

School Education Plan and Results Report

2015-2018

Year 1



Motto

Dream! Believe! Achieve!

Mission

To achieve educational excellence in preparing students for their future. As a community of learners, we are working to make today's dreams, tomorrow's reality.

Philosophy

All students can experience personal success and reach their full potential in a secure and nurturing environment.

School Virtues

- **Respect**
Treat others the way you want to be treated – being present in learning and social environments. Treat yourself and others with dignity.
- **Loyalty**
Dedication to your goals and to those around you – be true to a positive Ardrossan culture.
- **Commitment**
Do your best to reach your goals. Make a plan and follow through with it.
- **Integrity**
Do the right thing even when no one is looking – students exhibit characteristics of responsibility, punctuality, honesty.

SECTION ONE – School and Division Goals

Set three SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals for the 2015-2016 school year (referencing the Division's priority number that the goal supports).

School Goals:

GOAL 1:

Promote growth and success for all students. (EIPS Priority 1: Goal 3)

GOAL 2:

To improve student engagement through a variety of evidence based practices and innovative learning. (EIPS Priority 2: Goal 4)

GOAL 3:

To increase community involvement by developing resilient, empathetic citizens, and encouraging a school culture of social responsibility. (EIPS Priority 2: Goal 1)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal:	Dan Vanderburgh
Assistant Principals:	Darby Hanson and Rod Leatherdale
Counsellors:	Adriana Footz and Tamia Richardson
Certificated Staff:	41
Classified Staff:	20

AJS Quick Facts:

Less than ten minutes from Sherwood Park and fifteen minutes from Fort Saskatchewan, Ardrossan Jr. Sr. High School exemplifies rural, family values in a progressive learning environment. Our community supports learning at the highest level and effectively prepares students for post-secondary achievement. Ardrossan prides itself as a positive learning environment with high-quality staff and facilities. We are the division's secondary French Immersion site. The school excels in Provincial Achievement Tests and Diploma results in both of Canada's official languages.

Programming Highlights:

Ardrossan is a rural grade 7-12 school focusing on academic excellence, helping students aspire to their highest possible goals and planning appropriately to enable students to reach them. Ardrossan offers a range of programs including: French Immersion, Honors programs, Off-Campus Education, Registered Apprenticeship Program, Green Certificate, Work Experience, CTS Skills Canada, and division-specific special-needs programming. Learning environments at Ardrossan are a mixture of inquiry-based learning initiatives and projects, along with direct instruction and correlating field trips in all subjects. French Immersion is offered at the 30-level in most of the core subjects with a high percentage of students graduating with the French Immersion Diploma, DELF (Diplôme d'Étude en Langue Française - Diploma of French Language Studies) and a high acceptance rate to Campus Saint-Jean at the University of Alberta. We are distinguished in our Fine Arts Program, including impressive results from numerous music competitions, art shows, and drama festivals our students attend. We value collaboration with our feeder schools on a staff and student level for curriculum alignment, Read-In Week, mentorship opportunities, and student transition.

We are proud at Ardrossan to have a high percentage of our students involved in a wide scope of extracurricular activities. Our excellent athletic program affords numerous opportunities to be involved at both developmental and competitive levels. A high percentage of our students participate on school teams and we have significant provincial representation in the major sports, as well as league and division-winning teams. Ardrossan offers a wide scope of leadership opportunities, including Character Education Instruction and access to involvement with groups such as Peer Leadership, the Gay-Straight Alliance and other volunteer initiatives. Numerous excursions provide off-campus enrichment for participating students, including: second language trips to Quebec and abroad, a high school international trip every two years, award winning band trips and tours, the Bamfield marine biology experience, an in-depth Art study to New York City and more. The range of programming options at Ardrossan demonstrates our commitment to holistic education that goes beyond the classroom environment and attempts to engage all learners.

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2014-2015?

- Technology was our biggest challenge: Slow and inconsistent internet speed, lack of bandwidth, SMART boards not working properly, audio problems, charging issues, and inability to print from Chromebooks.
- Continuing to keep each and every student engaged and motivated.

How, and to what degree, did those challenges impact planning for 2015-2018?

- Lack of reliable technology made incorporating technology into lessons difficult. Limited by the network access/permissions for updates. Need teachers to have increased abilities for downloads and not just reliance on tech services people.
- Keeping students motivated and understanding that process matters as much as end result. Removing emphasis on formative vs. summative and rather viewing learning as a whole process or continuum.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

Promote growth and success for all students.

