ronald Harvey Elementary School Objectives 2022-2026</b>	<b>9</b>
<b>School Reflection 2023-2024</b>	<b>12</b>
<b>Financial Performance 2023-2024</b>	<b>14</b>
<b>Financial Planning 2024-2025</b>	<b>15</b>
<b>Appendix I –Performance Indicators</b>	<b>16</b>

**Ronald Harvey Elementary School Vision, Mission, Beliefs**

Ronald Harvey Elementary School is a safe and caring community that welcomes and accepts you for who you are. It is our purpose to support and encourage you to grow and be the best version of yourself.

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

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

**Ronald Harvey Elementary School Profile**

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
<b>Certificated Staff</b>					
Teaching	18.28	FTE	Teaching	19.49	FTE
Administration	1.6	FTE	Administration	1.5	FTE
Counseling/Learning Supports Facilitator	0.5	FTE	Learning Supports Facilitator	0.93	FTE
<b>Total</b>	<b>20.38</b>	<b>FTE</b>	<b>Total</b>	<b>24.05</b>	<b>FTE</b>
<b>Support Staff</b>					
Clerical	2.0	FTE	Clerical	2.0	FTE
Educational Assistants	24.0	FTE	Educational Assistants	17.0	FTE
Library Technicians	0.79	FTE	Library Technicians	0.5	FTE
Technical Support		FTE	Technical Support		FTE
<b>Total</b>	<b>26.79</b>	<b>FTE</b>	<b>Total</b>	<b>19.5</b>	<b>FTE</b>
<b>Students</b>					
English	488		English	513	
Behaviour Assistance Support Class			Behaviour Assistance Support Class		
Students with Special Needs	55		Students with Special Needs	50	
English as an Additional Language (EAL)	22		English as an Additional Language (EAL)	12	
Self-Identified First Nations, Métis and Inuit	55		Self-Identified First Nations, Métis and Inuit	87	
Students identified with Severe Disabilities	45		Students identified with Severe Disabilities	30	
Students identified with Mild/Moderate Disabilities	22		Students identified with Mild/Moderate Disabilities	13	
<b>Total</b>	<b>488</b>		<b>Total</b>	<b>513</b>	

Classroom Configuration	2023-2024	Classroom Configuration	2024-2025
Grade	English	Grade	English
Kindergarten	74	Kindergarten	71
Grade 1	54	Grade 1	76
Grade 2	64	Grade 2	62
Grade 3	71	Grade 3	70
Grade 4	61	Grade 4	79
Grade 5	75	Grade 5	67
Grade 6	72	Grade 6	88
Gr 1,2,3 B.I.	8	Gr 1,2,3,4 BASC	6
Gr 4,5,6 B.I.	9	Gr 4,5,6 BASC	6
<b>Total</b>	<b>488</b>	<b>Total</b>	<b>513</b>

**Ronald Harvey Elementary School Profile**

Services and initiatives that extend beyond the regular programs include:

**Citizenship/Character Education**

- Responsive Classroom
- True character education and ethical citizenship are interwoven into the daily fabric of a school day.
- Health and Wellness Program delivered to Grade 6 by our Local RCMP
- RCMP liaison
- School Patrol, Kinder Patrol
- Office helpers
- Grade 4 recyclers
- Community caretakers (litter/snow shovel)
- Hockey Academy volunteerism
- Grade 5 & 6 Lunch Leaders
- Charity initiatives (UNICEF, Food Bank, Kinetite's Hamper, Terry Fox Run/Run for Ben)
- Zones of Regulation
- Toolbox Program (BASC)

**Extracurricular**

- Student Coordinated and Led Clubs (Arts & Crafts, Skipping, Lego, Athletics, Art, Dance, Games as examples)
- Choir/Orff Club
- Dungeons and Dragons Club
- Games/Chess Club
- Drama Club (Grades 4 - 6)
- Running Club, Relay Club, Cross-country, Running Room Games
- Ronald Harvey Television (RHTV)
- Grade 6 sports teams (Volleyball, Basketball, Floor Hockey)
- Skipping Club (Grades 1 – 6)
- Air Band (Grade 6)

