



Tomahawk School

2011 – 2014 Education Planning

2010/11 Annual Educational Results Report



PARKLAND SCHOOL DIVISION NO. 70

EXCELLENCE IN EDUCATION

Updated January 24, 2012

Contents

School Foundation	4
Vision.....	4
Mission Statement.....	4
Tomahawk School’s Principles and Beliefs	4
Our Values.....	4
School Profile	5
Unique Features of our School	5
Quotes from Parent Advocates.....	5
Student Success	6
What We Are Proud Of	6
What Makes Tomahawk a Great School.....	6
Trends and Issues.....	7
Trend: Enrolment Decline	7
Issue: 21 st Century Learning.....	7
Priorities.....	8
Developmentally responsive curriculum and assessment.....	8
Citizenship and Social Responsibility	8
Strategic System Planning.....	8
Overview of Achievements	9
Goal One: Success for Every Student.....	10
Goal One: Success for Every Student.....	14
Goal Two: Transformed Education through Collaboration.....	15
Goal Two: Transformed Education through Collaboration.....	17
Goal Three: Success For First Nation, Métis, and Inuit (FNMI) Students.....	18
Meeting the Needs of Diverse Learners	19
Professional Development Plans	19
Future Challenges	21
Academic Challenges	21
The Road Forward.....	21
2011 – 2012 Budget.....	24
Revenue & Allocation to Budget Center	24
Expenditures	26
Parkland Satisfaction Survey (2010/11) Spring Results	28
A.I.S.I.	31
Title: Critical Thinking in a Digital World.....	31
Results for School-based Performance Measures	32
Gates McGinitie Reading Assessment	32
Canadian Test of Basic Skills (Mathematics Subtest Only) 2010 – 2011 School Year.....	33
School Education Plan Approval Form.....	34

School Foundation

The staff of Tomahawk School revisited the school's vision, mission and values during the 2010 – 2011 school year. We discussed our role as a true community school and we asked the question: "how can we continue to provide excellence in education and foster creativity in the years to come?"

We agreed upon the importance of commitment. We believe in a positive future for our school.

Vision

Tomahawk School believes in a commitment to learning, community and citizenship.

Mission Statement

Our mission is to strive for excellence academically, personally and socially, while promoting a healthy sense of worth, a respect for others and a commitment to good citizenship.

Tomahawk School's Principles and Beliefs

- Our work is first and foremost about children, their learning and their development.
- Our school, as part of Parkland School Division, is a vibrant learning organization where everyone is a learner.
- Effective decisions are made within an environment that supports meaningful collaboration.
- Successful learning occurs in purposeful, safe and respectful environments.
- Our school is a safe and caring place for children to discover a passion for learning.

Our Values

Enduring success for our students means that the citizens of Tomahawk School will hold the highest regard for integrity. Each day, we will continue to value:

People – through trust, compassion, kindness, and respect for individuals and families;

Honesty – through sincerity and appreciation for diversity;

Trust – through our faithful, confident sense that we will achieve our hopes, dreams and goals;

Discovery – through our sense of intrigue and exploration as we seek to find new learning;

Balance – through our determination to work hard when it is required and celebrate our victories and achievements – and there will be many!

The Pursuit of Excellence – through our continual commitment to do our best at all times;

School Profile

School Name:	Tomahawk School	Student Population:	114
Principal:	Mr. Scott Johnston	Teachers:	8
Address:	Box 250, Tomahawk, Alberta	Support Staff:	4
Phone:	780.339.3935	Grades Served:	ECS – Grade 9
Fax:	780.339.2121		
Email:	tomahawk@psd70.ab.ca	www.schools.psd70.ab.ca/tomahawk	

Unique Features of our School

- K to 9 on campus site in a rural setting
- High level of technology integration (Smartboards in every classroom, computer lab, class set of student laptops)
- Staff members have a strong sense of team, and a willingness to take risks to improve instruction
- Family-like atmosphere
- Frequent and effective communication with parents and students through agendas, emails, phone calls, progress reports
- High expectations for personal and academic success
- Frequent opportunities for student leadership (Social Action projects, student-led assemblies, student-led conferences, grade 9 trip)
- Community library

Quotes from Parent Advocates

Tomahawk school is a small school that has utilized its resources to the utmost to provide an optimum learning environment for the children. I have spent 3 years trying to find a school that takes pride in its students, their accomplishments and their differences and I am thankful for having found that in Tomahawk. There is a balance of teachers and staff that provide the elemental necessities of a safe, structured learning environment. The children reflect this in their camaraderie and compassion towards each other. Differences between children are handled respectfully and quickly. I am proud to be able to have my children attend Tomahawk. (Carla Lindahl)

Student Success

Students are successful when they can show that they have made significant progress in their learning, and when they can show their learning in a way that is meaningful to them. Students experience success at Tomahawk School when they feel that their learning is interesting and engaging. Success at Tomahawk School is founded on the notion that students need to be equipped with the skills to work with others to solve problems and to think critically about information.

What We Are Proud Of

The students at Tomahawk School demonstrate a high degree of citizenship and social responsibility. They are respectful and cooperative, and this is noticed frequently by visitors to our building, or by community members we meet when we leave the building. We are proud of the warm and welcoming atmosphere that we have at Tomahawk School. We are also proud of the way staff members work hard to address the needs of all learners, and to make learning challenging and engaging.

What Makes Tomahawk a Great School

We are experiencing tremendous success at Tomahawk School. Our Accountability Pillar and Satisfaction Survey Results are at their highest levels in recent history.

Consider the following:

- Tomahawk School received a rating of excellence in the following areas on the Provincial Accountability Pillar:
 - Safe and Caring Schools (91.8% Satisfaction).
 - Parental Involvement (92.6% Satisfaction).
 - School Improvement (81.4% Satisfaction).
 - Quality of Education (93.1% Satisfaction).
 - Citizenship (90.5% Satisfaction).
- 100% of our surveyed parents indicate that they are happy with the overall quality of education and that they like their child's school.
- At 93.1%, we have increased our satisfaction results by 10% in the past two years that parents, students and teachers are satisfied with the overall quality of basic education.

