



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

SCHOOL: Win Ferguson **PRINCIPAL:** Lana Lastiwka

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

2019-2020 School Year

STAFF FTE		BUDGET	
Certificated	20.88	Salaries	\$ 2, 713, 161
Classified	10.15	SES	\$ 133, 647
		Total	\$ 2, 846, 808
		End of Year Surplus	\$ 28, 320

SCHOOL PROFILE AND CONTEXT

Quick Facts:

- Win Ferguson (WFG) has a student population of 429 and remains the largest EIPS elementary school in Fort Saskatchewan.
- WFG students are served by 37 staff members: 20 Certificated Staff and 17 Support Staff, in an inclusive setting.
- For 2019-20, we have two kindergarten classes, 2 Grade 1 classes, 2 Grade 2 classes, 1 2/3 morning split class for literacy and numeracy, 2 Grade 3 classes, 2 Grade 4 classes, 1 Grade 4/5 combined class, 2 Grade 5 classes, and 2 Grade 6 classes.
- WFG is supported by an outstanding group of parents, who enhance our daily programming through work accomplished in the School Council, Parent-Teacher Association and as volunteers.
- WFG opened in 1977 and has had multiple modular classrooms added to the original structure in 1978, 1979, 2013, 2015 and 2016.
- Many volunteers contribute greatly to the success of Win Ferguson Elementary. We have an active group of volunteers who read with students individually or in small groups and perform numerous other important tasks. Other parents participate as executive members and committee members on School Council and in the Parent Teacher Association (PTA).



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Programming Highlights:

- A sensory room and a calm room have been established to support any students needing a unique environment outside of the regular classroom for self-regulation.
- Students with literacy and language difficulties, are supported through Levelled Literacy Intervention (LLI). We had one teacher assigned approximately 0.3 FTE for delivering LLI.
- Seven teachers attended the Readers Workshop four-day in-service offered by EIPS in August of 2019.
- Students and families are served by intervention supports from our School Counsellor/Special Education Coordinator, Support for Students Consultants, Speech-Language Consultants, Occupational Therapy Consultant, Hearing Consultant, and the Assistive Technology team.
- First Nations, Métis, and Inuit education at Win Ferguson School focuses on direct services to families and students, Truth and Reconciliation initiatives, and supporting staff in meeting the Teacher Quality Standards for First Nations, Métis, and Inuit education. Direct services to families and students includes: personal, academic, and attendance support by the Administration and School Counsellor, as needed; building positive relationships with parents of our self-identified students, creating a welcoming environment for families in our school, and hosting a Family Night; and tracking student achievement and success over the year, working with staff to provide intervention support where necessary, and providing Elder support, as necessary.
 - Truth & Reconciliation initiatives at Win Ferguson include: Orange Shirt Day, Project of Heart, grade 6 blanket exercise, development of a WFG Land and Acknowledgement, the development of an Indigenous outdoor learning space, and recognition and celebration of National Indigenous People Day.
 - Supporting the development of TQS & LQS competencies includes building staff foundational knowledge through monthly staff meeting professional learning activities, Professional Development focusing on Learning from the Land, supporting teachers with the development of lesson plans, and accessing resources. In turn, teachers work to infuse Indigenous ways of knowing and being into the classroom, lessons, and projects. They teach Canada's historical truth and create opportunities for students to engage in Reconciliation. Student learning is enriched through Elder visits, visits from other knowledge holders, and guest presenters.
 - At Win Ferguson School, 0.1 FTE time is given to the Counsellor/Lead teacher to support and facilitate learning for both staff and students.
- We are a "Leader in Me" school, at the School that SHINES. Everyone has the potential and opportunity to be a leader. Students have the capacity to lead their own lives and affect those around them by making positive choices.
- Makerspace classes have been implemented for students in grades 1-6. Students are provided the opportunity to innovate, and they are exposed to new opportunities by creating real-world applications for concepts learned in class.



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- Students in grades 4-6 have a new opportunity to choose four Power Option classes a year, to explore their interests, passions and skills while making personal connections to career possibilities.
- Extra curricular sports activities included volleyball and basketball teams and running club. Students took part in EIPS tournaments and events. Division 2 students took part in Battle of the Books and continued online when schools closed.
- We are working toward becoming a Me to We school by engaging in projects to give back to our local and global communities.
- WFG has 1 to 1 technology for grades 2-6. Kindergarten and Grade 1 can use Chrome books and iPads as needed.

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

GOAL 2: Success for Every Student

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

EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

GOAL 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL 1: We LEAD, by ensuring more students demonstrate increased achievement in literacy.

