



SPECS Combined 3-Year Education Plan and Annual Education Results Report 2019/20-2022/23



Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Ecole Elementaire St. Paul			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.0	86.6	84.8	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	89.5	85.9	86.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	96.0	91.2	92.7	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	70.0	83.8	76.5	83.0	82.4	82.6	Low	Maintained	Issue
	Citizenship	83.3	79.8	79.3	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.0	71.4	74.9	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	90.1	86.7	88.2	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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Mission : Working together to live, learn and lead like Jesus so that we grow as servant leaders and lifelong learners.

Vision/Motto:

Live, learn and lead like Jesus

Vivez, apprenez et menez comm Jesus

Value Statements:

- We value the uniqueness of all students and put students and their learning first
- We value lifelong learning and believe each child can learn, progress and succeed.
- We value Jesus' teaching(s), therefore, we respect religious, cultural, linguistic and spiritual diversity, while also permeating our Catholic faith in all we do
- We value collaboration and risk taking that leads to continual improvements in teaching and learning
- We value open, positive, respectful and caring relationship with all members of our learning community
- We value our community partnerships and supports.



Mission: Working together to inspire and empower all students to grow and succeed.

Vision: Our students will be ethical citizens, critical thinkers, and leaders of tomorrow.

Value Statements:

1. We value students first.
2. We value life-long learning.
3. We value high-quality teaching and service from all those who care for and support our students.
4. We value safe, supportive, and caring environments. When a student is in the greatest need we will provide the greatest support.
5. We honour and respect the rights and beliefs of others to make decisions about their own lives while treating everyone with the highest degree of dignity and fairness.
6. We value genuine relationships with students, families, staff, and communities.
7. We value the uniqueness of all and respect cultural, linguistic, spiritual, and religious diversity.
8. We value collaboration, open communication, and transparency.
9. We value integrity and we are accountable.
10. We respect the rights of beliefs of others to make decisions about their own lives while treating everyone with the highest degree of dignity and fairness

Division Goals

1. Improving student achievement
2. Building Quality relationships

St. Paul Elementary Catholic School (SPECS) is located in the St. Paul town site. Our school offers English and French Immersion from Kindergarten to Grade 5 for approximately 435 students.

A total of 23 fte teaching staff provide a comprehensive education program which includes: Religious education, Cree Language education, Alternate French education, a PUF program which includes Speech and Occupational Therapy, and Inclusive Education programs.

The support from Educational Assistants varies depending on the needs of the students. A full time counseling program exists that is over and above the regular curricular requirements required by Alberta Education. Our Family School Liaison Worker (FSLW) helps to meet the emotional needs of students and act as a liaison between families and community agencies. Our students are also supported through the Success Coach through the “Together We’re Better Program” whose aim it is to support the emotional well-being of children. We share a space with the St.Paul Friends of Playschool. Twice a week, a Nutrition Worker prepares healthy snacks for and with our students.

SPECS provides students with cultural awareness and a Cree Language programs through the First Nation, Metis and Inuit Liaison/Cree Instructor. French As a Second Language classes are also offered. Over 39% of SPECS students are enrolled in the Alternate French program. We offer a full time French Immersion Kindergarten program. Our school is welcoming a growing number of ELL learners.



Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.4	71.2	86.8	79.8	83.3	86	Very High	Maintained	Excellent	86	87	88

Strategies

1. Focus on Division Goal 1 (Improving Student Achievement) by maintaining and/or improving the percentage of students achieving Acceptable Standard and Standard of Excellence on Grades 6 and 9 Provincial Achievements Tests. Supported through the following strategies:
 - Tools such as EYE-TA, Accelerated Reader, and other literacy programs such as Planete des Alphas, Fab 4, Jolly Phonics, etc...)
 - Continue to provide explicit, systematic, phonics instruction and phonemic awareness training in primary grades; running records
 - Review Response to Intervention and Pyramid of interventions; provide support when time and resources allow for students at risk in Tier I and Tier II.
 - Support cross grade activities
 - Increase ESL support
 - Division Assessment Policy
 - PD focuses on assessment for learning (teachers and leaders attending the "Effective Classroom Assessment Cohort Series")
 - Use of AAC resources and opportunities
 - School data analysis, follow-ups and individual school goal-setting
 - Student Support Teams
 - Mindfulness in the Classroom
 - Investment in technology and Google implementation
 - Promote collaboration and use of AAC resources
 - PD sharing at staff meetings by staff members
 - Provide in house training on a wide variety of literacy strategies and job embedded in services for staff (ie: Lana Lane)