**Co-curricular**

- Week of Welcome activities
- Athletic Academy – Hockey & Recreational Sports (Grades 4 – 6)
- Grade 6 Camp
- Grade 5
- Skiing/Snowboarding twice a year
- Fun Field Days
- Swimming
- Recycling club
- Field trips
- Book Fair twice a year
- Mission Impossible
- Cross age partnerships

### **Parent Initiatives**

- Hot Lunch Days (twice a month)
- Popcorn Days (staff meeting days)
- Parent Volunteer Programs
- Family Dance
- Family Movie Night
- School Council
- Development Society (Fundraising)
- Community BBQ
- Haunted Garden/Christmas Garden

### **Academics/Enrichment**

- Classroom computers, wireless labs, iPad mobile lab, document cameras and SMARTBoards
- Full Day Kindergarten
- Kindergarten Family Night,
- Division Behavior Academic Strategies Classroom (two classes)
- Math Enrichment: IXL Math, Math Manipulative stations, Prodigy Math Software and other web-based programs
- Literacy/Language Arts Enrichment: Tumble Books, Raz Kids, and ABC Mouse
- Balanced Literacy
- Resource Intervention
- Telus World of Science – Grade 6 Science review day
- Drama Class
- Orff Music Program (Grades 1 – 6)
- Choirs (3 – 6)
- Christmas Concerts
- Choir performances at Oil Kings Game, Christmas Concert and assemblies
- School Art displays
- Children's Festival
- Profiles Gallery
- Division Art show
- Alberta Opera performance in school
- Edmonton Symphony performance at the Jubilee Auditorium (Grade 4 & 5)
- Cultural Awareness Day, with First Nations, Métis and Inuit focus
- Math Mania
- Lexia
- Earth Rangers
- Métis Art with Amy Watson

### **Other Services**

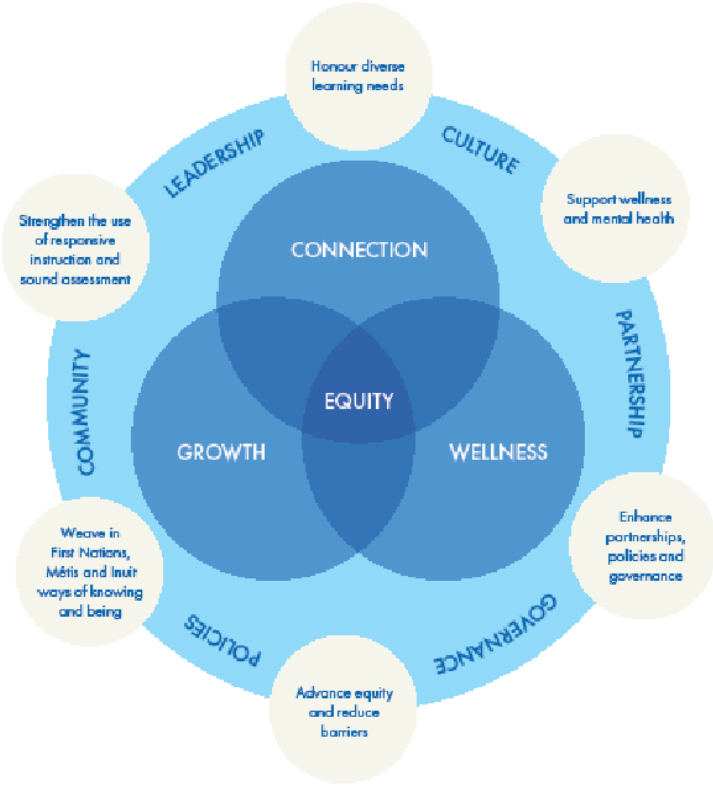
- SIGIS (before and after school care) (Ronald Harvey Out of School Care)
- Coordination with outside services such as Alberta Health Services, Glenrose Hospital, and Child, Adolescent and Family Mental Health
- Division Elementary Learning Team (ELT) and Inclusive Learning Teams (ILT)
- ELL (English Language Learners) support
- Learning Support Facilitator
- Health Recovery Facilitator

