



# **SPECS Combined 3-Year Education Plan and Annual Education Results Report**

**2020/21-2023/24**



**Combined 2020 Accountability Overall Summary**

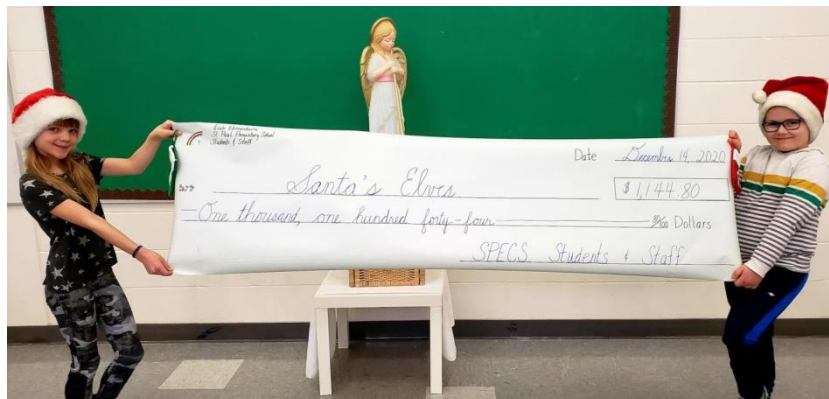
Measure Category	Measure	Ecole Elementaire St. Paul			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.7	87.0	86.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.9	89.5	88.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.2	96.0	93.9	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.8	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	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	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	76.8	70.0	78.3	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	88.2	83.3	83.3	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.6	82.0	78.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	88.9	90.1	89.9	81.5	81.0	80.9	Very High	Maintained	Excellent

**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

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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

Ecole 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 450 students.



A total of 25 fte teaching staff provide a comprehensive education program which includes: Religious education, Cree Language education, French Immersion education, an Early Intervention (formerly PUF) program which includes Speech and Occupational therapies, as well as Inclusive Education programming. 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 and the “Mental Health Capacity Building” program which aims to support the emotional well-being of children. We share a space with the St.Paul Friends of Playschool.

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 and we offer a full time French Immersion Kindergarten program.

We have a small but dedicated group of parents who are working diligently to grow participation in our School Council and Fundraising Committee.





## OUTCOME ONE: Alberta's students are successful

### Student Learning Opportunities, Achievement & Citizenship

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.2	86.8	79.8	83.3	88.2	89	Very High	Maintained	Excellent	90	91	92
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	49.8	78.0	62.6	53.7	50.9	62	Intermediate	Maintained	Acceptable	63	64	65

#### Strategies

- Increase the percentage of students achieving Acceptable Standard and Standard of Excellence on Grade 9 Provincial Achievements Tests by increasing reliability and validity in student assessment. Through collaborative K-9 grade/subject level meetings, teachers will develop common assessments, rubrics, performance tasks, and participate in collaborative marking.
- Focus on Division Goal 1 (Improving Student Achievement) through the following strategies:
  - Continue focus on literacy development with tools such as Accelerated Reader, and other literacy programs
  - Continue to improve our numeracy instruction
  - Collaborative, multi-disciplinary programming such as school-linked teams and learning coach model with Coordinators of Student Supports
  - Draw on expertise of new division OT and SLP
  - Follow Division Assessment Policy
  - Use of AAC resources and opportunities
  - Division and school data analysis, follow-ups and individual school goal-setting
  - Student Support Teams
  - Mindfulness in the Classroom
  - Investment in technology, infrastructure and Google implementation
  - Provide support for digital instruction for staff members
  - Incorporate trauma informed practices
- Focus on Division Goal 2 (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:
  - incorporate trauma informed practises
  - Student Support Teams – teachers, admin, EAs, Success Coaches, Family School Liaison Workers
  - Individual counselling sessions by FSLW & Mental Health Capacity Building Program
  - Expectations for how staff treat students and model behaviors
  - Referrals to agency partners
  - Student Leadership Groups (ie: Park Buddies, Peer support, social justice projects, etc..)
  - Participation in Social justice projects in class and school wide (ie: Santa's Helpers, Knights of Columbus, visits to Extendicare, etc...)