1. Focus on Division Goal Two (Building Quality Relationships) by maintaining and/or improving the percentages of parents, teachers and students who agree that students are learning active citizenship and behaviors to be successful at work. Supported by the following strategies:
 - Division Wide PD Session with Shelley Moore on inclusion and respecting diversity
 - PowerSchool implementation (Parent/Student Portal)
 - In person phone calls home to verify absences
 - Student Support Teams
 - Success Coaches & Family School Liaison Workers
 - Expectations for how staff treat students and model behaviors
 - Incorporate trauma informed practices
 - Continue with leadership groups and K-5 Families
 - Continue community collaboration and visits (ie: Sunnyside, Extencicare, service projects through Growing in Faith, Growing in Christ program)

2. Build a Division model for Comprehensive School Health:
 - Continue to support healthy eating and Nutrition Program
 - Professional development for division administrators, teachers and wellness leaders (ie: Dr. Jody Carrington, Dr. Jane Simington, etc...)
 - Encourage social and emotional well-being and healthy relationships for staff and students as per division Comprehensive Wellness Grant
 - Share ASEBP and Homewood Health information

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Strategies

1. Focus on Division Goal 1 (Improving Student Achievement) for FNMI students through the following strategies:
 - Increase the knowledge and understanding of the Truth and Reconciliation Commission of Canada's final report with regards to Reconciliation in Education
 - Welcoming elders into our schools for guidance and support with traditional Cree teachings, storytelling, etc...
 - Continue to support Cree Language and Culture programs in our school and enrich cultural education by encouraging staff to collaborate with Cree Instructor/Liaison Worker
 - Encourage student led cultural teachings and demonstrations
 - Continue to expand library of books with Indigenous content
 - Incorporating Cree language, culture and indigenous teachings into student activities such as ceremony, sweat, pipe ceremonies, traditional games at Track and Field, etc...
2. Focus on Division Goal 2 (Building Quality Relationships) for FNMI students through the following strategies:
 - As part of the IFNE grant, work with Saddle Lake Advocate to connect communities/families and enhance communications at the leadership, community and school level
 - Leadership through the FNMI Education Committee
 - Build awareness and cultural sensitivity through participation in activities such as the bi-annual Division Pow Wow, Blanket Exercise, Residential School Tour, Orange Shirt Day, etc...
 - Incorporate culture, language and traditions through school related activities, announcements and assemblies (ie: Remembrance Day, National Aboriginal Day, Orange Shirt Day, etc...)
 - Monthly professional development activities for school and division based administration, etc. (ie. ATA Walking Together: Learning Pebbles, Trauma Informed Schools)
 - Smudging opportunities
 - Continue to offer Cree Language and cultural instruction to Gr. 4/5 students
 - Increase cultural visibility throughout the school
 - Include Land Acknowledgement at assemblies
 - Make personal contact, phone call, meetings/discussions with parents/caregivers, CS and Group homes
 - Develop open communication with SL Transportation and bus drivers



Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	83.6	82.4	90.6	85.9	89.5	86	Very High	Maintained	Excellent	87	88	89

Strategies

1. The development of the division-wide GrACE committee that facilitates cooperative religious initiatives for the Catholic schools involving school, home, and parish.
2. Continue to support implementation of Growing in Faith, Growing in Christ in our school.
3. If funding provided, provide professional development opportunities and support for the French Immersion (language and culture) program through Official Languages in Education Programs and other partnerships.



4. Focus on quality teaching and collaborative school leadership through:
 - Identify potential succession candidates and provide PD and mentorship to the group
 - New teacher mentorship program
 - Collaborative professional development opportunities
 - Learning coach model with Coordinators of Student Supports
 - Administrator professional development including AP review



5. Increase opportunities for coding and STEM activities (Dr. Drizzle, Makerspace, etc...)
6. Support use of Discovery Education and other such tools with our in house trainer to increase student engagement and teacher efficacy

7. Support French based technology use and resources
8. Provide opportunities for student participation in clubs and groups such as choir, leadership, community helpers, Jr. NBA, etc...

9. Participate in community based art exhibits, shows and programs (ie: visiting artists, sculpture, etc...)



10. Invite local artists to school
11. Continue to expand musical instrument selection
12. Continue to expose students to other sports and recreational activities that keep them active (ie: swimming, skiing, bowling, etc...)