- Mental Health Support

**Special Programs**

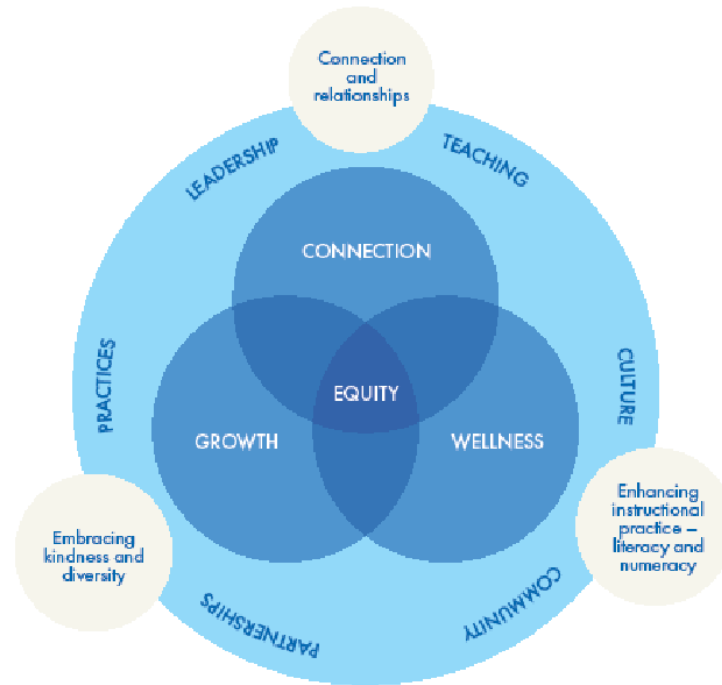
- Athletic Academies – Hockey and Recreation
- Full and half-day Kindergarten
- Learning Support Facilitator and Mental Health Recovery Facilitator
- Breakfast for Learning (school-driven)
- Mentorship Program (beginning teachers)
- Student Teacher Mentorship
- Healthy Interactions
- Occupational Health and Safety
- New Curriculum Sessions

**Division Priorities and Outcomes 2022-2026**





**Ronald Harvey Ed Plan**



**Ronald Harvey Elementary School Objectives 2022-2026**

Objective 1: Connection and Relationships

Objective 2: Enhancing Instructional Practice – Literacy and Numeracy

Objective 3: Embracing Kindness and Diversity

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

## **Ronald Harvey Objectives**

**Objective 1:** Building connection and relationships with all members of the Ronald Harvey Community.

### **Key Strategies for 2022-2026:**

- Responsive Classrooms is woven throughout our school
- “Meet the Staff Night” and Open House
- Continue to work with our Character Education program: “At Ronald Harvey we foster community through hard work and respect.”
- Week of Welcome activities
- Continue professional development (P.D.) in areas of interest to grow capacity among the staff and within the work they do here at Ronald Harvey
- Expand leadership roles in club coordination, RHTV crew, kinder and school patrols, as well as through playground pals, and assembly leaders
- Incorporate PD into every staff meeting
- Continue to use RHTV to highlight the school
- Use technology (website and school TVs) to communicate Harvey Happenings
- Monthly assemblies promoting a variety of values -- wellness, kindness to name a few
- Communication with parents
- Parent Teacher Interviews
- Parent Council and Development Society Meetings and activities
- The School Community Garden is utilized as a learning space and for special events

**Objective 2:** Enhancing Instructional Practice – Literacy and Numeracy

### **Key Strategies for 2022-2026:**

- Support vertical team meetings around numeracy pedagogy and Math vocabulary
- Scheduled collaboration time for grade-alike meetings during staff meetings
- Support from division and school-based literacy and numeracy lead teachers
- Provide training in Balanced Literacy for new staff
- Implementation of aspects of Daily 5 literacy philosophy
- Use of quality reading and writing assessments such as the Alberta Assessment
- Consortium over the course of the year
- Continue to utilize Karen Lucas to improve literacy in school
- Additional classroom support for students requiring additional support
- Continue to provide Fountas and Pinnell Benchmark training provided for all teachers
- Continue Fountas and Pinnell Benchmark Assessments for all students
- Continued Leveled Literacy Intervention for identified Division I students
- Utilizing literacy and numeracy metrics to help identify areas of need and how best to support students who are struggling
- Continue to utilize our Division Mentorship Program to assist new staff
- Utilize new Métis and Inuit Supports from division office leads
- Train staff to improve their capacity for targeted support of First Nations, Métis and Inuit students
- Coordinate and provide access to professional development opportunities to support broadening knowledge around First Nations, Métis and Inuit cultures

