

2021 - 2022

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**Halpern
Akiva
Academy's
Annual Education
Results Report
2021-2022**

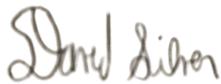
School: 9914 Akiva Academy
Authority: 9147 Congregation House of Jacob-Mikveh Israel

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Congregation House of Jacob-Mikveh Israel (Halpern Akiva Academy) for the 2021/2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society

This Annual Education Results Report for 2021/2022 was approved by the Board on January 31st, 2023.

David Silver
Chair
HOJMI Board of Directors



OVERALL RESULTS

Halpern Akiva Academy is proud to have maintained or increased its levels of satisfaction in all four assurance domains over the last 3 years. We use results from the assurance survey to inform areas of improvement and excellence.

We strive to continue to improve and to uphold a high standard of education.

Assurance Domain	Measure	Akiva Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.1	70.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	87.6	84.3	89.3	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	*	n/a	84.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	*	n/a	20.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.3	91.2	90.4	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	90.6	84.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.8	87.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.2	n/a	96.6	78.8	79.5	81.5	Very High	Maintained	Excellent

STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

Student Learning:

There are no PAT results for the 2021 - 2022 school year due to fewer than six students writing. Halpern Akiva Academy continued to write optional ELA and Math provincial exams throughout the Covid-19 pandemic. As we participated in piloting the new elementary draft curriculum in various subject areas since 2021, certain grade 6 provincial exams were not able to be implemented. Locally marked provincial exam results, combined with teacher created final exams for students in grades 6-9, continue to provide meaningful data for areas of improvement and show a high level of excellence in achievement across subject areas.

Students in elementary are regularly assessed for their reading and numeracy levels using various local measures. In the 2021/2022 school year, Halpern Akiva Academy participated in the optional LeNS and CC3 testing for students in grades kindergarten through 3. This data informed our delegation of support services.

CTF courses for students in grades 6 and up were introduced in the 2021-2022 school year in order to allow for students in junior high to explore areas of interest that can lead to career paths and opportunity for self improvement. This allows students to be actively involved in deciding on courses and picking what they would like to learn. This improved our student engagement percentage.

Halpern Akiva Academy sends qualifying students to the Calgary Youth Science Fair annually which allows them to explore areas of science that are of interest to them.

STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

Citizenship:

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Akiva Academy										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	55	87.8	39	82.7	32	95.8	27	84.3	35	87.6	Very High	Maintained	Excellent
Parent	13	86.2	6	86.7	7	100.0	5	*	6	76.7	High	Maintained	Good
Student	36	77.2	27	64.9	19	87.5	27	84.3	23	89.5	Very High	Improved	Excellent
Teacher	6	100.0	6	96.7	6	100.0	3	*	6	96.6	Very High	Maintained	Excellent

Halpern Akiva Academy prides itself on preparing students' for positive and productive lives outside of school.

Halpern Akiva Academy reported an above provincial average percentage of teachers and students that feel students model the characteristics of active citizenship. Students are encouraged to go out into the community to do acts of kindness (Chesed) and volunteerism.

Student Learning Engagement:

	Congregation House of Jacob									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	27	70.7	35	87.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	6	83.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	27	70.7	23	78.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	3	*	6	100.0

The above chart represents the amount of parents, teachers and students who agree that their students are engaged in learning at school. The grade 4-6 students had ranked significantly lower than grades 7-9 in 2021, so we worked hard to engage them through various measures and raised the percentage by 12% for 2022. We will continue to work towards increasing engagement in those grades for the upcoming school year. We will also work towards increasing the number of parents who participate in the survey.

TEACHING & LEADING

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Education Quality:

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Akiva Academy										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	55	91.0	39	85.4	32	95.3	27	91.2	35	89.3	High	Maintained	Good
Parent	13	89.7	6	80.6	7	100.0	5	*	6	72.2	Low	Maintained	Issue
Student	36	86.1	27	75.8	19	85.8	27	91.2	23	95.6	Very High	Improved	Excellent
Teacher	6	97.2	6	100.0	6	100.0	3	*	6	100.0	Very High	Maintained	Excellent

Halpern Akiva Academy has consistently maintained a high percentage of teachers and students who are overall satisfied with the quality of education that is provided. Parent satisfaction decreased during the Covid-19 pandemic with one of six participating parents (making up 17% of the overall parent input) stating they were dissatisfied. The majority of parents continued to report they were satisfied or very satisfied with the quality of their child's learning. Halpern Akiva Academy's administration team is working hard to listen to parent input and feedback in order to increase levels of satisfaction once again.