13. Continue to collaborate with community partners and agencies in programs aimed at supporting youth and developing the idea of social justice (ie: Knight of Columbus, Food Bank, Walk of Hope, volunteers, etc...)

14. Collaborate with outside partners and provide data and supports for comprehensive school health (ie: AHS)

15. Use social media to better promote broad programming opportunities.



Outcome Four: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	85.3	80.7	87.1	86.6	87.0	87	High	Maintained	Good	88	89	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.7	92.2	94.5	91.2	96.0	92	Very High	Improved	Excellent	93	94	95
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.	78.9	64.4	81.3	83.8	70.0	84	Low	Maintained	Issue	84	85	86
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	58.6	49.8	78.0	62.6	53.7	62	n/a	n/a	n/a	63	64	65
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.2	70.9	82.5	71.4	82.0	72	High	Maintained	Good	82	83	84
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.	81.8	84.9	93.0	86.7	90.1	87	Very High	Maintained	Excellent	90	91	92

Strategies

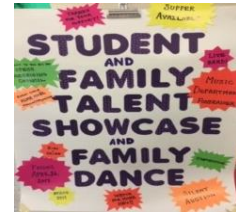
- Promote a kind, caring, welcoming and inclusive environment through the following strategies:
 - In person phone calls or texts home to verify absences and set up face to face meetings
 - Encourage students to model behaviours that reflect the motto “Live, Learn and Lead Like Jesus”
 - Continue to promote Success Coach and FSLW services
 - Adapt discipline steps to be sensitive to trauma informed practices
 - Continue to use Restorative Justice practices and alternative recess options
 - Support students with social/emotional and behavioural difficulties
 - Share latest research about student behaviour and development through PD opportunities and weekly memo
 - Liaise with Central Office and community service providers as needed for high risk students
 - Employ Risk Threat Protocols as needed based on Kevin Cameron Level II Training
 - Share information for ECS Parents and parents of prospective children in French Immersion programs
 - Refine intake process for ESL families and ELL students by offering to connect families with community parents such as FCSS
 - Increase cultural awareness through PD opportunities and feedback from parents.



- Ensure our physical environment reflects our Catholic school identity
 - Ensure our gatherings and routines reflect our Catholic school identity
 - Provide retreats for students
 - Visit the local cathedral
 - Involve local priest in school based activities
 - Use the 5 Benchmarks of a Catholic School/Educators as reference during PD Days, staff meetings, discussion, planning, etc..
 - Use the name of the Saints to identify families
 - Develop strong relationship with parish community with support from Division Religion Coordinator and continue to include CWL, KofC, Missionaries of Charity in our school based activities
 - Encourage Home/School/Parish connections by providing information about our schools and Growing in Faith, Growing in Christ program
 - Encourage choir members to participate in mass on the 4th Sunday morning of the month
2. Work proactively with community agencies to provide coordinated supports for students and families. (Family and Community Support Services, Alberta Health Services Addictions, Kid Sport, Children's Services, etc.).
3. Maintain and/or improve percentages of parents and teachers satisfied 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 by improving wrap-around services. Supported by the following strategies:
- Build and enhance safe, caring, welcoming, and inclusive environments for all students and staff
 - Implement Threat Risk Protocol as per Kevin Cameron Level I and II Training
 - Active participation with Regional Collaborative Services Delivery
 - Implement trauma informed practices
4. Focus on Division Goal Two (Building Quality Relationships) by maintaining and/or improving the 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. Supported by the following strategies:
- Follow the Division model for Comprehensive School Health
 - Continue to support the Nutrition Program
 - Division wide PD session with Shelley Moore on inclusion and respecting diversity
 - Professional Development for Division administrators with Dr. Carrington (focussing on leadership, emotional and physical well-being, wellness)
 - Healthy food choices in all schools
 - Breakfast programs in all schools
 - Maintain and enhance healthy workplaces
 - Use data/feedback from division survey to address areas of concern and celebrate successes
 - Continue to recognize and support staff members as leaders and facilitate leadership training opportunities
 - Promote collaboration of teachers through use of scheduled and non scheduled PLC time
 - Encourage and support all staff to grow professionally
 - Celebrate successes at assemblies and staff meetings and recognizes staff member's contributions to the school
 - Support staff well being
 - Continue to work on Admin Team growth
 - Improve knowledge and understanding of supervision and evaluation, VTRA, Emotional/Social Wellness, School culture, Communication



5. With the assistance of the Communications Coordinator and school communication committee, maintain and/or improve percentages of parents and teachers satisfied with parental involvement in decision about their child's education by improving the quality, timeliness and accuracy of all communications (social media platforms, PowerSchool Parent/Student portal, speaking notes for school administrators, school and Division websites, trustee visits to schools, school councils, Council of School Councils, etc.).