Division Outcome:

More students are engaged in school, achieve excellence, and are supported in their transition beyond high school. (Priority 1: Goal 3)

Strategies:

- Provide resources and programs for all learning styles, including numeracy and literacy intervention.
- Review our timetable to ensure the necessary courses are available to all students.
- Assist parents and students in selecting the right courses; using diagnostic testing to ensure accurate placement in programs
- Recognize and capitalize on student's individual potential (Strength Based Learning); Develop student skills in setting goals for their educational achievement.

Performance Measures:

- High school completion rate - 3, 4 and 5 year completion rate is to be 8% greater than EIPS and provincial average.
- Diploma test scores - an increase of 5% in Social and English in the acceptable and excellent categories, increase of 10% in excellent category in FLA, maintain Math and Sciences.
- Provincial Achievement Test Scores – above the acceptable and excellent categories averages in all subjects compared to EIPS and the Province.
- Annual high school drop-out rate to be lower than EIPS and the Province.

School Goal 2

To improve student engagement through a variety of evidence based practices and innovative learning.

Division Outcome:

The division uses evidenced-based practices to improve student engagement and achievement. (Priority 2: Goal 4)

Strategies

- Staff and students engage in educational practices using a variety of technology, media, and district supports to enhance student learning.
- Provide opportunities for teachers to teach to their strengths, use innovative or traditional approaches and use team teaching where possible.
- Emphasize process, not only end product or mark.
- Ensure students and parents receive assessment feedback in a timely manner.

Performance Measures

- Stakeholders feel students have the attitudes and behaviors that will make them successful at work when they finish high school. Higher percentage than EIPS and Province in the accountability pillar survey – 84%.
- High level of student engagement by the Tell Them From Me Survey compared to EIPS and Canada – 65%.

School Goal 3

To increase community involvement by developing resilient, empathetic citizens, and encouraging a school culture of social responsibility.

Division Outcome:

Our learning and working environments are welcoming, caring, respectful, and safe. (Priority 2: Goal 1)

Strategies

- Peer leadership and mentoring
- School virtues and related activities
- Bison of the week, Awards, Student groups (like GSA)
- BIONIC, Believe It Or Not I Care, identify disconnected students and link them to an adult mentor/support

Performance Measures

- 3 % increase in student and parent satisfaction rates on the *Accountability Pillar* measure for active citizenship.
- Exceed Canadian average of 2.7 in the number of students who feel they have an advocate at school, based on *Tell Them from Me* survey results.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	AJS	96.6	26.9	87.9	13.6	90.8	19.1	90.7	21.3	92.2	17.4	92.0	20.0
	EIPS	87.7	19.9	87.2	20.1	86.3	18.4	86.8	19.8	85.7	17.8		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
French Language Arts 9	AJS	87.0	8.7	83.3	0.0	84.4	12.5	86.2	3.4	90.6	15.6	88.0	10.0
	EIPS	89.8	6.1	89.5	0.0	85.7	12.2	88.0	8.0	94.9	8.5		
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
Mathematics 9	AJS	91.9	29.8	73.2	15.9	82.7	26.6	89.5	23.8	90.1	28.8	85.0	25.0
	EIPS	72.3	19.8	76.1	22.8	73.7	20.6	76.6	21.7	74.9	19.9		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	n/a	n/a		
Science 9	AJS	93.5	36.6	87.1	29.3	88.7	33.1	85.3	39.4	89.6	44.3	85.0	30.0
	EIPS	80.8	21.8	83.4	24.4	83.8	26.4	82.3	29.7	84.5	29.4		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Social Studies 9	AJS	82.8	18.0	77.7	23.7	76.3	18.0	79.4	29.0	85.2	31.3	80.0	25.0
	EIPS	76.1	24.4	78.5	24.6	72.9	22.6	74.3	25.4	76.1	25.5		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	n/a	n/a		