Tomahawk School is a true "community school." Our students actively participate in a number of citizenship activities and we are always involved in raising awareness in our community. We've raised funds for the Children's Stollery Hospital through the Hair Massacure; we've participated in the Vancouver Sun Run with over 50,000 other runners; we've worn our shades to raise funds for the CNIB... Our students and our Student Union are always looking for new ways to be involved in the community-at-large.

Trends and Issues

Trends and issues help Tomahawk School to identify opportunities and challenges that may impact planning, budgeting, providing programs and achieving results. A trend shows a direction of data over time, e.g. enrolment growth. An issue is a condition that may affect the school's ability to fulfill its mandate or to achieve its goal.

Trend: Enrolment Decline

Tomahawk School continues to experience a decrease in enrolment due to a variety of factors. Most notably, economic shifts cause families to move to other areas. Our graduating classes are often larger than our Kindergarten enrolments. Also, parents have indicated a belief that larger schools in Drayton Valley may provide more programs for students. The current data depicts that this decline is temporary and that Tomahawk School will level out at its current numbers. However, that leaves us with the challenge of determining how to grapple with the change of being able to support fewer staff members.

Given this trend, it is extremely important for Tomahawk School to maintain high satisfaction results. We want to be the go-to school for all of the students in our community and, additionally, we want to be a desired location for students in our surrounding area.

Issue: 21st Century Learning

We are increasingly aware of the need to equip students with the skills to be successful in the 21st Century. With quick and easy access to information, we no longer should be focusing on the simple memorization and recall of facts. We need to provide students with the opportunities to develop their abilities to think and work with the plethora of information that is available to them. We need students to be able to identify the problems in the world, and determine a plan of action in order to become globally active and aware citizens. We also need students to be able to collaborate and communicate with others to successfully achieve those goals.

We are a rural, community school. It is important that we address the technological needs of students that may not be met through other means. We want to provide a technologically rich education so that our learners are true 21st Century citizens.

Each member of the certificated staff of Tomahawk School is involved in a school-based project to increase awareness and efficacy with regard to emergent technologies. Students are increasingly bringing web-ready devices to school and, as such, staff members are now working with tablet technologies (iPads) to be comfortable with the educational value of such devices.

Priorities

Three divisional priorities exist for Tomahawk School for the 2010 – 2013 Three Year Education Plan.

Developmentally responsive curriculum and assessment

Developmentally responsive practices / curriculum focuses on understanding who the learner is in regards to their developmental needs and matching appropriate programming and effective teaching practices that best support the learner. The ultimate goal is to enable the learner to successfully engage in his or her learning and to succeed at high levels.

As indicated in the PD framework of this document, Tomahawk School will implement the Understanding by Design Framework.

Our small school size provides an opportunity for curricular integration. As we move forward, teacher teams will focus on outcomes that meet the developmental needs of students. We have four teacher teams set for the 2011 – 2012 academic year:

- Early Education (CLICK) – Kindergarten (1 teacher with significant EA support).
- Grades 1 through 3 (2 teachers).
- Grades 4 through 6 (2 teachers).
- Grades 7 through 9 (2 teachers).

Citizenship and Social Responsibility

Citizenship and Social Responsibility focuses on the development of student knowledge, skills and attributes necessary to collaborate and participate in a global society. The ultimate goal is to help develop students who are respectful, active and ethical citizens in their schools and communities today and are prepared to be successful adult citizens in tomorrow's world.

Tomahawk School provides a collaborative health and citizenship block to a combined class of students from grades 5 through 9. This provides an opportunity for mentorship from our grade 8 and 9 students to our students in earlier grades. This class is delivered each week by the school principal and provides an opportunity to discuss issues that are relevant to the school community.

Strategic System Planning

System Planning is a Board of Trustees focused priority that aligns the strategic work plan of Trustees with the Division's Three Year Education Plan and the governance leadership needs of the Division.

Tomahawk will continue to be involved in division-wide initiatives. We see ourselves as an important part of Parkland School Division and we are focused on increasing the collaborative relationships that exist with other schools. Specifically, we would like to see a greater involvement of our teachers in PSD initiatives.

Overview of Achievements

We are pleased with the following results on our achievement tests:

ELA 3:	93% Acceptable Standard
ELA 6:	20% Standard of Excellence
SS 6:	20% Standard of Excellence
ELA 9:	33% Standard of Excellence
Math 9:	50% Standard of Excellence
Science 9:	33% Standard of Excellence
Science 9:	100% Acceptable Standard

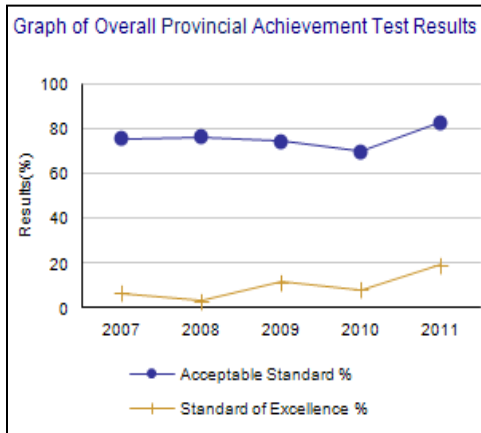
We are pleased with the results of our accountability surveys. We have a very satisfied community of parents, students and teachers.

- Tomahawk School received a rating of excellence in the following areas on the Provincial Accountability Pillar:
 - Safe and Caring Schools (91.8% Satisfaction).
 - Parental Involvement (92.6% Satisfaction).
 - School Improvement (81.4% Satisfaction).
 - Quality of Education (93.1% Satisfaction).
 - Citizenship (90.5% Satisfaction).
- 100% of our surveyed parents indicate that they are happy with the overall quality of education and that they like their child's school.
- At 93.1%, we have increased our satisfaction results by 10% in the past two years that parents, students and teachers are satisfied with the overall quality of basic education.