6. Maintain and/or improve percentages of teachers, parents, and students satisfied with the overall quality of basic education. Supported by the following strategies:

- Recognize and respect cultural, linguistic, spiritual, and religious diversity in the school by building a culture which respects the rights and beliefs of others to make decisions about their own lives while treating everyone with the highest degree of dignity and fairness
- Liaise with representatives of diverse communities within the school community (e.g., the diocese of St. Paul, FNMI SL advocate, elders,)
- Ensure student access to cultural, linguistic, spiritual, and religious programming
- Ensure that diversity continues to be supported through programming, governance structure and leadership (ie: FNMI, ESL population, etc...)

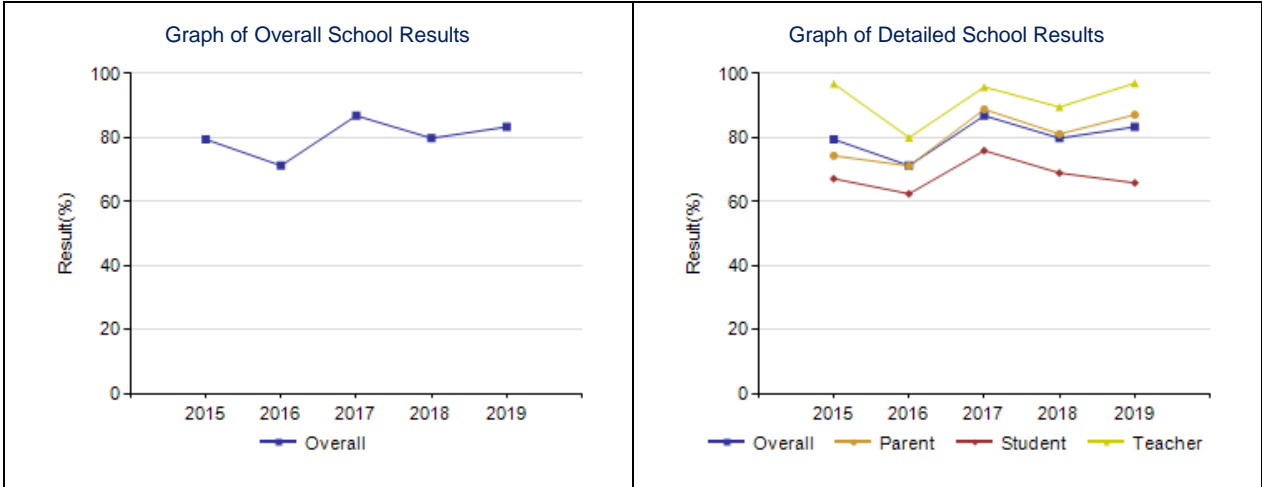
7. Increase parental involvement and satisfactions through the following strategies:

- Begin to utilize KEV School Cash Online for parent convenience
- Strengthen school communication team
- Update FB, website and school sign regularly
- Improve public engagement through more opportunities for public engagement
- Share Accountability Pillar results on websites, school council, etc..
- Invite and seek feedback at School Council meetings and informally at feedback locations in Gathering Area
- Support School Council and Fundraising Committee and ensure the direction fits with school and division's 3 Year Plan
- Continue to make positive phone calls and contacts home about the Student of the Month assemblies and increase parent attendance at assemblies
- Encourage staff to include parents in the school events and classroom learning as volunteers whenever possible
- Continue to invite parents to Family Night activities, Student Led Conferences, etc..