All teachers employed at Halpern Akiva Academy complete a Teacher Professional Growth Plan (TPGP) that represents the teacher's appraisal of their own practice. Administration provides support for teachers in achieving the stated goals of their TPGP.

Administration provides teachers with opportunities to engage in professional development activities such as: conferences, workshops and presentations as they relate to their TPGP's (Teacher Professional Growth Plans). Teachers are required to attend one professional development activity per year.

Ongoing supervision by the principal provides support and guidance for teachers to determine where they are relative to the Alberta Teaching Quality Standards. Formal evaluations occur every three years.

LEARNING SUPPORTS

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all

Welcoming, Caring, Respectful & Safe Learning Environment:

	Akiva Academy									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	27	84.9	35	90.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	6	81.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	27	84.9	23	93.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	3	*	6	97.6

Over the past two years, we have increased the percentage of students who agree that their learning environment is welcoming, caring, respectful and safe.

Access to Support & Services:

	Akiva Academy									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	27	87.5	35	86.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	5	*	6	72.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	27	87.5	23	91.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	3	*	6	96.7

Students who require extra support and modified programming are provided with Individualized Program Plans (IPPs) to ensure every student is successful. Halpern Akiva Academy partners with Renfrew Educational Services through its membership with AISCA, to provide psycho-educational assessments, occupational therapy, speech therapy, and counselling services to its students who demonstrate need in these areas.

At the present time, Halpern Akiva Academy has no students declared as FNMI. However, we continue to be inclusive in our teaching and resources to ensure that students are aware of and learn about this important history in Canada, as well as modern day issues and opportunities. Truth and Reconciliation, along with FNMI content, is taught by trained Social Studies teachers. The entire school from preschool up participates in Orange Shirt Day and uses the day to commemorate the history and long-lasting impacts of residential schools.

GOVERNANCE

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all

Parental Involvement:

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Akiva Academy										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	19	89.2	12	95.0	13	98.1	n/a	n/a	12	86.2	Very High	Maintained	Excellent
Parent	13	78.5	6	90.0	7	100.0	5	*	6	72.4	High	Declined	Acceptable
Teacher	6	100.0	6	100.0	6	96.3	3	*	6	100.0	Very High	Maintained	Excellent

Every year we are blessed with a mix of students and parents that are supportive and encouraging, as well as deeply vested in the education process. Parents need to feel that their voice is heard, along with that of the student in the Education process. Halpern Akiva Academy values its stakeholders' input immensely and is committed to creating and maintaining positive and lasting partnerships with parents and the broader community.

Halpern Akiva Academy has consistently demonstrated a higher than provincial average percentage of parents and teachers that are satisfied with parental involvement in decisions about their child's education. We recognize the key to student success is a partnership between home and school and actively seek out ways to involve our parent body

Covid-19 greatly impacted our entire Halpern Akiva Academy family. We were diligent and responsible in ensuring stakeholders felt heard in how their children would be returning to school while remaining safe and healthy. Not allowing parents into the building during the Covid-19 pandemic impacted their involvement in their child(ren)'s education and, while we are inline with the provincial average, we are working to increase our parental involvement numbers back to our post Covid-19 results.

GOVERNANCE

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Stakeholder Engagement:

We truly believe in the idea of "Am Echad, Lev Echad" and consider our students, staff, parents and supporters our Halpern Akiva Family. When you enter the school, you immediately feel you are part of something special, with everyone looking out for one another. Our older students help our younger students both in- and out-of-class. Our staff support one another and look for ways to collaborate. Our supporters are always welcome to schedule a visit and see what exciting things we are learning. Our parents are encouraged to volunteer and our students are encouraged to go out into the community to do acts of kindness (Chesed).