STRATEGIES/ACTIONS IMPLEMENTED:

- Implementation of Levelled Literacy Intervention, Readers Workshop and mild-moderate classroom supports.
- 11/17 teachers implemented Writers Workshop in their classes.
- Extra LLI groups were created online during school closure.
- Common use of language in teaching to create consistency for students.
- School literacy leads to support refining of Readers Workshop programming for staff.
- Use of STAR as a common benchmark across all grade levels.
- Grade level and cross grade collaboration.
- Common grade level assessments.



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RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- Continue with Readers Workshop implementation and refining of skills.
- Teachers have begun implementing Writers Workshop in their classes. We currently have 11/17 teachers using this program.
- STAR data showed an average of one year of growth school wide. Our data for the STAR is from September 2019 to September 2020, as we did not have a year end STAR assessment in 2020.

STAR Results grade 2 - Data is represented for 39 in school learners - 15 students are out-of-school learners.

- 54% of students demonstrated one or more years of growth.
- 26% of students demonstrated less than one year of growth.
- 20% of students were either new to WFG or maintained their previous STAR score.

STAR Results grade 3 - Data is represented for 49 in school learners - 11 students are out-of-school learners.

- 57% of students demonstrated one or more years of growth.
- 14% of students demonstrated less than one year of growth.
- 12% of students were either new to WFG or maintained their previous STAR score.
- 10% of students are missing either a September 2019 or a September 2020 score.
- 7% of students are level 4 students who could not complete this assessment; therefore, no results are represented.

STAR Results grade 4 - Data is represented for 53 in school learners - 12 students are out-of-school learners.

- 51% of students demonstrated one or more years of growth.
- 15% of students demonstrated less than one year of growth.
- 19% of students were either new to WFG or maintained their previous STAR score.
- 9% of students demonstrated a decrease in their results from the previous year.
- 6% of students are either level 4 students who could not complete this assessment, or they are missing either a September 2019 or a September 2020 result.



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STAR Results grade 5 - Data is represented for 56 in school learners - 3 students are out-of-school learners.

- 44% of students demonstrated one or more years of growth.
- 34% of students demonstrated less than one year of growth.
- 7% of students were either new to WFG or maintained their previous STAR score.
- 13% of students demonstrated a decrease in their results from the previous year.
- 2% of students are level 4 students who could not complete this assessment; therefore, no results are represented.

STAR Results grade 6 - Data is represented for 63 in school learners - 6 students are out-of-school learners.

- 48% of students demonstrated one or more years of growth.
- 21% of students demonstrated less than one year of growth.
- 21% of students were either new to WFG or maintained their previous STAR score.
- 10% of students demonstrated a decrease in their results from the previous year.

Levelled Literacy Intervention

- 0.3 FTE of a teacher's time was dedicated to LLI in 2019 – 2020.
- 44 students from grades 2 - 6 received reading intervention while in school, and all 44 students demonstrated growth as measured by the Fountas and Pinnell reading assessment tool.
- During school closure, with parent permission, 13 LLI groups were created to provide interventions to students online. These groups were a combination of students who were receiving LLI in school, and new online learners.
- 100% of students who participated regularly in their groups online, demonstrated growth as measured by the Fountas and Pinnell reading assessment tool.



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Accountability Pillar Results: (16 respondents)

- 95.5% of respondents indicated that they are satisfied with the quality of basic education at Win Ferguson. Of these, 88% of parents, 97.7% of students and 100% of teachers indicated that they are satisfied with the quality of basic education at Win Ferguson.
- 100% of parents indicated that they feel their children clearly understand what they are expected to learn at school.
- 100% of parents indicated that they are either satisfied or strongly satisfied with the quality of education their children are receiving at school.

EIPS School Survey Results: (78 respondents)

- 92.1% of respondents either agree or strongly agree that their child is demonstrating growth in literacy.
- 93.2% of respondents are either satisfied or strongly satisfied with the quality of education their children are receiving.

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

GOAL 2: Success for Every Student

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

EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

GOAL 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL 2: We LEAD, by ensuring more students demonstrate increased achievement in numeracy.



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

STRATEGIES/ACTIONS IMPLEMENTED:

- Consistent use of numeracy strategies, resources, and language across grade levels.
- Division numeracy consultant to support school wide Benchmarking and Number Talk professional development for staff.
- Benchmarking for students to assist in targeted and individualized programming.
- Use of MIPI as a common benchmark across all grade levels.
- Common grade level assessments.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

The MIPI results below indicate growth from September 2019 to September 2020.

Grade 1 - as there is no MIPI, or other common tool to assess students, we have created a Benchmarking tool for grade 1, so we can have baseline data for our grade 1 students moving forward.

Grade 2 - Only September 2020 results are shown as there are no grade 1 results for comparison.

MIPI Results Grade 2 - Data is represented for 39 in school learners - 15 students are out-of-school learners.