4. Build a Division model for Comprehensive School Health:
  - Continue to support healthy eating and Nutrition Program in school
  - Professional development for administrators, teachers and wellness leaders (ie: Kevin Cameron, Dr. Jody Carrington, Dr. Jane Simington, etc...)
  - Review Division AP for Comprehensive School Health
  - Encourage social and emotional well-being and healthy relationships for staff and students (ie: regular school wide social/emotional regulation)
  - Share ASEBP and Homewood Health information
  - Work collaboratively with agency partners

## 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...(virtually if possible)
  - Continue to support Cree Language and Culture programs in our schools
  - 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, 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 and Land Based Education Team
  - Build awareness and cultural sensitivity through activities such as the bi-annual Division Pow Wow, Blanket Exercise, etc...(if/when possible)
  - Monthly professional development activities for school and division based administration, etc. (ie. ATA Walking Together, Learning Pebbles)
  - Continue to foster learning for students and nominate them for awards/recognition (ie: Honoring Spirit: Indigenous Student Award)

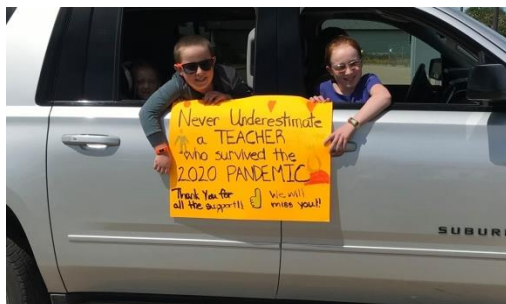


### Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
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.	82.4	90.6	85.9	89.5	88.9	89	Very High	Maintained	Excellent	90	91	92

**Strategies**

1. Participation of the division-wide GrACE committee that facilitates cooperative religious initiatives for the Catholic schools involving school, home, and parish.
2. Continue implementation of Growing in Faith, Growing in Christ in our schools
3. With support from our division Religion Coordinator, plan liturgies and faith based activities
4. Provide opportunities for enrichment in the areas of fine arts, career, technology, health and physical education (ie: local artists, Rocks & Rings curling, coding, etc...)
5. Support the growing use of Google and other platforms in our school.
6. Provide professional development opportunities and support for the French Immersion (language and culture) program through Official Languages in Education Programs and other partnerships.
7. 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
8. See Outcome 1, items 3 & 4 on pages 6 & 7



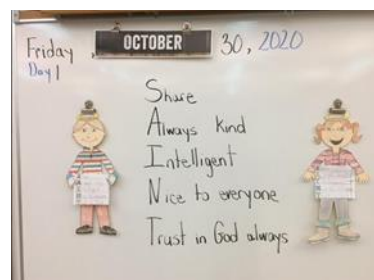


## Outcome Four: Alberta’s K-12 education system is well governed and managed

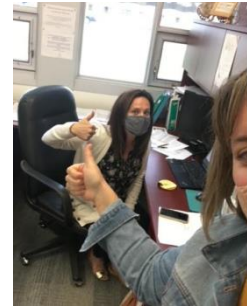
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	80.7	87.1	86.6	87.0	89.7	90	Very High	Maintained	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.2	94.5	91.2	96.0	96.2	97	Very High	Maintained	Excellent	98	99	100
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.	64.4	81.3	83.8	70.0	76.8	77	Intermediate	Maintained	Acceptable	78	79	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	70.9	82.5	71.4	82.0	79.6	80	High	Maintained	Good	81	82	83
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	84.9	93.0	86.7	90.1	88.9	90	Very High	Maintained	Excellent	91	92	93

### Strategies

1. Work proactively with community agencies to provide coordinated supports for students and families. (Family and Community Support Services, Alberta Health Services Addictions, KidSport, Local Cancer Initiative, Children's Services, etc.).
2. 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:
  - Implement trauma informed practice
  - 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
3. 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
  - Breakfast programs and healthy food through the Nutrition program
  - Professional Development with Dr. Carrington (focussing on relationship, leadership, wellness)
  - Healthy food choices in all schools



- Maintain and enhance healthy workplaces
- Social emotional education for all students (ie: Mental Health Capacity Building program, Morning announcements, etc...)
- Individual counselling sessions with FSLW
- Nominate staff to be highlighted for staff recognition program