Parents are encouraged to join our Halpern Akiva Academy board or to join our PTA committee. We encourage parents to volunteer within the school and host events to encourage parent participation with the school.

Weekly newsletters continue to be sent digitally to all families to showcase pictures as well as communicate classroom learning, field trips and upcoming events. During the 2021-2022 school year, we hosted virtual parent orientation and parent/teacher conference evenings. We celebrated Chanukkah with families near and far via a digital presentation of our annual performance. We held a successful gala dinner fundraiser for community members, families, donors and more. We were able to invite parents to a virtual Science Fair as well as Zoom parents and others into various classroom activities such as presentations put on by students and more. A virtual AGM was held in June to welcome all interested parties to voice their feedback and suggestions.

GOVERNANCE

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Accountability/Assurance System

Assurance is provided to the community through constant communication and an open door policy. Financial information, the Education Plan, and Annual Results Reporting can be found on the school website. Information regarding student and school programs, what is happening in the classroom, and events are sent weekly in the school newsletter and from weekly emails sent by teachers to their classroom parents.

Classroom teachers provide parents with email updates regarding their coverage of curriculum by expressing what their child is learning in the classroom, sending pictures, and updating parents on important upcoming dates and ways they can get involved. Parents are encouraged to contact teachers regularly via email or phone and teachers answer all communications promptly.

Diligent records are kept regarding student achievement, curriculum coverage, finances, and more in order to make evidence-informed decisions regarding the school.

The principal, with input from the parent body and teaching staff, creates an Annual Education Plan that is then approved by the board. This plan is reflected on the following November in an Annual Education Results Report that outlines the successes of the plan as well as areas for further improvement. This document is also approved by the board and then used to inform the following year's Education Plan.

FINANCES

We have been using Accountability Pillar Level 2 for the past ten years. With our acceptance of Level 2 funding and accountability, we once again received partial funding from Alberta Education the 2021 - 2022 school year, as do all accredited independent schools.

For the 2021-2022 school year, there was an increased focus and spending on school cleanliness for the well-being of all persons within our building due to the Covid-19 pandemic.

The budget reflects the anticipated costs of meeting the identified educational requirements of all students. Brander and Company Chartered Accountant accounting firm audited Halpern Akiva Academy's financial statements. Our major expenses continued to be salaries and benefits for teachers and staff.

We are able to offer a subsidy program in correlation with Calgary Jewish Federation to ensure all Jewish families have access to quality Judaic and Alberta education in Calgary.

The budget serves as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of school programs and resource deployment.

Please visit the school website to view the audited financial statements for the 2021-2022 school year. For more information please contact the school office or visit the About Us section at www.halpernakiva.ca.

LOCAL & SOCIETAL CONTEXT

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

At Halpern Akiva Academy we realize that it takes a community to raise a child. We are proud of our warm inclusive Halpern Akiva family which includes people from diverse cultural, social, and economic backgrounds. We welcome all Jewish families and we partner with Jewish Family Services to provide social and psychological services to our families.

Halpern Akiva Academy is affiliated with the authority House of Jacob-Mikveh Israel, is a beneficiary agency of The Calgary Jewish Community Federation, is an accredited Alberta Learning school, and follows the curriculum guidelines of Torah UMesorah and the Consortium of Jewish Day Schools. Halpern Akiva Academy is proud to employ dedicated and experienced teachers.

WHISTLEBLOWER POLICY

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Policy Statement

Halpern Akiva Academy is committed to providing students the best possible, quality learning opportunities in a safe and caring environment characterized by behaviour consistent with the school's stated moral and ethical beliefs.

In this context, the school's governing board and chief officer (principal), teachers and other employees, parents and their children, and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community.

Teachers and other employees have the right and obligation to report any wrongdoing.

Halpern Akiva Academy commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school's chief officer (principal), will be properly reviewed and investigated and then acted upon by the school, as appropriate.

An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school.

A copy of the Halpern Akiva Academy school's whistleblower policy and procedures is available in the school office.

Whistleblower Protection - Section 32 of PIDA (2013) requires school authorities to include their annual report of disclosures in their Annual Education Results Report (AERR). As of this date, there have been no incidents that fall within this policy or its intended protection.