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	AJS	92.8	8.4	90.3	11.8	91.0	7.9	95.6	12.1	95.3	7.1	95.0	13.0
	EIPS	85.7	10.2	87.7	10.6	89.3	10.4	92.2	11.7	91.9	11.6		
	Province	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7	86.5	11.5		
English Lang Arts 30-2	AJS	90.0	13.3	97.4	13.2	97.5	15.0	96.4	14.3	100.0	11.6	95.0	15.0
	EIPS	93.0	10.8	92.2	11.7	94.1	13.4	95.6	16.6	95.1	13.1		
	Province	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1	88.7	11.3		
French Lang Arts 30-1	AJS	88.9	11.1	100.0	4.8	100.0	17.6	100.0	0.0	100.0	4.8	100.0	15.0
	EIPS	88.9	11.1	100.0	4.8	100.0	17.6	100.0	0.0	100.0	4.8		
	Province	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5	95.5	9.9		
Mathematics 30-1	AJS	n/a	n/a	n/a	n/a	84.1	30.5	96.7	36.1	90.7	59.3	90.0	33.0
	EIPS	n/a	n/a	n/a	n/a	79.0	31.3	73.1	22.4	78.7	28.2		
	Province	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2	76.2	31.7		
Mathematics 30-2	AJS	n/a	n/a	n/a	n/a	72.0	12.0	65.1	16.3	89.5	31.6	80.0	15.0
	EIPS	n/a	n/a	n/a	n/a	74.9	9.9	73.0	13.3	82.3	15.9		
	Province	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0	73.9	15.5		
Social Studies 30-1	AJS	92.4	9.1	95.8	25.4	94.0	18.1	87.0	20.3	92.1	14.3	95.0	20.0
	EIPS	84.2	14.4	86.6	13.4	86.4	15.0	87.4	13.4	90.3	16.1		
	Province	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2	87.1	16.2		
Social Studies 30-2	AJS	95.6	28.9	95.2	24.2	98.0	14.0	95.9	14.9	91.4	15.5	95.0	15.0
	EIPS	89.4	16.9	88.1	14.8	88.6	14.4	87.6	13.0	88.1	10.0		
	Province	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8	81.3	12.5		
Biology 30	AJS	95.9	37.1	90.4	43.4	88.2	31.9	95.2	34.9	89.9	40.3	95.0	35.0
	EIPS	85.4	28.3	85.1	25.0	84.5	29.6	88.5	28.6	88.0	35.0		
	Province	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7	85.9	33.0		

Chemistry 30	AJS	86.0	34.0	95.0	35.0	93.0	26.3	94.1	58.8	94.6	42.9	95.0	35.0
	EIPS	71.1	22.3	77.4	24.1	76.5	27.0	80.0	28.6	81.1	27.3		
	Province	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0	82.2	34.2		
Physics 30	AJS	80.6	25.0	97.1	40.0	80.0	37.1	94.9	56.4	87.5	46.9	90.0	35.0
	EIPS	67.7	19.3	79.4	26.5	81.5	35.0	84.4	34.3	86.3	31.5		
	Province	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1	83.9	35.8		
Science 30	AJS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	EIPS	87.7	15.1	79.7	20.3	88.5	26.1	87.4	27.5	91.1	22.6		
	Province	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5	83.9	26.7		

“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	AJS					EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	83.1	83.4	93.0	89.6	90.3	77.1	76.3	78.9	81.7	80.0	72.6	74.1	74.8	74.9	76.4
4 Year Completion	86.9	87.1	89.6	93.7	94.1	84.4	81.8	82.5	84.2	86.4	76.9	78.1	79.4	79.6	80.0
5 Year Completion	94.7	88.0	89.3	91.1	94.0	85.4	85.9	83.9	84.7	86.6	79.0	79.6	80.8	81.7	82.1

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	AJS					EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	3.2	0.7	2.1	0.9	1.6	2.7	2.0	3.5	2.2	2.8	4.2	3.2	3.5	3.3	3.4

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	AJS					EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	43.4	42.1	45.4	52.1	42.0	38.8	36.6	37.8	40.2	39.3	37.8	38.2	39.6	40.0	38.4
6 Year Rate	62.5	70.9	67.9	64.5	72.3	67.9	63.7	66.8	61.3	62.6	59.3	58.4	59.5	59.2	59.8

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	AJS					EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate	64.8	60.6	69.2	70.1	66.7	57.3	59.5	61.7	62.2	62.0	59.6	61.5	61.3	60.9	61.2

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.															
	AJS					EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 4+ Exams	56.7	66.1	71.7	67.2	56.6	57.8	59.2	60.0	60.3	56.7	54.9	56.2	56.6	50.5	54.9