Citizenship – Measure Details

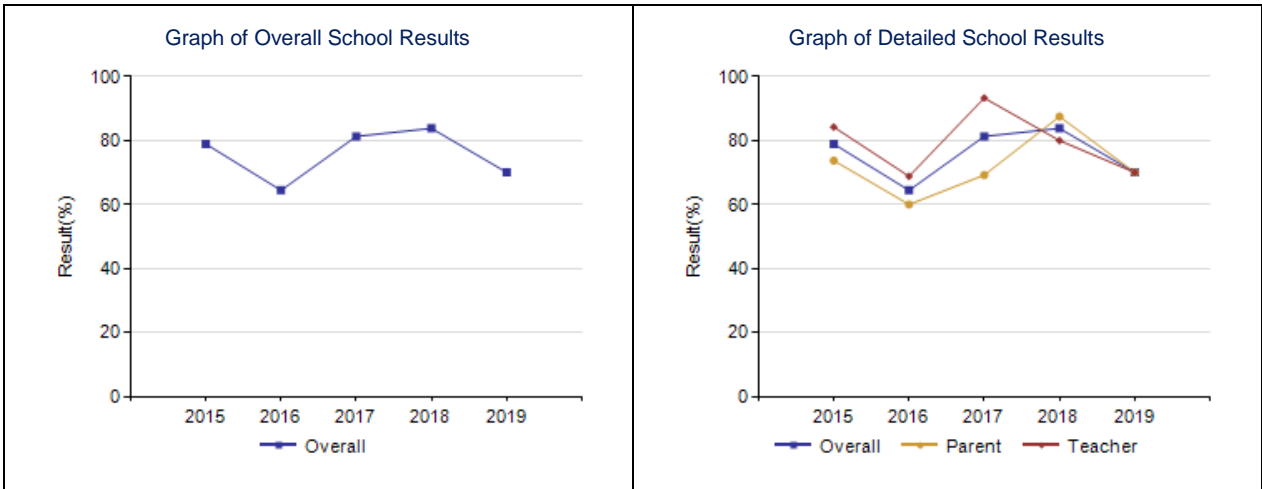
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.4	71.2	86.8	79.8	83.3	81.1	79.6	78.9	79.8	80.2	83.5	83.9	83.7	83.0	82.9
Teacher	96.8	80.0	95.8	89.5	97.0	92.0	89.6	90.8	90.9	92.1	94.2	94.5	94.0	93.4	93.2
Parent	74.3	71.1	88.8	81.1	87.1	76.0	77.4	73.6	76.8	75.8	82.1	82.9	82.7	81.7	81.9
Student	67.1	62.4	75.9	68.9	65.8	75.2	71.8	72.3	71.9	72.6	74.2	74.5	74.4	73.9	73.5



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.9	64.4	81.3	83.8	70.0	78.4	80.3	76.1	81.9	80.4	82.0	82.6	82.7	82.4	83.0
Teacher	84.2	68.8	93.3	80.0	70.0	87.2	86.2	84.3	87.7	87.0	89.7	90.5	90.4	90.3	90.8
Parent	73.7	60.0	69.2	87.5	70.0	69.6	74.4	67.9	76.2	73.8	74.2	74.8	75.1	74.6	75.2

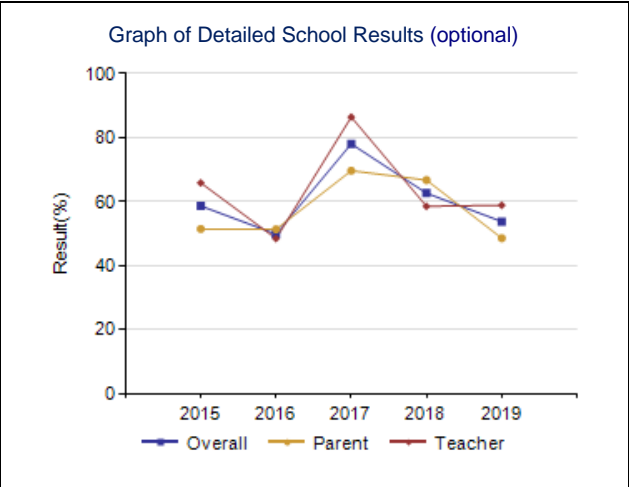
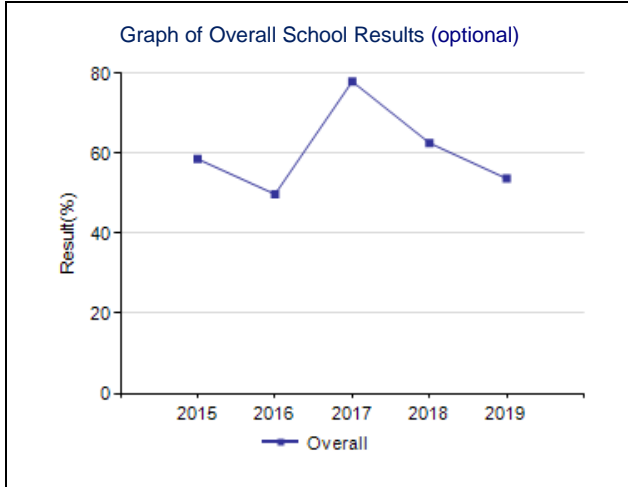