- 15% of results were below the 60% benchmark.
- 85% of results were above the 60% benchmark.

MIPI Results grade 3 - Data is represented for 49 in school learners - 11 students are out-of-school learners.

- 16% of results were below the 60% benchmark.
- 84% of results were above the 60% benchmark. While all these students scored above 60%, they all had lower results in grade 3 then they did in grade 2.



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MIPI Results grade 4 - Data is represented for 53 in school learners - 12 students are out-of-school learners.

- 38% of results were below the 60% benchmark.
- 62% of results were above the 60% benchmark.
- 47% of students had results that were lower than the previous year.
- 30% of students had results that were higher than or equal to the previous year.

MIPI Results grade 5 - Data is represented for 56 in school learners - 3 students are out-of-school learners.

- 47% of results were below the 60% benchmark.
- 53% of results were above the 60% benchmark.
- 60% of students had results that were lower than the previous year.
- 36% of students had results that were higher than or equal to the previous year.

MIPI Results grade 6 - Data is represented for 63 in school learners - 6 students are out-of-school learners.

- 65% of results were below the 60% benchmark.
- 35% of results were above the 60% benchmark.
- 53% of students had results that were lower than the previous year.
- 40% of students had results that were higher than or equal to the previous year.

Accountability Pillar Results: (16 respondents)

- 95.5% of respondents indicated that they are satisfied with the quality of basic education at Win Ferguson. Of these, 88% of parents, 97.7% of students and 100% of teachers indicated that they are satisfied with the quality of basic education at Win Ferguson.
- 100% of parents indicated that they feel their children clearly understand what they are expected to learn at school.
- 100% of parents indicated that they are either satisfied or strongly satisfied with the quality of education their children are receiving at school.



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EIPS School Survey Results: (78 respondents)

- 90.8% of respondents either agree or strongly agree that their child is demonstrating growth in numeracy.
- 93.2% of respondents are either satisfied or strongly satisfied with the quality of education their children are receiving.

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

GOAL 2: Success for Every Student

Outcome: More students are supported and prepared for life beyond high school.

EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

GOAL 1: Positive Learning and Working Environments

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful, and safe.

GOAL 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL 3: We LEAD, by providing opportunities for students to further develop their leadership skills within the school and community. Opportunities and support will be provided for staff to further develop their professional and leadership capacities.

STRATEGIES/ACTIONS IMPLEMENTED:

- Empower and build capacity within staff, by providing opportunities for training, collaboration, and leadership.
- Continuation of the Design Team with a focus on developing leadership capacity and creating leadership opportunities for teachers.
- Lead Literacy teachers providing support and coaching for all staff around Readers and Writers Workshop.
- Grade representatives attending professional development and bringing back knowledge to build capacity in grade teams and/or all staff.
- Targeted professional development for educational assistants around Readers and Writers Workshop.



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- Continued implementation of Leader in Me and the 7 Habits of Highly Effective People throughout the school, use of common language and practice in all grades.
- We will continue working toward becoming a ME to WE school by engaging in projects to give back to our local and global communities.
- Students will continue to choose leadership opportunities within the school that are driven by themselves as well as staff.
- Students will begin to choose leadership opportunities within the community that are driven by themselves as well as staff.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

Accountability Pillar Results: (16 respondents)

- 90% of respondents either agree or strongly agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.
- 91.6% of respondents either agree or strongly agree that students model the characteristics of active citizenship.

EIPS School Survey Results: (78 respondents)

- 94.7% of respondents either agree or strongly agree that students are being taught knowledge, skills, and attitudes necessary to be successful in life.
- 81% of respondents either agree or strongly agree that the rights and responsibilities of citizenship are reinforced at Win Ferguson.

School Initiatives:

- 25 students from grades 4 to 6 initiated and led various school wide citizenship (Me to We) activities throughout the year.
- 19 students, 3 parents and 3 staff attended We Day in October of 2019.
- “Socktober” Campaign- Win Ferguson and Rudolph Hennig collaborated and collected over 1000 pairs of socks that were donated to those in need in our greater community.
- “I Love First Peoples” Shoebox Campaign - students raised \$224.00 to send to various remote Canadian Indigenous communities, 10 shoeboxes were sponsored. Students volunteered their time at lunch to write letters to accompany the donation.
- Cookie Leaders - students are encouraged to initiate, plan, and run various clubs for others in the school. In 2019 – 2020, 356 students signed up to be student leaders.



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- STILL (Seniors Teaching and Instilling Lifelong Learning) Program - School Council initiated. Seniors were scheduled to come to the school during lunch hours to share their skills with students. Programs offered included drawing self-portraits and decorating indigenous drums.
- We have had the Jump Rope for Heart program at WFG the past 2 years. We have collectively raised over \$15, 000 which goes to the Heart and Stroke Foundation. We get 10% back as a school and have had students choose where we should donate the money. We have made donations to the Humane Society, the Stollery Hospital, and Feed the Fort.