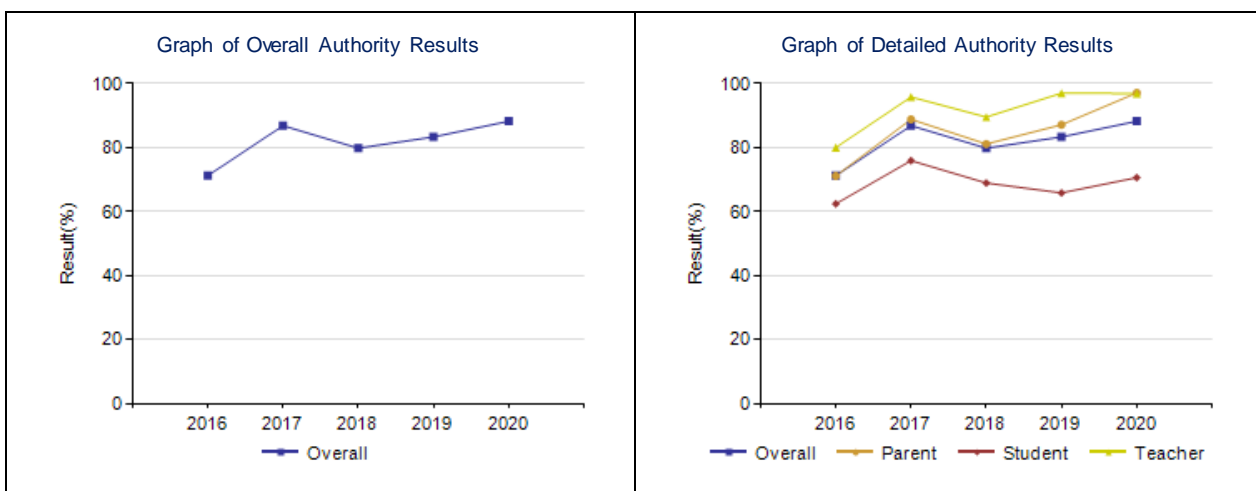


5. With the assistance of the Communications Coordinator and school communication committee, maintain and/or improve percentages of parents and teachers satisfied with parental involvement in decision about their child's education by improving the quality, timeliness and accuracy of all communications (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. Encourage the use of apps such as Seesaw and Alertus to enhance communication with parents, staff, and the entirety of the school learning community (ie: in the areas of learning, school activities, transportation and emergent messages)
7. 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
  - Ensure student access to cultural, linguistic, spiritual, and religious programming
  - Collaborate with division OT and SLP
  - Liaise with representatives of diverse communities within the Division (e.g., The Catholic Church, advocate, elders, )
  - Ensure that diversity continues to be supported through governance structure and leadership
8. Maintain and/or improve the percentage of parents satisfied with involvement in decisions about their child's education. Supported by the following strategies:
  - Increase/improve the use of Seesaw in classrooms
  - Update social media regularly
  - Improve parental engagement by reaching out to parents through Seesaw and FB to encourage participation in School council and student learning
  - Utilize virtual means to host meetings and feedback sessions
  - Post school 3 Year Plan & School Council meeting minutes
  - Support at home learning through access to school tech and teachers



### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	71.2	86.8	79.8	83.3	88.2	79.6	78.9	79.8	80.2	79.3	83.9	83.7	83.0	82.9	83.3
Teacher	80.0	95.8	89.5	97.0	96.9	89.6	90.8	90.9	92.1	91.9	94.5	94.0	93.4	93.2	93.6
Parent	71.1	88.8	81.1	87.1	97.1	77.4	73.6	76.8	75.8	76.0	82.9	82.7	81.7	81.9	82.4
Student	62.4	75.9	68.9	65.8	70.6	71.8	72.3	71.9	72.6	70.1	74.5	74.4	73.9	73.5	73.8