- Notes:
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Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	58.6	49.8	78.0	62.6	53.7	69.7	71.4	70.4	72.8	71.4	70.0	70.7	71.0	70.9	71.4
Teacher	65.8	48.4	86.4	58.5	58.8	79.4	75.5	78.7	76.9	77.6	76.0	77.3	77.3	77.8	78.8
Parent	51.4	51.3	69.6	66.7	48.5	60.1	67.3	62.1	68.7	65.2	64.0	64.2	64.8	64.0	64.0



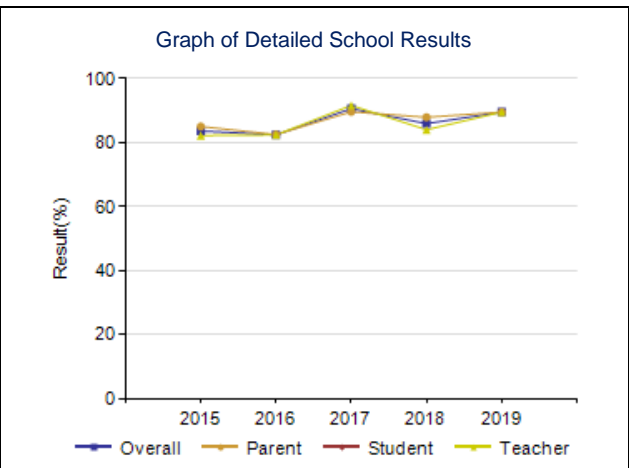
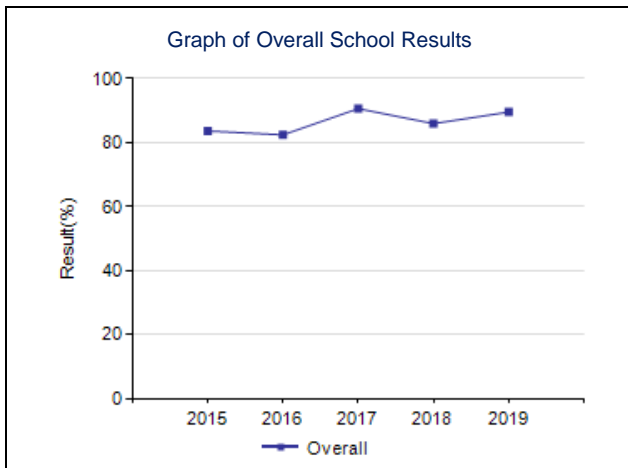
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.6	82.4	90.6	85.9	89.5	77.5	77.9	78.6	76.9	77.6	81.3	81.9	81.9	81.8	82.2
Teacher	82.2	82.4	91.6	84.0	89.5	81.7	83.9	82.9	84.2	84.1	87.2	88.1	88.0	88.4	89.1
Parent	85.0	82.5	89.6	87.9	89.5	77.1	77.0	79.3	75.5	79.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	73.8	72.9	73.6	71.1	69.2	76.9	77.5	77.7	77.2	77.4



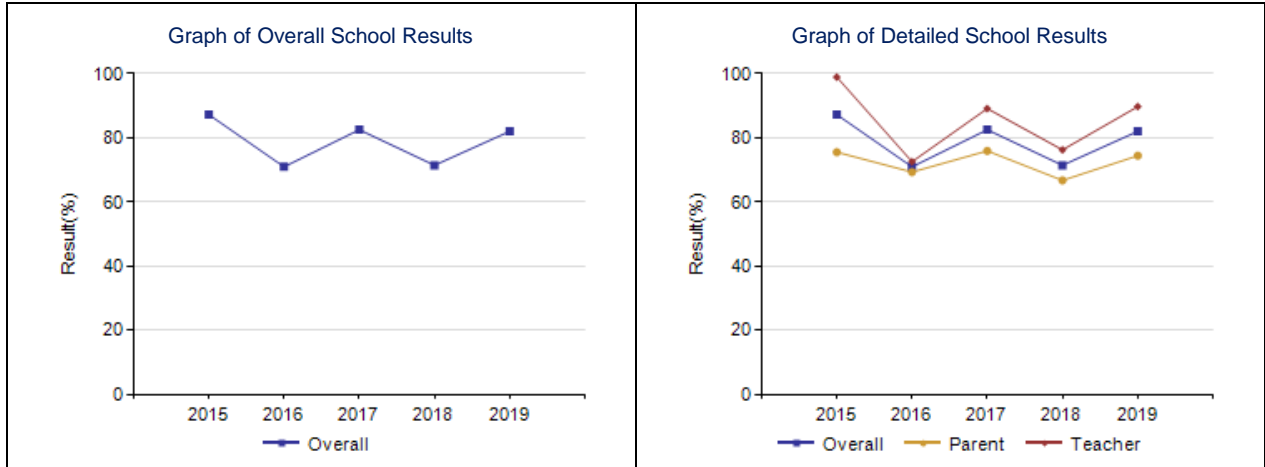
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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.2	70.9	82.5	71.4	82.0	78.0	79.5	77.4	76.2	78.4	80.7	80.9	81.2	81.2	81.3
Teacher	98.9	72.5	89.1	76.2	89.7	83.7	81.6	82.6	82.9	84.8	88.1	88.4	88.5	88.9	89.0
Parent	75.5	69.3	75.9	66.7	74.4	72.2	77.4	72.1	69.5	72.0	73.4	73.5	73.9	73.4	73.6