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

	Current Result	Previous 3 Year Avg.	Targets		
			2011 - 2012	2012 - 2013	2013 - 2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	83.0	73.5	84.0	84.5	85.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	19.1	7.6	20.0	20.5	21.0



AREAS OF STRENGTH

ELA 3: Acceptable Standard – Very High Achievement
 ELA 6: Excellent Standard – High Achievement
 ELA 9: Excellent Standard – Very High Achievement
 Science 9: Acceptable Standard – Very High Achievement
 Science 9: Excellent Standard – Very High Achievement
 Social 6: Improved Performance
 10 out of 14 Courses were maintained. 4 out of 14 were improved

AREAS FOR GROWTH

ELA 6: Acceptable Standard – Low
 Science 6: Acceptable Standard – Low
 Science 6: Excellent Standard – Very Low

GRADE 3

Provincial Achievement Tests (PAT) Results: Course By Course Summary. By Students Enrolled

			2007	2008	2009	2010	2011
Grade 3	English Language Arts 3	Students Enrolled	8	9	12	6	15
		Acceptable Standard (%)	62.5	88.9	75.0	100	93.3
		Standard of Excellence (%)	0.0	0.0	8.3	0.0	13.3
	Mathematics 3	Students Enrolled	8	9	12	6	15
		Acceptable Standard (%)	87.5	88.9	75.0	NA	60.0
		Standard of Excellence (%)	0.0	11.1	8.3	NA	0

Provincial Achievement Tests (PAT) Results: Course By Course Summary. By Students Writing

			2007	2008	2009	2010	2011
Grade 3	English Language Arts 3	Students Writing	8	9	12	6	15
		Acceptable Standard (%)	71.4	88.9	75.0	100	93.3
		Standard of Excellence (%)	0.0	0.0	8.3	0.0	13.3
	Mathematics 3	Students Writing	7	9	12	6	15
		Acceptable Standard (%)	100.0	88.9	75.0	NA	60.0
		Standard of Excellence (%)	0.0	11.1	8.3	NA	0

GRADE 6

Provincial Achievement Tests (PAT) Results: Course By Course Summary. By Students Enrolled

			2007	2008	2009	2010	2011
Grade 6	English Language Arts 6	Students Enrolled	21	13	18	12	10
		Acceptable Standard (%)	66.7	92.3	66.7	66.7	70.0
		Standard of Excellence (%)	4.8	7.7	11.1	16.7	20.0
	Mathematics 6	Students Enrolled	21	13	18	12	10
		Acceptable Standard (%)	66.7	61.5	38.9	NA	70.0
		Standard of Excellence (%)	4.8	7.7	5.6	NA	10.0
	Science 6	Students Enrolled	21	13	18	12	10
		Acceptable Standard (%)	76.2	76.9	55.6	66.7	70.0
		Standard of Excellence (%)	9.5	7.7	11.1	0.0	10.0
	Social Studies 6	Students Enrolled	21	13	18	12	10
		Acceptable Standard (%)	71.4	69.2	NA	50.0	50.0
		Standard of Excellence (%)	4.8	7.7	NA	0.0	20.0

Provincial Achievement Tests (PAT) Results: Course By Course Summary. By Students Writing

			2007	2008	2009	2010	2011
Grade 6	English Language Arts 6	Students Writing	19	13	18	12	10
		Acceptable Standard (%)	84.2	92.3	66.7	66.7	70.0
		Standard of Excellence (%)	31.6	7.7	11.1	16.7	20.0
	Mathematics 6	Students Writing	19	13	18	12	10
		Acceptable Standard (%)	73.7	61.5	38.9	NA	70.0
		Standard of Excellence (%)	10.5	7.7	5.6	NA	10.0
	Science 6	Students Writing	20	13	18	12	10
		Acceptable Standard (%)	80.0	76.9	55.6	66.7	70.0
		Standard of Excellence (%)	20.0	7.7	11.1	0.0	10.0
	Social Studies 6	Students Writing	20	13	18	12	10
		Acceptable Standard (%)	75.0	69.2	NA	50.0	50.0
		Standard of Excellence (%)	5.0	7.7	NA	0.0	20.0

GRADE 9

Provincial Achievement Tests (PAT) Results: Course By Course Summary. By Students Enrolled

			2007	2008	2009	2010	2011
Grade 9	English Language Arts 9	Students Enrolled	12	14	19	10	6
		Acceptable Standard (%)	91.7	78.6	89.5	60.0	83.3
		Standard of Excellence (%)	16.7	0.0	15.8	10.0	33.3
	Mathematics 9	Students Enrolled	12	14	19	10	6
		Acceptable Standard (%)	75.0	42.9	47.4	NA	66.7
		Standard of Excellence (%)	25.0	0.0	21.1	NA	50.0
	Science 9	Students Enrolled	12	14	19	10	6
		Acceptable Standard (%)	83.3	50.0	84.2	70.0	100.0
		Standard of Excellence (%)	0.0	0.0	10.5	10.0	33.3
	Social Studies 9	Students Enrolled	12	14	19	10	6
		Acceptable Standard (%)	83.3	64.3	NA	40.0	50.0
		Standard of Excellence (%)	0.0	7.1	NA	20.0	16.7

Provincial Achievement Tests (PAT) Results: Course By Course Summary. By Students Writing

			2007	2008	2009	2010	2011
Grade 9	English Language Arts 9	Students Writing	12	14	19	9	6
		Acceptable Standard (%)	91.7	78.6	89.5	60.0	83.3
		Standard of Excellence (%)	16.7	0.0	15.8	10.0	33.3
	Mathematics 9	Students Writing	12	14	19	9	6
		Acceptable Standard (%)	75.0	42.9	47.4	NA	66.7
		Standard of Excellence (%)	25.0	0.0	21.1	NA	50.0
	Science 9	Students Writing	12	14	19	9	6
		Acceptable Standard (%)	83.3	50.0	84.2	77.8	100.0
		Standard of Excellence (%)	0.0	0.0	10.5	11.1	33.3
	Social Studies 9	Students Writing	12	14	19	9	6
		Acceptable Standard (%)	83.3	64.3	NA	44.4	50.0
		Standard of Excellence (%)	0.0	7.1	NA	22.2	16.7

Comments on Results:

Strategies:

- Continue our AISI focus on Critical Thinking
- Continue to identify, promote and implement promising practices in assessment OF, FOR and AS learning
- Continue comprehensive reporting
- Increase school-to-home communication regarding weekly student results

Goal One: Success for Every Student

Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3 Year Avg.	Targets		
			2011 - 2012	2012 - 2013	2013 - 2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.5%	80%	91%	91.5%	92%
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	88.6%	81.2%	89%	90%	91%

Measure History										
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	31	86.7	35	84.6	18	75.0	78	80.5	84	90.5
Parent	7	85.3	5	*	5	*	24	70.0	22	92.7
Student	16	74.7	26	73.8	12	56.7	45	80.3	56	78.9
Teacher	8	100.0	9	95.5	6	93.3	9	91.1	6	100.0

Measure History										
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	15	85.7	9	88.9	6	83.3	32	71.5	28	88.6
Parent	7	71.4	5	*	5	*	23	65.2	22	77.3
Teacher	8	100.0	9	88.9	6	83.3	9	77.8	6	100.0

Comments: We are pleased with our performance for this measure. Our student surveys indicate awareness that citizenship is an ongoing concern and our parents indicate that they believe an increased focus on teaching attitudes is required.