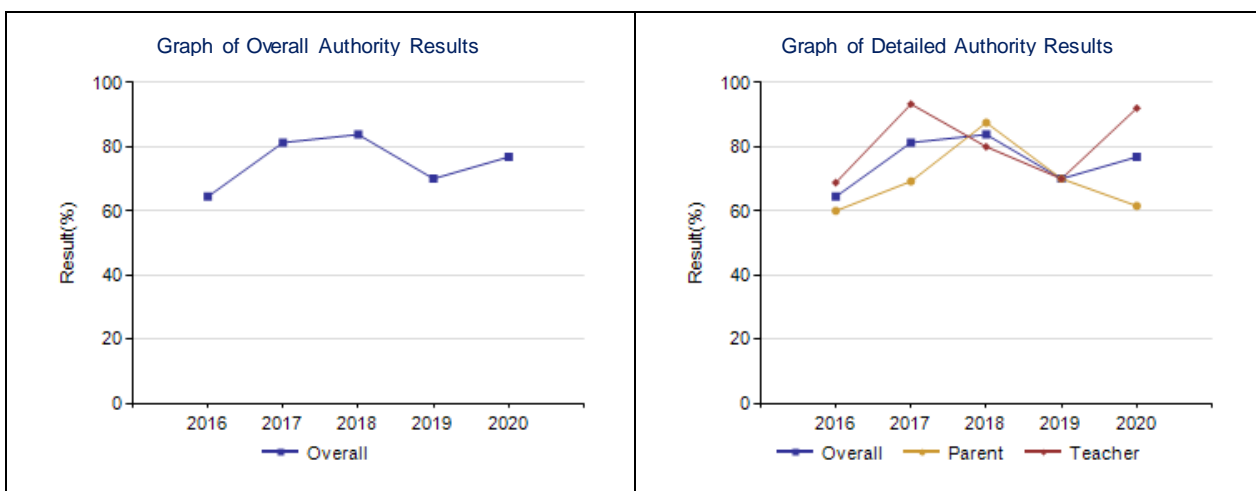


Notes:

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	64.4	81.3	83.8	70.0	76.8	80.3	76.1	81.9	80.4	75.8	82.6	82.7	82.4	83.0	84.1
Teacher	68.8	93.3	80.0	70.0	92.0	86.2	84.3	87.7	87.0	88.5	90.5	90.4	90.3	90.8	92.2
Parent	60.0	69.2	87.5	70.0	61.5	74.4	67.9	76.2	73.8	63.1	74.8	75.1	74.6	75.2	76.0



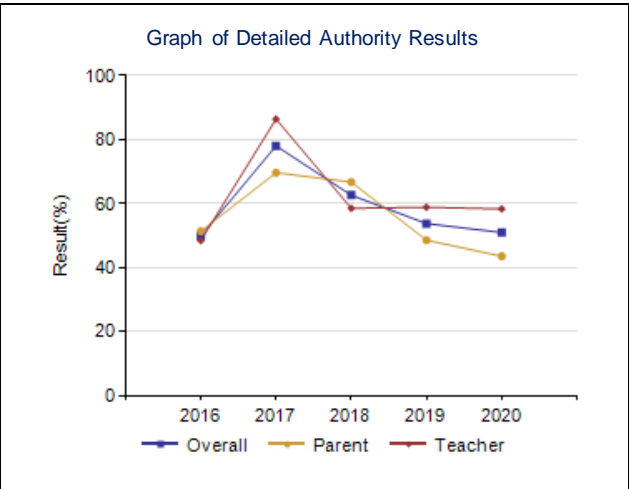
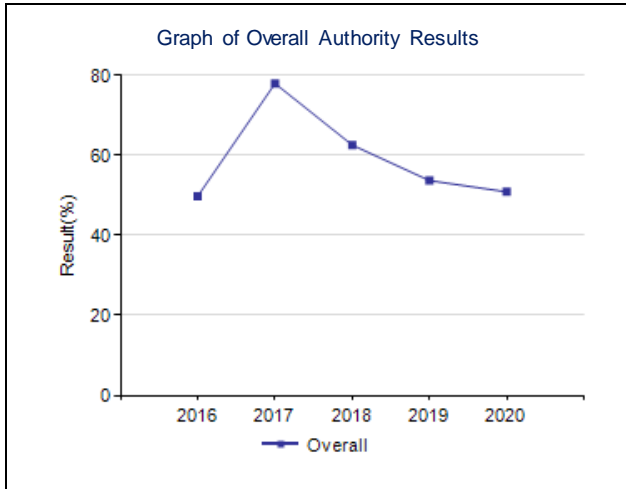
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### Lifelong Learning – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	49.8	78.0	62.6	53.7	50.9	71.4	70.4	72.8	71.4	69.5	70.7	71.0	70.9	71.4	72.6
Teacher	48.4	86.4	58.5	58.8	58.3	75.5	78.7	76.9	77.6	78.2	77.3	77.3	77.8	78.8	80.6
Parent	51.3	69.6	66.7	48.5	43.5	67.3	62.1	68.7	65.2	60.8	64.2	64.8	64.0	64.0	64.6