- Train staff on emerging technologies to support student learning including Google Docs, Classroom and Slides
- Focused professional development exploring project-based and game-based learning
- Exploring moving away from traditional paper and pencil focused assessments of non-literacy outcomes
- Using the data from the K-3 provincial assessments to help identify areas of need
- Including the use of digital tools and supports for students who continue to struggle with literacy and numeracy after interventions

**Objective 3:** Embracing Kindness and Diversity

**Key Strategies for 2022-2026:**

- Catching them Being Kind - students will be leaders in the school and will be entrusted to find other students/staff being kind
- "If we were kids" - the Kinette Club of St. Albert asked for our help to donate new gifts for their Christmas Hamper Campaign
- Continue using Kindness Committee - this committee is a cornerstone to the success of the objective
- Creating opportunities for our Division 1 and Division 2 students to interact at our first recess - promoting healthy role models and interactions between grades and classes
- Continue promoting First Nations, Métis and Inuit education and understanding - continue to use staff meeting time to increase awareness and understanding of First Nations, Métis and Inuit people, and encouragement and support for staff interested in increasing their awareness through professional development
- Sexual Orientation and Gender Identity - continue professional development and monthly staff meeting time allocated to increase awareness and understanding of individuals who struggle with gender identity
- Continue promoting Safe Spaces - 100% of staff have identified their classroom (and other rooms) as safe and accepting spaces, displaying the safe place poster
- Support an annual Random Acts of Kindness - March was a targeted month for RAOK, and staff and students were involved in a wide variety of "bucket-filling" activities
- Pink Shirt Day- a sea of pink shirts worn by Ronald Harvey staff and student's demonstrated solidarity in creating a school that was free from bullying. This day included an assembly but also had individual classroom opportunities to discuss kindness and activities to promote embracing diversity
- Continue to support the Mitten Tree campaign - students and staff collected gloves, toques, scarves and mittens to help less fortunate people in our community
- Remembrance Day food drive
- Providing Food Hampers during Christmas and at the end of the year for school families
- Utilizing Choice Theory for behavior support
- School Blog created by students on our school website
- Staff book studies of Jonathan Haidt's "The Anxious Generation" exploring anxiety in students
- Staff professional development on trauma-informed learning where the focus is on the whole student, not just the behaviour, through a student-centric lens
- Creating opportunities for First Nations, Métis and Inuit learning on a regular basis, not just targeted days
- Creating opportunities to explore racism with students to address systematic issues

**School Reflection 2023-2024**

It is with great pride that we reflect on the achievements and attributes that have made this academic year at Ronald Harvey Elementary School truly exceptional. The collective efforts of our students, staff and families have resulted in numerous positive outcomes and contributions to our school community:

Academic Achievement: Our students have consistently demonstrated a commitment to academic achievement. They have achieved results that demonstrate the best of their ability. The students' academic achievements showcase their dedication to learning and their ability to excel in various subjects, both in and out of the classroom.

Collaborative Spirit: The strong sense of collaboration and community at Ronald Harvey Elementary School has been a defining feature of this school year. Our students have shown a willingness to work together, support one another, and foster an environment of inclusivity, creating a welcoming and supportive school culture.

Leadership and Responsibility: Our students have exemplified leadership and responsibility in various capacities. They have taken on leadership roles in clubs, sports, and student organizations, contributing to the overall success and vibrancy of our school community.

Personal Growth and Character Development: The growth and development of our students' characters are evident in their kindness, empathy, and their willingness to engage in acts of service and kindness. They have not only grown academically but have also matured as compassionate, responsible, and socially conscious individuals.

This year has been a testament to the collective achievements and positive attributes of the entire Ronald Harvey community. We are confident that the values and skills our students have acquired will continue to guide them toward future success, and I look forward to the ongoing growth and accomplishments of our school in the years to come.

**How is the school using/reflecting on evidence to inform school outcomes and/or strategies?**

**Demographic Reflection:**

Ronald Harvey is a growing school. The population has had an average increase of over 5% over the past four years resulting in an increase of over 100 students since 2022. With a large grade 6 group leaving we will have a slight dip next school year, but with the growing populations of Riverside and Cherot, Ronald Harvey will have a similar population as the current year. We anticipate continued growth for the following years.