Strategies:

- Implement the Get Set and Go programs during the weekly collaborative health time.

Goal Two: Transformed Education through Collaboration

Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Current Result	Previous 3 Year Avg.	Targets		
			2011 - 2012	2012 - 2013	2013 - 2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.1%	88.2%	94%	94.5%	95%
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.	70.4%	69.7%	74%	76%	78%
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.	91.8%	84.5%	92%	93%	94%

Measure History										
Overall teacher, parent and student satisfaction with the overall quality of basic education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	31	87.8	35	92.8	18	83.3	79	88.5	84	93.1
Parent	7	78.0	5	*	5	*	24	84.0	22	89.3
Student	16	87.5	26	89.2	12	77.8	46	83.4	56	89.8
Teacher	8	97.9	9	96.3	6	88.9	9	98.1	6	100.0

Measure History										
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	31	68.2	26	71.5	18	68.2	59	69.4	62	70.4
Parent	7	62.3	5	*	5	*	24	74.7	22	68.0
Student	16	59.4	17	62.5	12	53.1	26	51.5	34	57.8
Teacher	8	82.8	9	80.6	6	83.3	9	81.9	6	85.4

Measure History										
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	31	85.1	35	90.8	18	76.4	78	86.3	84	91.8
Parent	7	79.4	5	*	5	*	24	78.6	22	92.7
Student	16	78.5	26	86.0	12	56.1	45	84.7	56	82.7
Teacher	8	97.5	9	95.6	6	96.7	9	95.5	6	100.0

Comments on Results:

We recognize that our small-school size contributes to dissatisfaction in providing program choice.

Strategies:

- Tomahawk joined the Travel Options program delivered at Seba Beach School for the 2011 – 2012 academic year. Students will discover that their program choice increases from 2 to 12 for complementary courses.
- We are also continuing to determine best-practice approaches for delivering music and language education.

Goal Two: Transformed Education through Collaboration

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Current Result	Previous 3 Year Avg.	Targets		
			2011 - 2012	2012 - 2013	2013 - 2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.6%	86.5%	93%	93.5%	94%
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.4%	71.4%	82%	82.5%	83%

Measure History										
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	15	92.9	9	86.7	6	89.7	32	83.3	28	92.6
Parent	7	85.7	5	*	5	*	23	73.2	22	91.8
Teacher	8	100.0	9	86.7	6	89.7	9	93.3	6	93.3

Measure History										
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	31	66.5	35	83.3	18	66.7	77	64.2	84	81.4
Parent	7	71.4	5	*	5	*	23	69.6	22	81.8
Student	16	65.6	26	77.8	12	50.0	45	67.5	56	79.0
Teacher	8	62.5	9	88.9	6	83.3	9	55.6	6	83.3

Comments on Results:

We have maintained a specific focus on becoming a transparent, accessible school and we are proud that these results are showing in our satisfaction surveys.

Strategies:

We will continue to improve our ability to communicate our success to our stakeholders.

Goal Three: Success For First Nation, Métis, and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Performance Measure	Current Result	Previous 3 Year Avg.	Provincial Avg.	Targets		
				2011 - 2012	2012 - 2013	2013 - 2014
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	77.8	80.0	58.1	80.0	81.0	82.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	0.0	0.0	6.0	5.0	5.0	6.0

Meeting the Needs of Diverse Learners

Tomahawk School effectively meets the needs of our diverse learners.

Services and Supports

In 2010 – 2011, Tomahawk continued to benefit from the experience and expertise of Sandy Semenyina who acted as an on-site Special Needs Coordinator. For 2011 – 2012, Mrs. Semenyina will mentor Ms. Marcie Enders in the Key Contact role for the purpose of fostering leadership and sharing invaluable experience.

To this end, our teachers work collaboratively to identify and plan for students with special needs. Teachers and Educational Assistants consult with Sandy as needs arise.

Four Educational Assistants continue to work with the classroom teachers to support and engage students in pull-out or in-class programs as required. Two Educational Assistants joined the staff in Tomahawk in the 2011 – 2012 school year for the specific purpose of working proactively with our students with severe behavioral needs.

We accessed outside expertise through the Click Team, through Student Services, through behavioural and academic assessments, through Capital Health and through the Glenrose Hospital. Additionally, we accessed community counseling services by referral.

Successes and Achievements

Throughout the latter half of the 2011 school year, the staff at Tomahawk dreamed and designed an Early Education program that began in September of 2011. We worked extensively with CLICK to meet the needs of early education students in our community.

We continued to maintain the dignity of our students in those rare moments where discipline was required to solve a problem. The staff at Tomahawk is solution focused and all consequences are a product of seeking first to understand the desired outcome based on the undesired action.

Challenges

- Tomahawk experiences a geographic challenge in that many parents have a difficulty in accessing services in Spruce Grove, Stony Plain or Drayton Valley. Further, it is often challenging to have specialists come to Tomahawk School given the distance from these urban areas.
- Parent education is needed to generate a higher degree of understanding of students with special needs. Specifically, it is often difficult to increase involvement of parents of students with special needs where the student's need is specific to school-life (behavioural, academic, social difficulties).

Professional Development Plans

Tomahawk School Staff continues to focus its professional development in the areas of assessment, differentiated instruction, critical thinking, and technology. Given that we initiate a new PSD Report Card standard in the 2011 – 2012 academic year, it is essential that our teachers improve on outcome based assessment and skill development. The challenge will be in capturing the essence of the essential outcomes in a way that is neither too broad, nor too specific. We want to find increasingly better ways to communicate what our students can do, and not simply what they have done.

We continue to use our Higher Order Thinking Skills Rubric to assess the critical thinking of students from K-9, across the core subject areas. This rubric encompasses three categories of thinking that are based on Bloom's Taxonomy. In conjunction with that, we continue to work with students so that they can develop the communication skills that are so important to being able to express what one knows, and how one knows it.