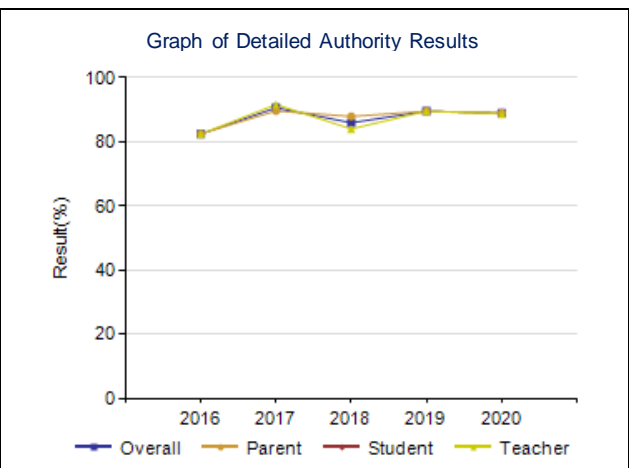
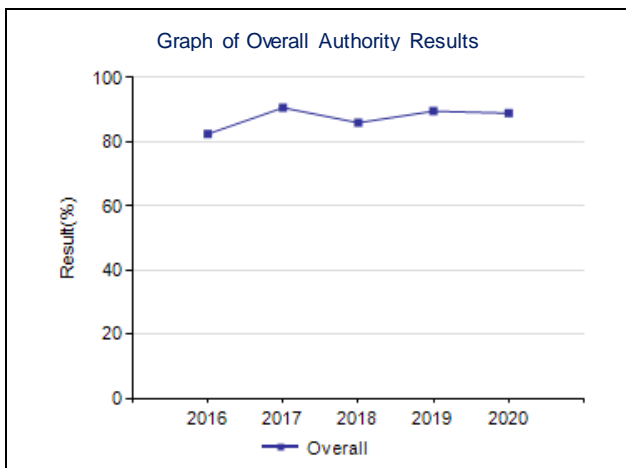
Notes:

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### 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.4	90.6	85.9	89.5	88.9	77.9	78.6	76.9	77.6	74.6	81.9	81.9	81.8	82.2	82.4
Teacher	82.4	91.6	84.0	89.5	88.7	83.9	82.9	84.2	84.1	82.2	88.1	88.0	88.4	89.1	89.3
Parent	82.5	89.6	87.9	89.5	89.0	77.0	79.3	75.5	79.4	76.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	72.9	73.6	71.1	69.2	65.5	77.5	77.7	77.2	77.4	77.8

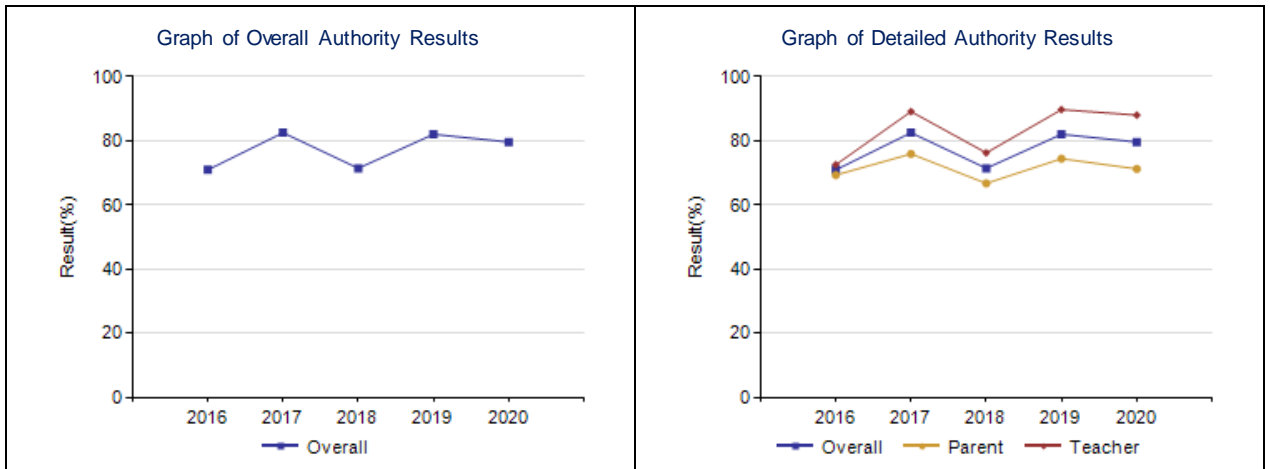


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**Parental Involvement – Measure Details**