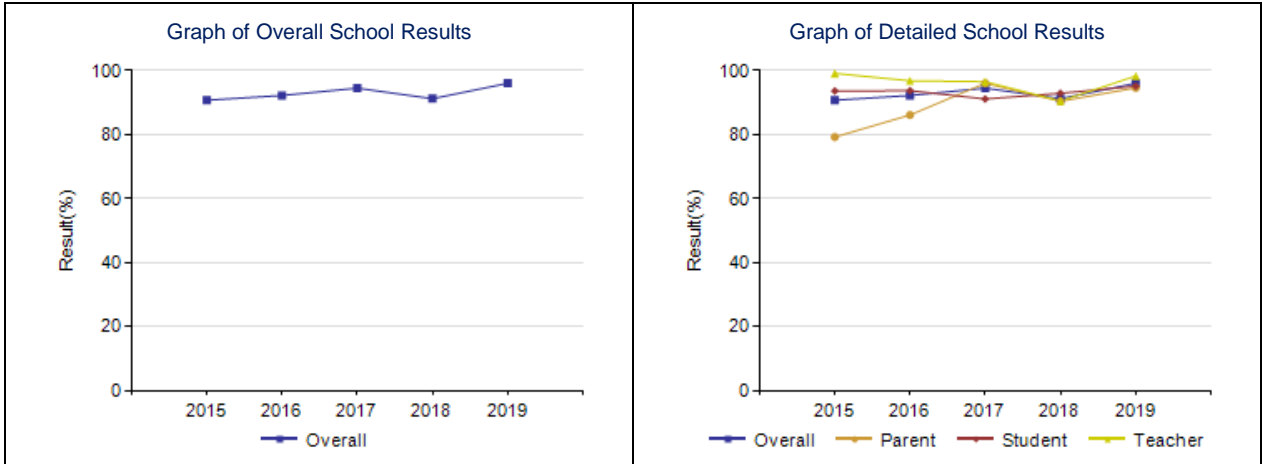
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.7	92.2	94.5	91.2	96.0	88.4	89.3	89.5	90.0	89.7	89.5	90.1	90.1	90.0	90.2
Teacher	99.1	96.8	96.5	90.5	98.3	93.4	94.4	94.5	93.6	96.5	95.9	96.0	95.9	95.8	96.1
Parent	79.2	86.1	96.0	90.4	94.6	82.5	85.5	84.1	87.6	84.8	85.4	86.1	86.4	86.0	86.4
Student	93.6	93.7	91.1	92.9	95.1	89.5	88.1	89.8	88.7	87.9	87.4	88.0	88.1	88.2	88.1