Based on the success of the SLI Tech program, three staff members will continue to provide just-in-time training in emergent technologies. We continue to support staff in finding ways to use technology to support and enhance the work we are doing in assessment and critical thinking. We have a firm belief that we do not use technology for its own sake. Rather, we will continually look for ways to provide students with more frequent and higher quality ways for them to express their understanding, and to get immediate feedback about their communication. Currently we are looking at ways to use blogs, wikis, video digital media, and interactive whiteboard software so that students are motivated to communicate in a way that is interesting and relevant to them.

With all of this in mind, the impact on teacher practice should be threefold. As teachers are continuing to develop their key outcomes at the beginning of the term, and well in advance of the report card dates, they should be more mindful of what the focus is in their preparation and planning of assessment tasks and learning activities. Tied to that, teachers also will need to be aware of how the learning activities and assessment tasks be designed in order to get at the criteria of the Higher Order Thinking Skills Rubric. And finally, teachers will be exploring ways to make communication of understanding more accessible and relevant to students through the use of technology. Teachers will be encouraged to include these areas in their Professional Growth Plans as this will dominate our discussion and sharing during the Professional Development days.

Future Challenges

The staff, students and parents are dedicated to continuous school improvement. The following area lists our academic challenges and our plans to address these challenges.

Academic Challenges

Student Learning (Standardized Testing Results)

Provincial Achievement Tests for Grades 3, 6 and 9 indicate three specific areas for growth:

Math 3:	60% Acceptable Standard (15 Students Writing)
Social Studies 6:	50% Acceptable Standard (10 Students Writing)
Social Studies 9:	50% Acceptable Standard (6 Students Writing)

Three separate teachers worked with our grade three class during the 2010-2011 school year. This increased instability in the classroom may explain a diminishment in the Provincial Achievement Test results for the grade three class. To compensate for the instability, we have minimized the class size and maintained a single grade for the 2011-2012 school year (14 students in grade 4 with one teacher).

While it is difficult to determine the statistical validity of these results from a small sample size, we are enthusiastic that the new progress report will enable an increased focus on the delivery of social studies from a skill-based perspective. We have engaged in a process of drilling-down to the critical items to ensure that our students are mastering the skills and content of the social studies program.

Middle Years Relationships, Student Engagement and Matters of Discipline (PSD Survey Results)

Regarding Goal 1: High Quality Learning Opportunities for All, our Satisfaction Surveys indicated that:

- Only 70.4% of our teachers, parents and students are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. This is particularly offset by a 57.8% satisfaction rate by our students.

Regarding Goal 2: Excellent Learner Outcomes Achieved by Students, our Accountability Pillar results indicated that:

- Tomahawk School continues to be challenged in the area of Academic Excellence as indicated by the Provincial Achievement Tests. We must continue to show improvements year-after-year in this area.

Regarding Goal 4: Highly Responsive and Responsible Jurisdiction, our Satisfaction Surveys indicated that:

- We have achieved growth in this area, however at 81.4% satisfaction we still have room to grow.

The Road Forward

The most significant challenge facing Tomahawk School is one of demographics. Inconsistent student populations in each grade can result in class configurations that often see two grades with one teacher (combined class). Academically, this is offset by the fact that the class sizes often end up smaller than standard classrooms in urban settings. While this presents an effective student to teacher ratio, low class sizes add an additional financial challenge. Tomahawk School uses a progressive, team-teaching approach to increase our teachers' capacity to work with students in small numbers. The Principal and Educational Assistants provide opportunities for teachers to more effectively reach students-at-risk.

Tomahawk School has a population that has a high degree of transient students. In fact, many of our students in 3, 6 and 9 are new to the school and that has an impact on our ability to accurately assess our performance data across the years. Additionally, a complication of lower numbers in any specific grade is that one student in a grade with only seven students can alter the school's PAT performance by 14%. To offset this impact, we continually focus on Excellence so that each student's performance will increase our overall achievement. Just as a low number of students in any grade can reduce our performance, it can also work to our benefit as we work to achieve excellence.

A significant goal for Tomahawk School is to raise the profile of our school on a divisional, provincial and federal level. Our student creativity has received national recognition and we intend to continue to find new ways to be recognized for excellence. We actively seek ways to promote our students. We intend to demonstrate that our community involvement and commitment to celebrating excellence means that Tomahawk School is a great place to send your children!

We are continually discovering new ways to increase our satisfaction survey results for engagement and student satisfaction in our school. We worked diligently on this area for 2010-2011 and, while we are happy with the success we have achieved, we still know we can do more. We understand that learning is a continual process and, therefore, we believe in reporting academic achievement based on what a child can do, and less on what a child has done.

As the summary section on Academic Challenges (above) indicates, we have some work to do to improve our performance on provincial standardized exams. Our school will continue to collaborate with other schools to define and refine the essential learning outcomes (the need-to-know items) of the curriculum. The intent, here, is to maximize the time that students spend learning the outcomes that are most important for them to know. Additionally, our teachers are now able to access curricular experts in other schools to improve their content delivery.

Team-teaching enables us to modify our combined classes to increase the time that classes spend as an individual grade. One teacher can work with a combined 7-8 or 8-9 class while the other teacher works with one of the grade 7,8, or 9 classes. This strategy will provide us the flexibility to respond to the learning needs of each class.

We will also endeavor to maintain small class sizes and avoid combining classes in the earlier grades. By supporting our early learners, we will see academic gains in the years to come.

To promote Tomahawk School as a Safe and Caring School, we are now initiating campaigns to promote tolerance and celebrate individuality. Rather than employ an "anti-bullying" campaign, we are focusing on relationship issues from a positive perspective. That is to say, rather than teach children what *not* to do, we are working on increasing our students' understanding and application of citizenship and social responsibility skills. Weekly cross-graded health and citizenship initiatives delivered by the principal have had a positive impact on the tolerance and safety of the school. Students and families are reporting that the difference here is noticeable!

Finally, we are examining different ways to communicate on a regular basis with parents. Our teachers know that

school-to-home communication is an effective strategy to increase each student's performance. If parents know and understand the targets we are trying to reach, they will be far more effective at helping us achieve school-wide success and at helping us to increase our student engagement.