With this growth, comes the pressure of space. We have the ability to utilize two additional classroom spaces. One of these classrooms is currently used by SIGIS. We can have SIGIS utilize the gym but this would eliminate after-school gym activities. After utilizing these spaces, we would have to look at alternative rooms such as the library, workroom, music room and staff room to be used as class spaces.

In addition to classroom challenges due to growth, Ronald Harvey also has four portables that

are 49 years old - they were added when the school opened in 1975. While the spaces are holding up reasonably well, the significant age of the portables is to be acknowledged.

#### Standardized Assessments:

For the 2023-2024 school year, our grade-six students only wrote the Social Studies Provincial Achievement Test. As a result, data is limited for reflection. With that in mind we can extrapolate conclusions and reflect on the trends. At Ronald Harvey, we continue to be above provincial participation and acceptable standards. We have noticed a significant and growing dip in standard of excellence over the past two years in comparison to the provincial average. Our dip reflects the Division's decrease in standard of excellence. This is an important trend to be cognizant of moving forward. There is no specific reason to account for this decrease, but one could look at a change in demographics of the city and school population as a whole over the past five years.

Exploring the data from the province's early learning assessments, we are seeing a large number of students tested are being flagged as 'at-risk' - approximately one-third of students tested. As we are early into the testing year and program implementation, it will be beneficial to see trends of students as they progress throughout the year, as well as comparing their results from year to year. In addition, we hope to look at the data trends at each grade over a multi-year trending period. At this time, with limited data and the difficulty to access the data in order to make these analyses, the trends are not observable at this time.

#### Survey Results:

Overall, Ronald Harvey School's survey results continue to be consistently positive. Staff responses are consistently high, but have been consistently lower than division average in regards to resource allocation for diverse students. Reflecting staff feedback, student feedback is overall and trending positive. While there are some noticeable drops and areas of concern in regards to parent satisfaction, but with an extremely limited number of responses, both most recently (N=3) and last few years, the data is not reliable, even over a multi-year trend. Looking forward, we will need to encourage greater response from parents so we have more accurate and reliable feedback.

**Financial Performance 2023-2024**

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: \$30,844

Key elements contributing to this surplus include:

With a reduction in provincial funding over the years it is important to be fiscally responsible to keep the school in a positive financial position. Accurate budgeting is something that we work hard to achieve at Ronald Harvey.

There was no one outstanding budgetary allocation to account for the surplus, but rather a number of allocations that were less than budgeted for. The cumulation of these budgetary surpluses from various allocations resulted in the positive year end balance. Since this balance was less than the designated 2.7%, we were able to carry it forward to the current school year.

**Financial Planning 2024-2025**

<b>RESOURCE AND DISTRIBUTION</b>			
<b>RONALD HARVEY SCHOOL</b>			
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>REVENUES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Basic Program Allocation	\$ 3,492,883	\$ 3,459,455	\$ 3,307,121
2. Other Revenues			
2.1 Fees	\$ 204,375	\$ 249,525	\$ 235,880
2.2 Donations	\$ 15,000	\$ 15,000	\$ 15,000
2.3 Fundraising	\$ 800	\$ 800	\$ 800
2.4 Other Revenues	\$ 39,901	\$ 35,301	\$ 35,301
3. Surplus / Deficit Allocation (S/D)	\$ 30,844	\$ 33,834	\$ 54,092
<b>TOTAL REVENUES</b>	<b>\$ 3,783,803</b>	<b>\$ 3,793,915</b>	<b>\$ 3,648,194</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>EXPENDITURES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Certificated Staff	\$ 2,773,756	\$ 2,793,292	\$ 2,571,106
2. Support Staff	\$ 605,370	\$ 639,037	\$ 662,107
3. Services	\$ 202,799	\$ 202,799	\$ 197,414
4. Supplies	\$ 114,210	\$ 114,209	\$ 113,911
5. Furniture, Equipment & Capital	\$ 20,000	\$ 10,000	\$ 14,201
6. Technology	\$ 29,200	\$ 31,200	\$ 31,200
7. Future Emergent Initiatives	\$ 38,468	\$ 3,378	\$ 58,255
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,783,803</b>	<b>\$ 3,793,915</b>	<b>\$ 3,648,194</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>ENROLMENT</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
<b>FTE Enrolment (ECS @ .5)</b>	<b>472.50</b>	<b>476.50</b>	<b>452.00</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>STAFFING PERCENTAGES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
Certificated Staff FTE	<b>24.05</b>	<b>24.11</b>	<b>22.51</b>
Support Staff FTE	<b>9.91</b>	<b>11.04</b>	<b>12.50</b>
Certificated Staff Percentage	78.7%	80.0%	76.5%
Support Staff Percentage	17.2%	18.3%	19.7%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>95.9%</b>	<b>98.3%</b>	<b>96.2%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>96.7%</b>	<b>99.2%</b>	<b>97.8%</b>
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 Performance and Achievement**