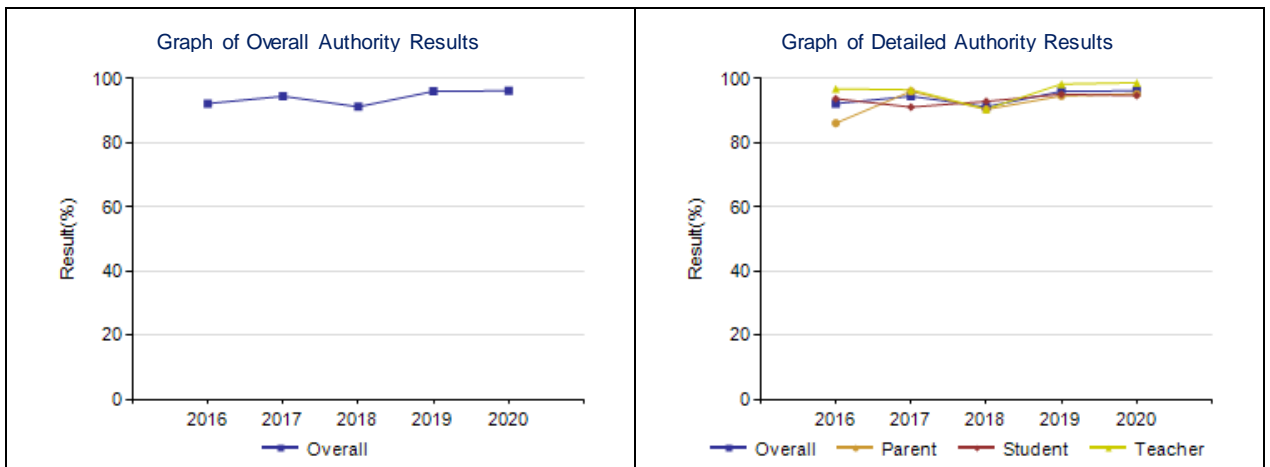
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	70.9	82.5	71.4	82.0	79.6	79.5	77.4	76.2	78.4	76.5	80.9	81.2	81.2	81.3	81.8
Teacher	72.5	89.1	76.2	89.7	88.0	81.6	82.6	82.9	84.8	86.6	88.4	88.5	88.9	89.0	89.6
Parent	69.3	75.9	66.7	74.4	71.2	77.4	72.1	69.5	72.0	66.4	73.5	73.9	73.4	73.6	73.9



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

**Education Quality – Measure Details**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.2	94.5	91.2	96.0	96.2	89.3	89.5	90.0	89.7	88.5	90.1	90.1	90.0	90.2	90.3
Teacher	96.8	96.5	90.5	98.3	98.7	94.4	94.5	93.6	96.5	95.1	96.0	95.9	95.8	96.1	96.4
Parent	86.1	96.0	90.4	94.6	95.2	85.5	84.1	87.6	84.8	83.7	86.1	86.4	86.0	86.4	86.7
Student	93.7	91.1	92.9	95.1	94.7	88.1	89.8	88.7	87.9	86.6	88.0	88.1	88.2	88.1	87.8