As we indicated in our overview of achievements we have had over 50 unique parents volunteer in our school in 2010 - 2011! We have incredible students because we have dedicated parents.

2011 – 2012 Budget

Revenue & Allocation to Budget Center

Site Allocation 2011	2011 – 2012 Preliminary Budget Working Copy
ECS Regular Allocation	\$21,256
ECS Regular Enrolment	6 Students
ESC Regular Allocation Rate	\$3,542.64
ECS Mild & Mod Allocation	\$0
ECS Mild & Mod Allocation Rate	\$2,894.63
	0 Students
Grade 1 Allocation	\$70,853
Grade 1 Allocation Rate	\$7,085.29
Grade 1 Enrolment	10 students
Grade 2 Allocation	\$77,938
Grade 2 Allocation Rate	\$7,085.29
Grade 2 Enrolment	11 students
Grade 3 Allocation	\$106,279
Grade 3 Allocation Rate	\$7,085.29
Grade 3 Enrolment	15 students
Grade 4 Allocation	\$77,938
Grade 4 Allocation Rate	\$5,567.01
Grade 4 Enrolment	14 students
Grade 5 Allocation	\$33,996
Grade 5 Allocation Rate	\$5,666.03
Grade 5 Enrolment	6 students
Grade 6 Allocation	\$67,992
Grade 6 Allocation Rate	\$5,666.03
Grade 6 Enrolment	12 students
Grade 7 Allocation	\$63,834
Grade 7 Allocation Rate	\$5,319.47
Grade 7 Enrolment	12 students

Site Allocation 2011 (Cont.).	2011 – 2012 Preliminary Budget Working Copy
Grade 8 Allocation	\$53,195
Grade 8 Allocation Rate	\$5,319.47
Grade 8 Enrolment	10 students
Grade 9 Allocation	\$95,750
Grade 9 Allocation Rate	\$5,319.47
Grade 9 Enrolment	18 students
Level 6 Code 42 Allocation	\$136,425
Level 6 Code 42 Allocation Rate	\$17,053.10
Level 6 Code 42 Enrolment	8 students
Level 6 Code 44 Allocation	\$34,106
Level 6 Code 44 Allocation Rate	\$17,053.10
Level 6 Code 44 Enrolment	2 students
Small School Grade 1-6 Allocation	\$109,900
Small School Grade 1-6 Allocation Rate	\$350.00
Small School Grade 1-6 Enrolment Factor	350 students
Small School Maximum Factor	325 Students
Total Enrolment Gr1-12	108 students
Total Enrolment Grade 1-3	36 students
Small School Grade 7-9 Allocation	\$39,000
Small School Grade 7-9 Allocation Rate	\$150.00
Small School Grades 7-9 Enrolment Factor	300 students
Small School Maximum Factor	325 students
Total Enrolment Gr1-12	108 students
Total Enrolment Grade 7-9	40 students
English Second Language Allocation	\$0
English Second Language Allocation Rate	\$1,155.21
ESL Enrolment	0 students
FNMI Allocation	\$16,776
Allocation Weighting Factor	\$5,501
FNMI Enrollments (331-334)	16 students
FNMI factor	\$0.1906
AISI Allocation	\$29,254
Transfers to from Other Sites	(\$930)

Surplus / Deficit Carryforward	\$104,653
Salary Conversion	(\$84,149)
Total Site Allocation	\$1,074,401
% of Revenue And Allocations To Budget Center	100%

Individuals	2011-12 Preliminary Budget Working Copy
School Based Course Material Fees	\$5,000
Total Individuals	\$5,000

Total Revenue And Allocations To Budget Center	\$1,079,401
---	--------------------

Expenditures

Certificated	2011-12 Preliminary Budget Working Copy
Total Certificated	\$694,998
% of Expenditures	64%

Uncertificated	2011-12 Preliminary Budget Working Copy
Total Uncertificated	\$179,968
% of Expenditures	17%

Personnel	2011-12 Preliminary Budget Working Copy
Total Personnel	\$4,321
% of Expenditures	0%

Contracted General Services and Supplies	2011-12 Preliminary Budget Working Copy
Miscellaneous Services	\$6,000
Support Services	\$11,171
Other Prof/ Tech Services	\$5,000
Postage	\$500
Printing	\$1,00
Advertising	\$1,200
Telephone & Fax	\$5,000

Travel	\$2,000
Subsistence	\$800
Staff Development	\$6,000
Contracted Transportation	\$8,000
Maintenance & Equipment Repair	\$500
Equipment Rental	\$300
Membership Fees	\$500
Registration Fees	\$500
Supplies	\$24,500
Textbooks	\$1,400
Software	\$500
Furniture & Equipment Under \$5000	\$17,000
Technology Integration	\$10,000
Labour Transfer to Other Sites	\$500
Supplies & Services Transfers to other sites	\$6,000
Transfer to Reserves (Contingencies)	\$89,744

Total Contracted/General Services and Supplies	\$200,115
% of Expenditures	19%
Total Expenditures	\$1,079,402

SUMMARY	2011-12 Preliminary Budget Working Copy
Total Revenues and Allocations To Budget	\$1,079,401
Total Expenditures	\$1,079,402
Variance	\$0

Parkland Satisfaction Survey (2010/11) Spring Results

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show schools satisfaction results in relation to the jurisdiction's goals. The percentages listed represent the percent of respondents who indicated "strongly agree" or "agree" on the student survey, or the number of respondents who indicated "very satisfied" or "satisfied" on all other surveys. Where there were fewer than 6 respondents in a group, i.e. under 6 staff members responding to the survey, results have not been included to ensure anonymity. Results that have been suppressed are indicated by (-). Blue areas of the table indicate that a result is not available because the question was not asked to that group. The response rates are the percentage of parents, students, and staff that completed the 2009 - 2010 Satisfaction Survey.