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

NOTE: due to curriculum piloting, there was no data for 2024 Provincial Achievement Test results

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	78.7	n/a	n/a	78.9	79.1	77.6
Standard of Excellence %	21.3	n/a	n/a	28.1	17.9	9.2

**Division Performance and Achievement**

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	82.8	n/a	n/a	71	72.2	73.6
Standard of Excellence %	28.4	n/a	n/a	16.9	13.7	15.7

**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
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	92	95	94	97	98
The school is	92	90	92	85	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.	80	74	84	93	88
That their teachers care about them.	87	78	86	91	95
That their school is a place where they feel like they belong.	82	76	86	78	83



That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	93	94	96	99	100
I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	99	93
My school provides opportunities to learn about people from different races and cultures	NA	NA	NA	98	97

**Division Student Survey Results**

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

	% 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
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	95	97	94	95	95
The school is	95	92	93	92	92
	% 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.	84	84	84	95	81
That their teachers care about them.	87	86	86	88	85
That their school is a place where they feel like they belong.	79.8	82.7	82	77.2	77.6
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	95	96	96.6	96	98.4
I am learning about Indigenous cultures, identities and ways of knowing at school.	NA	NA	NA	96.1	98.4
My school provides opportunities to learn about people from different races and cultures.	NA	NA	NA	96.5	96.7

**Parent Survey Results**

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	95	92	98	86	90
With the choice of courses and programs available in their school.	93	95	93	92	89
With the support and resources available to meet the diverse needs of students.	80	73	69	77	64

That the school helps their child become a good, caring citizen.	96	93	97	94	89
That the school is safe.	88	89	97	90	85
That their child's school is a positive, caring, and welcoming place.	90	93	98	92	87
That their input is considered, respected, and valued by their school.	88	77	89	76	77
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	90	85
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	84	80
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	63	48
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	84	80

**Division Parent Survey Results**

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	93.1	92.7	92.0	90.8	88
With the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
With the support and resources available to meet the diverse needs of students.	80.5	82.0	78.8	74.8	73.2
That the school helps their child become a good, caring citizen.	89.6	87.6	86.4	87.4	84.9
That the school is safe.	93.3	92.3	91	91.1	89
That their child's school is a positive, caring, and welcoming place.	91.6	92.1	90.5	90.2	88.3
That their input is considered, respected, and valued by their school.	79.5	80.4	84.2	76.4	73.2
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	80.1	79
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	78.3	78.2
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	64.1	65.5
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	79.9	79.2

**Staff Survey Results**

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	100	100	95	93	95
With the provision of the support and resources needed to meet the diverse needs of students.	82	89	65	59	67
That the school helps students become good, caring citizens.	100	100	88	78	90
That their input is considered, respected, and valued by my school.	86	74	76	77	67
That they feel safe in the school.	93	84	82	85	95
That the school is a positive, caring, and welcoming place.	93	89	88	85	100
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	89	95
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	85	81
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	73	71
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	70	90

**Division Staff Survey Results**

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95.3	94.8	98.0	97.5	92.4
With the provision of the support and resources needed to meet the diverse needs of students.	95.4	93.0	98.5	93.8	91.4
That the school helps students become good, caring citizens.	94.1	93.9	82	71.8	66.8
That their input is considered, respected, and valued by my school.	88.1	85.1	85.4	81.6	75.2
That they feel safe in the school.	96.4	93.5	96.4	96.3	91.8
That the school is a positive, caring, and welcoming place.	95.6	94.4	94.2	95.6	89.1
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.2	82.9	86.9	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91.8	90.3