



Camilla School

THREE YEAR ACTION PLAN REPORT

2018-2021

GOAL 1: **High Quality Teaching and Learning for All Students**

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that result in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system supports First Nations, Métis and Inuit students’ success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta’s education system is well governed and managed.

Priority:

Continue a culture of inquiry and a targeted professional growth plan, focused on the Division’s Three Year Education Plan priorities as it relates to instructional and assessment practices.



The School will:

The Division will:

Strategies:

1. Facilitate and support for Beginning Teachers’ Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
2. Facilitate and support workshops and sessions in Assessment For/Of Learning, Power Teacher Pro, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/Project-based Learning.
3. Continue to communicate to teachers research informed practices to support teaching and learning.
4. Facilitate the introduction and examination of the new Teaching Quality Standard and the new Leadership Quality Standard (implementation September 2019).

Strategies:

1. Continue having key teachers participate in these cohorts and share pertinent information with staff.
2. Teachers and support staff will attend the division and school implemented targeted PD sessions- Cory Arcand – Principal @ Alexander First Nations – foundational teachings
3. Power teacher pro sessions organized and attended by all teachers
4. Targeted PLC groupings – Teachers provide input on
5. Teachers and support staff to attend workshops at Institute Day
6. Teaching Quality Standard workshop – August 31, 2018 – All teaching staff- administration facilitated

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priority:

Continue to support, program and fund effective early learning programs and interventions for students enrolled in our Early Childhood Education (ECE) programs.



The Division will:

Strategies:

1. Facilitate summer and parent programs.
2. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), and Headstart programs.
3. Division-wide implementation of the Early Childhood Education Strategies for Teaching Based on Autism Research (ECE STAR) program to support students diagnosed with autism or social communication difficulties.



The School will:

Strategies:

1. Headstart and Kindergarten to continue to participate in the STAR program.
2. Camilla School includes the Headstart classroom and staff as a piece of the excellent programming provided, and will continue to offer it.
3. Access central services more effectively for interventions and supports needed in the home for students in ECE.

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priority:

Continue to research, support and monitor high quality instructional strategies that improve students' literacy and numeracy skills across the Division.



The Division will:

Strategies:

1. Review and align instructional minutes assigned to Math in Grades 1 – 9.
2. Develop and report a literacy and numeracy plan in each school.
3. The division will develop a two year numeracy and literacy plan to support professional learning.

The School will:

Strategies:

1. Primary literacy support – explore staffing dollars to for extra literacy support.
2. Adopt Mathletics program to supplement math programs in grade 2-6 – Pilot in 2017-18 school year, and full implementation in 2018-19.
3. Continue with implementation of guided reading and enhance school data base
4. Introduce strategies for non-fictional text in Jr High during DEAR times on a weekly basis.
5. Continue to support and implement book circles, book clubs.

GOAL 1:
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for All Students**

Priority:

Continue to research, support and monitor the most effective use of technology to support students and staff with their learning.



The Division will:

Strategies:

1. Develop and plan for technology infrastructure for all schools through the Centralized Technology Services department.
2. Facilitate the Education Technology Teacher Advisory Cohort to explore and advise on teacher practice pertaining to technology in education.
3. Through Education Services, coordinate and collaborate with schools on the most appropriate assistive technologies for students who require supports.
4. Expand the role of a Coordinator of Instructional Technology and Innovation to assist teachers with applying technologies effectively for instruction and learning.

The School will:

Strategies:

1. Continue to work on expanding the capacity within Camilla School on education tech. and it's successful use in the classrooms – will continue with Google platforms in classrooms, small PD sessions (at lunch, afterschool, PD days, release time etc) , accessing CO person as needed.
2. Implementation of read/write google as tool for assistive tech. – student seminars being held during TAG time
3. Explore other technologies/adaptive tech for students (ie reader pen)
4. Received grant for STEAM equipment purchases. (Makerbot Replicator -3D printing, Solar kits)

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priority:

Continue to strive for improvement on provincial assessment measures; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).



The Division will:

Strategies:

1. Analysis of 5 year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Implementation of evidence based decision making in all schools to guide programming in key and critical areas.
5. Develop and implement Year One of professional learning for administrators concentrated on building school leadership and utilizing school based teams to ensure cohesion between division and school goals and priorities.



The School will:

Strategies:

1. Continue with teacher team analysis of PATs to review the progress of students and identify strengths and areas to focus on.
2. Share results with all staff and identify a direction or area for teaching focus and possibly professional development.
3. Specific Gr 6 Math multi-year Analysis— identifying grade levels where outcomes initially introduced
4. Adopt other best practices as identified and shared at central administrators table.

GOAL 1:
High Quality Teaching and Learning
for All Students

Priority:

Communicate effectively with parents about their child's achievement.



The Division will:

Strategies:

1. Implement Power Teacher Pro.
2. Require scheduled Parent-Teacher conferences twice a year at all of our schools.
3. Monitor and support the use of the Power School Parent Portal as per Administrative Practice Education Services 21.

The School will:

Strategies:

1. **One** Lead teacher attended Power Teacher Pro and piloting its use(2017-18), in-service provided for all teachers fall of 2018 –follow up each reporting period
2. Set Interviews 2 times per year – parents book online and are given advance notice of the dates on the school online calendar, and in the newsletter.
3. Continue updates 2x's monthly, so that parents can view up to date grades vis Parent Portal
4. Teachers will continue with phone calls, daily emails, newsletters, school website, classroom websites etc.