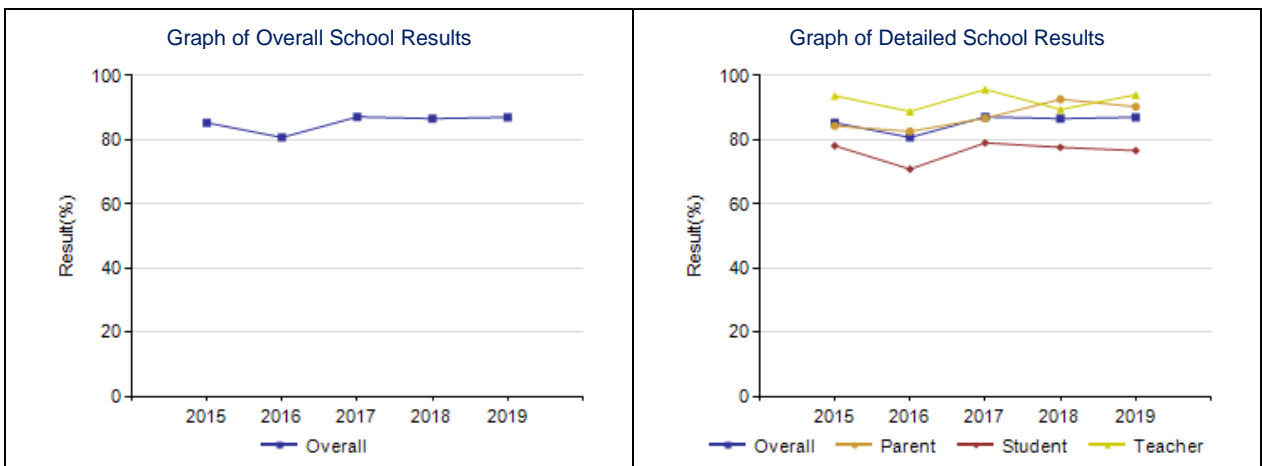
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.3	80.7	87.1	86.6	87.0	87.4	87.4	85.6	86.9	86.7	89.2	89.5	89.5	89.0	89.0
Teacher	93.7	88.8	95.7	89.4	94.0	94.8	93.6	94.1	94.5	94.6	95.4	95.4	95.3	95.0	95.1
Parent	84.3	82.6	86.7	92.6	90.3	85.0	87.0	82.4	84.4	85.4	89.3	89.8	89.9	89.4	89.7
Student	78.1	70.8	79.0	77.6	76.6	82.6	81.6	80.2	81.7	80.1	83.0	83.4	83.3	82.5	82.3



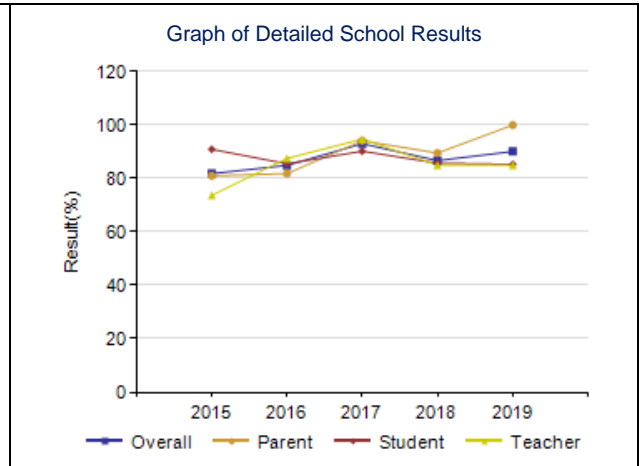
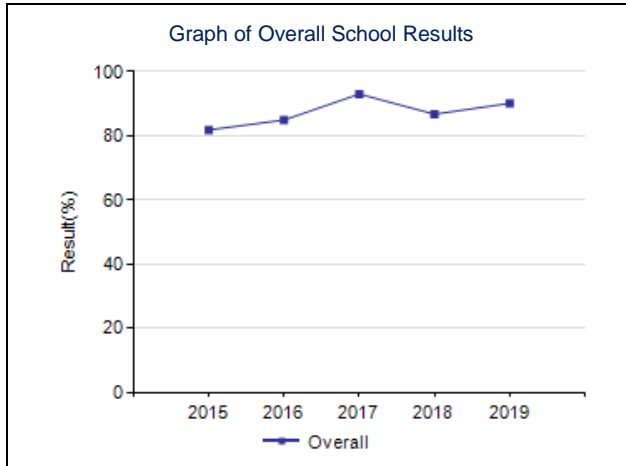
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.8	84.9	93.0	86.7	90.1	82.1	81.9	82.6	84.3	81.3	79.6	81.2	81.4	80.3	81.0
Teacher	73.7	87.5	94.7	85.0	85.0	79.7	80.2	84.6	83.5	81.4	79.8	82.3	82.2	81.5	83.4
Parent	81.0	81.8	94.1	89.5	100.0	82.6	83.1	77.8	85.6	81.0	78.5	79.7	80.8	79.3	80.3
Student	90.9	85.5	90.2	85.7	85.3	84.1	82.4	85.2	83.9	81.5	80.7	81.5	81.1	80.2	79.4



Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.