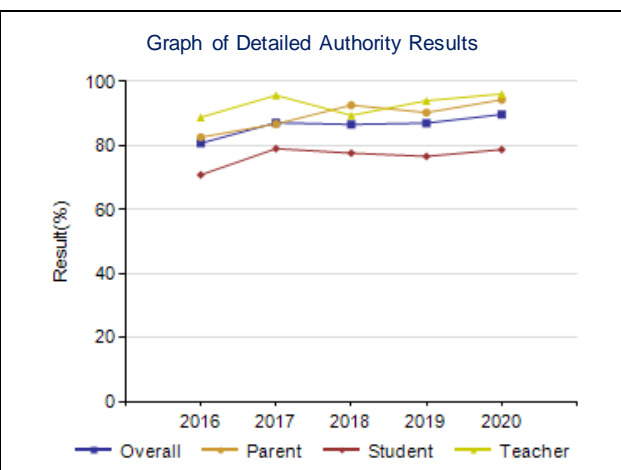
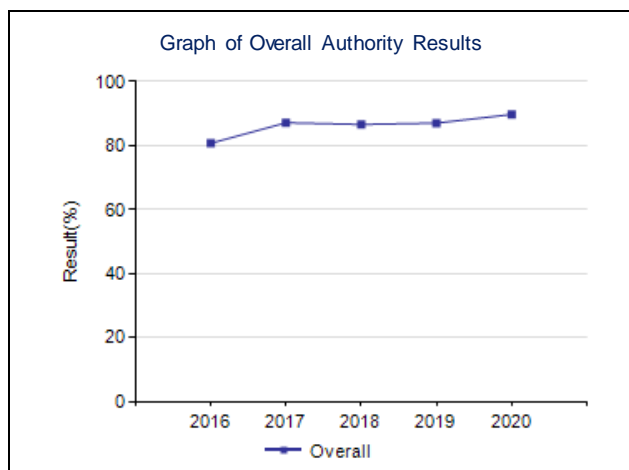
Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM(Tell Them 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.7	87.1	86.6	87.0	89.7	87.4	85.6	86.9	86.7	86.1	89.5	89.5	89.0	89.0	89.4
Teacher	88.8	95.7	89.4	94.0	96.1	93.6	94.1	94.5	94.6	95.7	95.4	95.3	95.0	95.1	95.3
Parent	82.6	86.7	92.6	90.3	94.3	87.0	82.4	84.4	85.4	84.4	89.8	89.9	89.4	89.7	90.2
Student	70.8	79.0	77.6	76.6	78.7	81.6	80.2	81.7	80.1	78.2	83.4	83.3	82.5	82.3	82.6



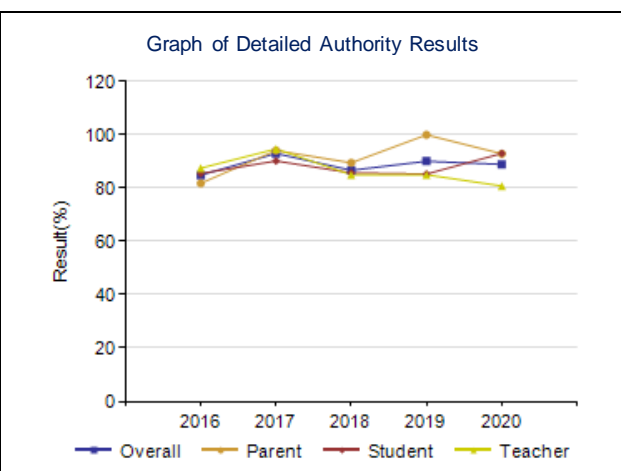
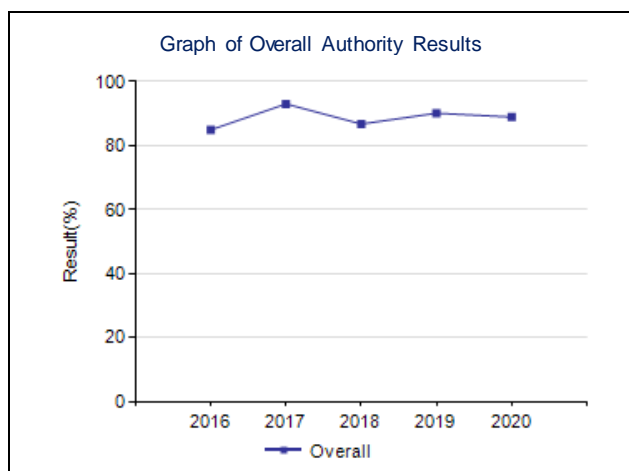
Notes:

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.9	93.0	86.7	90.1	88.9	81.9	82.6	84.3	81.3	83.5	81.2	81.4	80.3	81.0	81.5
Teacher	87.5	94.7	85.0	85.0	80.8	80.2	84.6	83.5	81.4	88.7	82.3	82.2	81.5	83.4	85.0
Parent	81.8	94.1	89.5	100.0	92.9	83.1	77.8	85.6	81.0	82.1	79.7	80.8	79.3	80.3	80.0
Student	85.5	90.2	85.7	85.3	93.0	82.4	85.2	83.9	81.5	79.7	81.5	81.1	80.2	79.4	79.6



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.