Reflecting on your data, what was your greatest success?

Parental Involvement

Parental Involvement has been an area we have focused on since 2018. Historically, our results have not been steady and have had some ups and downs since 2016. We saw a dip in the data and made it a priority to be intentional regarding how we communicate to parents, and by letting them know that they are engaged in decisions around their child's education on many levels. This year, we saw an increase of 27.9% in this area. We have been sending our regular newsletters to our families, keeping our school website updated, and highlighting events and activities on social media. In the EIPS Parent Survey, parents indicated overwhelmingly that they prefer to receive communication via email. Teachers email regularly as well, to keep families updated with classroom news. Our parent teacher interviews, meet the staff events, family dances and bingos are always very well attended.

Safe and Caring School

There was an intentional focus on creating a positive school culture where students, staff and parents engaged in respectful interactions and worked collectively to model them. The percentage of parents that feel students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in schools has continually been strong, and overall the percentage has remained steady, with 2020 being 94.9%.

Active Citizenship

We are a leader in Me school, the WFG community has worked hard over the years to focus on leadership, in students, staff and the community. We continue to have opportunities for students to initiate and run clubs that are driven by their interests, and we have recently started to work toward bringing this leadership into the community. We have had many opportunities to give back to our local and global communities through many initiatives that have been supported by our students and school council.



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COVID - 19 Successes

Despite COVID-19, staff at Win Ferguson have many successes to share that occurred during school closure. We missed our students and families dearly, though we were able to connect in other ways. The staff worked together and accomplished a complete overhaul of what they knew as teaching and learning. The professional learning that happened and continues to occur is amazing. We are proud of these accomplishments as we are committed to lifelong learning.

Reflecting on your data was your greatest opportunity for growth?

Numeracy will continue to remain an area of growth for staff and students at WFG. According to our MIPI data reported in this Results Review, numeracy across all strands is something that we will continue to work on. 0.25 FTE of intervention from a lead numeracy teacher has been scheduled across all classes weekly for the 2020 – 2021 school year.

We will continue to have school wide problem-solving initiatives and make math visible throughout the school. School wide best practices such as number talks will also continue to build positive attitudes about math for our students. We are optimistic and looking forward to seeing the growth year with these interventions. Our school council is very supportive and is eager to help align their fundraising ideas with our school goals.

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Win Ferguson Community School			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	94.9	91.6	93.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.8	84.8	87.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.5	95.3	96.9	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
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	82.1	81.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	21.4	21.1	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	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
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	90.6	85.7	90.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	91.6	91.8	93.9	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.1	75.7	81.9	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.8	93.3	92.8	81.5	81.0	80.9	Very High	Maintained	Excellent



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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. 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.
4. 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).
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	86.8	15.1	81.6	16.3	87.0	11.1	92.1	12.7	n/a	n/a	90	10
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
Mathematics 6	School	75.5	13.2	65.3	4.1	81.5	18.5	71.4	4.8	n/a	n/a	70	10
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	88.7	39.6	75.5	32.7	88.9	40.7	82.5	36.5	n/a	n/a	80	25
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	83.0	22.6	75.5	20.4	92.6	24.1	82.5	31.7	n/a	n/a	80	25
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		



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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	95.4	94.3	95.6	91.8	91.6	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	99.2	99.1	98.0	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	90.9	91.1	94.5	84.3	82.1	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	95.2	91.9	93.2	92.1	94.7	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

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	90.9	88.7	95.6	85.7	90.6	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	96.2	95.8	100.0	100.0	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	81.8	81.3	95.5	71.4	81.3	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

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	66.4	66.0	69.4	64.6	64.2	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	71.7	70.0	68.1	93.1	81.8	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	61.1	62.1	70.7	36.0	46.7	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

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	84.5	88.2	90.1	84.8	85.8	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	86.4	90.2	90.0	92.3	92.9	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	82.6	86.1	90.1	77.3	78.6	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

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	82.8	78.3	91.6	75.7	88.1	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	92.1	94.4	94.1	100.0	97.0	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	73.6	62.2	89.1	51.4	79.3	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

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	95.6	98.1	97.2	95.3	95.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	98.6	98.1	100.0	100.0	100.0	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	90.9	99.1	96.2	88.1	88.0	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	97.4	97.2	95.5	97.7	98.4	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

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	95.0	94.9	94.8	91.6	94.9	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	98.3	96.9	95.8	99.1	99.0	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	94.5	97.8	98.2	91.3	94.0	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	92.3	89.9	90.5	84.5	91.7	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