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.5	88.2	85.1	87.2	86.6	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	95.6	96.1	97.3	97.4	97.6	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	86.8	85.5	77.3	84.1	82.9	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	74.0	82.9	80.5	80.0	79.3	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	74.6	78.6	75.3	78.4	76.9	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	91.9	94.2	96.3	97.4	99.0	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	70.4	68.9	63.1	70.3	66.1	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	61.4	72.8	66.5	67.5	65.4	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	74.2	80.1	75.4	76.8	83.8	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	94.6	90.3	91.9	94.6	97.6	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	53.7	69.8	58.8	59.0	70.0	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Tell Them From Me		2013	2014	2015
Survey Results				
Intellectual Engagement Composite	AJS	61	N/A	64
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	60	N/A	61
	Canada	50	N/A	50
Effort	AJS	75	72	73
Percentage of students who report they try hard to succeed in their learning.	EIPS	72	69	70
	Canada	69	69	69
Students who are interested and motivated	AJS	41	37	41
Percentage of students who report they are interested and motivated in their learning	EIPS	39	36	38
	Canada	30	30	30
Student that value school outcomes	AJS	N/A	62	62
Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	EIPS	N/A	63	64
	Canada	N/A	73	73
Relevance	AJS	6	5.9	6.1
Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	EIPS	5.9	6	6.1
	Canada	6	6	6
Advocacy at School	AJS	2.2	2.3	2.5

Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	EIPS	2.7	2.6	2.6
	Canada	2.7	2.7	2.7

*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.8	88.3	86.1	86.5	87.5	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	98.2	95.7	98.2	98.7	98.4	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	76.7	83.5	79.7	80.3	84.0	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	79.7	85.9	80.4	80.6	80.2	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.9	86.5	87.5	86.4	85.7	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	98.0	95.5	97.4	96.4	99.4	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	80.4	81.6	83.0	83.7	78.6	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	79.4	82.5	82.3	79.1	78.9	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	78.5	81.1	82.9	83.9	79.0	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	88.9	82.8	97.0	94.1	88.2	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	67.2	76.6	67.9	75.0	70.0	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	79.4	83.9	83.9	82.5	78.8	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

Accountability Pillar Overall Summary – Key Measures

PATs:	Acceptable	Ardrossan 89.4%	EIPS 82.5%	Province 73.0%
	Excellence	Ardrossan 29.7%	EIPS 25.1%	Province 18.8%
Diploma	Acceptable	Ardrossan 93.1%	EIPS 89.8%	Province 85.2%
	Excellence	Ardrossan 24.5%	EIPS 20.6%	Province 21.0%

High School Completion Rate (3yr) **Ardrossan 90.3%** **EIPS 82.5%** **Province 76.4%**

Rutherford Scholarship Eligibility **Ardrossan 66.7%** **EIPS 64.1%** **Province 61.2%**

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	76.9	77.2	73.6	74.4	73.8	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	91.4	84.3	88.9	88.2	90.2	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	62.5	70.0	58.2	60.6	57.4	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

SEPTEMBER 2015-2018

School Council Involvement and Communication of Plan

In September, the School Education Plan process was outlined and parents were encouraged to provide input. Although School Council did not initiate any specific strategies, council members were very supportive of the direction of the plan. Parents are continually encouraged to provide feedback, ask questions, and share any concerns they may have about the School Education Plan and school activities with teachers and the administration. Budget, student enrollment, staffing, DELF Exam, Character Education Initiatives and Accountability Pillar results were discussed.

In November, parents were updated regarding issues, progress or concerns related to the School Education Plan. EIPS new district 3 year plan and the framework for student learning were discussed. Provincial Achievement Test and Diploma results were shared with the parents in attendance, they were very pleased. Parents commented on how respectful our students were during the Remembrance Day assembly and our school is a safe and caring place for their children.

In February, school fees for the following year were discussed and information on the budget. Ardrossan is in the middle to lower range of EIPS school fees. New 3 year district school education plan, boundaries discussion, school calendar for next year. Every February the Canadian Parents for French meeting is held in conjunction with the school council meeting.

In May, discussion re Ardrossan new 3 year SEP for 2015-18. Fee costs, technology as a tool for learning and initiatives, results of DELF exam, approximate enrollment for next year, registration procedures for next year.

During the year staff members present on the many activities being run by the school and education topics such as curriculum. An administration report, Trustee report, teacher report, and Canadian Parents for French report are given at each meeting.

Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>