SATISFACTION SURVEY RESPONSE RATES										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School	Parkland Division	# of surveys returned	Parkland Division	School	Parkland Division	School	Parkland Division	School	Parkland Division
Survey Response Rates	28%	24%	n=3	14%	92%	90%	63% (n=5)	73%	68%	78%

SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.									
	Parents with students in Grades 2, 5, 8		Grade 3 and 6 Students		Grade 9 Students		Staff		
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	
Overall quality of education / I like my school (gr. 3/6)	100%	90%	95%	92%	-	83%	100%	98%	
School Characterized by dignity, respect, and caring	91%	87%	95%	95%	-	86%	100%	87%	
Dignity & Respect			90%	91%	-	78%			
Friends at school			95%	98%	-	97%			
Safe environment:									
Building	91%	88%	100%	93%	-	87%	100%	89%	
Classroom			100%	96%	-	93%			
Grounds	91%	80%	91%	87%					
Students are treated fairly	82%	91%	91%	93%	-	80%	100%	96%	
Satisfaction with the variety of program choices available	100%	84%			-	79%	100%	95%	
Teachers use computer technologies to help learn	100%	89%	90%	95%	-	86%	100%	90%	
Technology improves student learning			86%	92%	-	83%			
The School/Teachers provide help and support	91%	87%	95%	96%	-	83%			

Process to respond to needs of at-risk students								100%	83%
Parents satisfaction with access to special needs services ¹	-	71%							
Parents satisfaction with timeliness of special needs services ¹	-	72%							
Students with special needs are meeting their IPP goals ¹	-	76%						100%	88%
Responsive Programming / Curriculum	91%	88%						100%	89%

Note 1: Answered by parents with children that receive special needs assistance in school.

SATISFACTION LEVELS RELATED TO GOAL 2: Excellent Learner Outcomes Achieved by Students.									
	Parents with students in Grades 2, 5, 8		Grade 3 and 6 Students		Grade 9 Students		Staff		
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	
Students are prepared for world of work		74%			-	73%	100%	86%	
Students are prepared for post-secondary studies		78%			-	81%			
Students have information re: next steps in learning programs	100%	88%			-	84%			
Satisfaction with career planning assistance		54%			-	68%			
Students are being prepared to be good citizens	91%	92%	100%	96%	-	75%	100%	93%	
Students know how they should behave			100%	99%	-	97%			
Satisfaction with progress and achievement of your child	100%	90%							

SATISFACTION LEVELS RELATED TO GOAL 4: Highly Responsive and Responsible Jurisdiction.									
	Parents with students in Grades 2, 5, 8		Grade 3 and 6 Students		Grade 9 Students		Staff		
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	
Satisfaction with opportunity for involvement in decision making	91%	86%					100%	82%	
School's effort to involve parents in child's learning experiences	100%	86%					100%	95%	
Satisfaction with involvement of special needs specialists ¹	-	65%							
Satisfaction with quality of special education services overall ¹	-	71%							
School Council has meaningful role							100%	90%	
Teachers are available discuss child's education	91%	93%							

School always works to improve the quality of education offered	100%	89%					100%	98%
Way school informs about progress and achievement	91%	86%	90%	94%	-	86%	100%	98%
Satisfaction with communications from the school/Division	91%	89%					100%	88%
Satisfaction that educational dollars are well spent in school	82%	80%						
Access to Professional Development activities							100%	90%
Quality of professional development activities							100%	87%

Note 1: Answered by parents with children that receive special needs assistance in school.

A.I.S.I.

Title: Critical Thinking in a Digital World

Tomahawk School will seek out results to the research questions:

- What significant impacts does the embedding of critical thinking skills in teaching and learning have on student achievement and engagement?
- How can technology improve each student’s ability to think critically?

Goal

To build capacity within PSD, members of the AISI Cohort will participate in ongoing focused professional development (PD) sessions and networking, and will in turn be responsible for developing a “critical thinking” environment in each of their schools.

There are two aspects to the PD component of the project; divisional and school level aspects. The divisional level PD and implementation model has been determined for the AISI cohort. In addition, schools will develop a site based PD plan that will meet their own unique needs with respect to the AISI project. If the results indicate a significant impact on student achievement and engagement, it is an expectation that teachers will adapt the critical thinking model as a component of their teaching practice after the formal completion of the AISI project.

Outcomes

While critical thinking is a product of many learning initiatives, several lessons specifically focused on embedded critical thinking initiatives during the 2010 – 2011 school year.

- What is good writing?
- What is the best way to catch a leprechaun?
- What makes a good friend?
- What makes a healthy, hot-lunch?

Students in grades 3 through 9 were provided with critical thinking challenges through technology at least once per week. The MIT program Scratch enabled students to reverse engineer their own programs and games and we examined the criteria for effective programming and communication through technology.

Challenges

Unexpected changes in staffing required us to shift our AISI Lead Teacher to a new individual. This meant that previous initiatives had to be modified or were discontinued. As we move into the 2011 – 2012 school year, we will once again have to shift our AISI focus to a new Lead Teacher.

Results for School-based Performance Measures

The following school results report was prepared and submitted by Sandy Semenyna.

Gates McGinitie Reading Assessment

Average Reading Grade Equivalent Scores

Spring 2010	# of Students	Spring 2011	Growth (1 Yr)	% at or above GLA
K (assumed 0.9)	11	Gr. 1 – 1.87	0.97	72.7 %
Gr. 1 – 2.28	13	Gr. 2 – 3.03	0.75	69.2 %
Gr. 2 – 2.95	15	Gr. 3 – 4.10	1.15	60.0 %
Gr. 3 – 3.47	5	Gr. 4 – 4.64	1.17	60.0 %
Gr. 4 – 5.33	8	Gr. 5 – 6.34	1.01	75.0 %
Gr. 5 – 5.73	10	Gr. 6 – 6.35	.62	30.0 %
Gr. 6 – 6.68	10	Gr. 7 – 6.35	(0.33)	20.0 %
Gr. 7 - NA	16	Gr. 8 – 8.28	NA	37.5 %
Gr. 8 – 9.5	5	Gr. 9 – 10.82	1.32	60.0 %

Average Yearly Growth

0.932

Total Students Writing

93 (Not all students completed the Gates McGinitie Reading Test)

Total Percentage of Students Achieving At or Above Grade Level

52.69%

Canadian Test of Basic Skills (Mathematics Subtest Only) 2010 – 2011 School Year

Average Reading Grade Equivalent Scores

Spring 2010	# of Students	Spring 2011	Growth (1 Yr)	% at or above GLA
K (assumed 0.9)	9	Gr. 1 – 2.88	1.98	88.9 %
Gr. 1 – 1.98	13	Gr. 2 – 2.85	0.87	61.5 %
Gr. 2 – 3.15	15	Gr. 3 – 3.77	0.62	53.3 %
Gr. 3 – 4.18	5	Gr. 4 – 5.06	0.88	60.0 %
Gr. 4 – 5.97	8	Gr. 5 – 6.55	0.58	50.0 %
Gr. 5 – 6.78	9	Gr. 6 – 7.98	1.20	66.7 %
Gr. 6 – 6.98	10	Gr. 7 – 7.55	0.57	40.0 %
Gr. 7 – 8.20	18	Gr. 8 – 9.96	1.76	77.8 %
Gr. 8 – 11.0	5	Gr. 9 – 12.22	1.22	60.0 %

School Education Plan Approval Form

Tomahawk School

Principal: Scott Johnston

1. I, _____ (School Council Chairperson/Advisory Council Member (circle)) certify that the proposed School Education plan was developed in consultation with parents and that the School Council has/will have opportunities to develop strategies in support of the school education plan. (Make reference to numbers of meetings and number of parents represented) as outlined following:

School Council Meetings:

--	--

School Council Chairperson's Signature

Date

2. I, _____ (Principal) certify that the proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's current School-Based Education Planning Manual.

--	--

Principal's Signature

Date

3. Amendments required prior to Superintendent's approval:

--

4. The proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's School-Based Education Planning Manual.

--	--

Superintendent's Signature

Date

Tomahawk

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$21,256	\$25,952
ECS Regular Enrolment	6 students	8 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
ECS Mild & Mod Allocation	\$0	\$2,821
ECS Mild & Mod Allocation Rate	\$2,894.63	\$2,821.48
ECS Mild Moderate & Gifted Enrolment	0 students	1 students
ECS PUF Allocation	\$20,335	\$0
Grade 1 Allocation	\$70,853	\$74,907
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	10 students	11 students
Grade 2 Allocation	\$77,938	\$88,527
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	11 students	13 students
Grade 3 Allocation	\$106,279	\$102,146
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	15 students	15 students
Grade 4 Allocation	\$77,938	\$26,006
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	14 students	5 students
Grade 5 Allocation	\$33,996	\$41,609
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	6 students	8 students
Grade 6 Allocation	\$67,992	\$46,810
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	12 students	9 students
Grade 7 Allocation	\$63,834	\$50,939
Grade 7 Allocation Rate	\$5,319.47	\$5,093.90
Grade 7 Enrolment	12 students	10 students
Grade 8 Allocation	\$53,195	\$96,784
Grade 8 Allocation Rate	\$5,319.47	\$5,093.90
Grade 8 Enrolment	10 students	19 students
Grade 9 Allocation	\$95,750	\$40,751
Grade 9 Allocation Rate	\$5,319.47	\$5,093.90
Grade 9 Enrolment	18 students	8 students
Level 6 Code 42 Allocation	\$136,425	\$38,070
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	8 students	2 students
Level 6 Code 44 Allocation	\$34,106	\$38,070
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	2 students	2 students

* - See the notes section for details about Line Item notes on this page

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Small School Grade 1-6 Allocation	\$109,900	\$108,850
Small School Grade 1-6 Allocation Rate	\$350.00	\$350.00
Small School Grade 1-6 Enrolment Factor	350 students	350 students
Small School Maximum Factor	325 students	325 students
Total Enrolment Gr1-12	108 students	98 students
Total Enrolment Grade 1-3	36 students	39 students
Small School Grade 7-9 Allocation	\$39,000	\$36,820
Small School Grade 7-9 Allocation Rate	\$150.00	\$140.00
Small School Grades 7-9 Enrolment Factor	300 students	300 students
Small School Maximum Factor	325 students	325 students
Total Enrolment Gr1-12	108 students	98 students
Total Enrolment Grade 7-9	40 students	37 students
FNMI Allocation	\$16,776	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	16 students	
FNMI factor	\$0.1906	
Approved Special Allocation	\$0	\$46,272
AISI Allocation	\$29,254	\$36,167
Innovative Technology Funding Allocation	\$0	\$4,585
Transfers to from Other Sites	(\$930)	(\$890)
Surplus / Deficit Carryforward	\$104,653	\$74,720
Salary Conversion	(\$84,149)	
Total Site Allocation	\$1,074,401	\$979,917
% of Revenue And Allocations To Budget Center	100%	99%

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$5,000	\$5,000
Total Individuals	\$5,000	\$5,000
% of Revenue And Allocations To Budget Center	0%	1%

Total Revenue And Allocations To Budget Center	\$1,079,401	\$984,917
---	--------------------	------------------

Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$694,998	\$686,622
% of Expenditures	64%	70%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$179,968	\$165,595
% of Expenditures	17%	17%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$4,321	\$15,146
% of Expenditures	0%	2%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$6,000	\$2,500
Support Services	\$11,171	\$0
Other Prof/ Tech Services	\$5,000	\$3,000

* - See the notes section for details about Line Item notes on this page

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Postage	\$500	\$500
Printing	\$1,000	\$1,000
Advertising	\$1,200	\$1,000
Telephone & Fax	\$5,000	\$5,000
Travel	\$2,000	\$500
Subsistence	\$800	\$600
Staff Development	\$6,000	\$5,000
Contracted Transportation	\$8,000	\$3,000
Maint & Repair Equipment	\$500	\$1,500
Equipment Rental	\$300	\$300
Membership Fees	\$500	\$250
Registration Fees	\$500	\$500
Supplies	\$24,500	\$25,000
Textbooks	\$1,400	\$4,000
Media Materials	\$2,000	\$1,000
Software	\$500	\$500
Furniture & Equip Under 5000	\$17,000	\$500
Technology Intergration	\$10,000	\$10,000
Labour Transfer to other sites	\$500	\$3,000
Supplies & Services Transfers to other sites	\$6,000	\$4,000
Transfer to Reserves (Contingencies)	\$89,744	\$44,904
Total Contracted/General Services and Supplies	\$200,115	\$117,554
% of Expenditures	19%	12%

Total Expenditures	\$1,079,402	\$984,917
---------------------------	--------------------	------------------

Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$1,079,401	\$984,917
Total Expenditures	\$1,079,402	\$984,917
Variance	\$0	\$0

Notes

* - See the notes section for details about Line Item notes on this page