<p><u>Division Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' (formerly <i>Tell Them From Me Survey</i>) • Provincial Achievement Test Results • Diploma Exam Results • Accountability Pillar Measures 	<p><u>Highlighted Targets:</u> 2018/19 P.A.T Excellence: 19% Diploma Excellence: 12%</p>
<p><u>School Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' (formerly <i>Tell Them From Me Survey</i>) • Provincial Achievement Test Results • Diploma Exam Results • Accountability Pillar Measures 	<p><u>Highlighted Targets:</u> P.A.T Excellence: 19%</p>

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's education system is well governed and managed.

Priority:

Provide our staff with professional development opportunities that promote an awareness and understanding of First Nations, Métis and Inuit culture.



The Division will:

Strategies:

1. Facilitate teacher and principal professional development relative to the new Teaching Quality Standard and the new Leadership Quality Standard (Competency 5).
2. Develop and coordinate a division wide strategy to ensure all students experience blanket exercises at grades 2, 5, 7 and 10.
3. Work with Human Resources to develop a strategy to ensure all staff new to the division are provided with the opportunity to participate in a Blanket Exercise.

The School will:

Strategies:

1. Continue relationship with Alexander First Nation as our neighbor and invite school Principal Corey Arcand to speak with our staff about local indigenous culture and teachings.
2. Continue Call to Action cohort participation.
3. Register Grade 7 students for Blanket Exercise

GOAL 1:
**High Quality Teaching and Learning
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Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Priority:

Collaborate with our First Nations, Métis and Inuit families and community for the benefit of our students and staff.



The Division will:

Strategies:

1. Explore the formation of a consultative group of Elders and school leaders to twice yearly provide feedback on division and school initiatives.
2. Invite elders and other members of the First Nations, Métis and Inuit community to share cultural understandings with students and staff.



The School will:

Strategies:

1. Orange Shirt Day – Sept 28 – leadership students took on the task of announcements about Orange shirt day and will deliver a message to each class about the day and residential schools. Students will learn a Cree word taught by our Alexander students supported from our Cree instructor
2. Continue Liason with Verna Arcand from Alexander First Nations on student achievement and attendance.
3. Aboriginal Week in June – celebrations to be determined
- 4.

GOAL 1:
**High Quality Teaching and Learning
 for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Priority:

Have schools identify a “most responsible person” (MRP) to monitor First Nations, Métis and Inuit student academic achievement.



The Division will:

Strategies:

1. All schools use data to identify two practices to determine effectiveness relative to success for students.

The School will:

Strategies:

1. Use data tracked on First Nations, Métis and Inuit student on attendance (Office admin person and 1 administrator)
2. School counselor to track services provided to First Nations, Métis and Inuit students (counselling, academic help, K&E classes, consults with parents etc)

<p><u>Division Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate 	<p><u>Highlighted Targets:</u> 2018/19 P.A.T. Acceptable: 79% Diploma Acceptable: 80%</p>
<p><u>School Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate 	<p><u>Highlighted Targets:</u> Accountability Measures Our School Survey P.A.T. (including K & E) : Acceptable 80%</p>

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learning styles and approaches. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system respects diversity and promotes inclusion.
- Alberta’s education system is well governed and managed.
- Alberta has excellent teachers, school leaders, and school authority leaders.

Priority:

Continue to support all students as they build understanding and come to respect diversity and develop cultural knowledge so there is a strong sense of identity and belonging for all.



The Division will:

Strategies:

1. Encourage and support activities at each school, such as themed assemblies, and special events recognizing the diversity of cultures and groups.
2. Support the creation and promotion of clubs and groups, as identified by students and staff.
3. Support the development of Queer Straight Alliance/Gay Straight Alliance clubs in schools.
4. Schools will review materials and resources yearly to ensure that school, community and provincial diversity is represented.

The School will:

Strategies:

1. Continue to implement school wide Values programming – value of the month each fostering respect for diversity, and a sense of community in the school where all students belong at Camilla.
2. Continue to support clubs as interests rise –new for 2018-19 is musical theatre
3. Continually reviewing library materials to ensure diversity and cultural knowledge is represented.
4. Service Learning Day – JH to be bussed to various places in the region to provide service for a day. April 2019

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Priority:

Explore, share and support best practices for the inclusion of all students.



The Division will:

Strategies:

1. Support instructional practices related to universal supports.
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Through a multi-disciplinary team, ensure inclusive education is a collaborative and responsive process involving staff, parents/guardians and, where appropriate, students.



The School will:

Strategies:

1. Access the ILT as needed –regularly schedule meetings with ILT team on high needs students in our school to ensure we are accessing the supports available in the most efficient way
2. Access supports for students with autism and other who pose safety risks to students and staff.
3. Training and refreshers for NVCI
4. Hiring support staff with training/experience with high risk students
5. PD – Basics of Autism

GOAL 2:
Safe, Caring, and Inclusive Learning
Environments

Priority:

Communicate and consistently reinforce clear expectations of conduct.



The Division will:

Strategies:

1. Research and communicate effective teaching and learning resources pertaining to digital citizenship.
2. School Board Policies and Administrative Practices clearly outline expectations of conduct.
3. Ensure each school has an aligned policy and practice for student conduct posted on school and division websites and communicated yearly with students, staff and parents.

The School will:

Strategies:

1. Code of Conduct is published in the school handbook, and is reviewed with students periodically throughout the school year.
2. Information is posted on the school website, and is shared with parents at school council, and with staff during the initial staff meeting each year.
3. Make amendments to school discipline policy – introducing a behavior outline (as suggested by staff), “choices” sheet to reflect code of conduct and current levels of disciplinary action.
4. Mandatory gr 7 Tech class which included digital citizenship
5. Explore and implement digital citizenship for gr 4-6 –Booking SAFFRON services to deliver material and resources to students, staff and parents through the Parent Advisory Council
- 7- Positive Play at morning recess – set up and implement

GOAL 2:
Safe, Caring, and Inclusive Learning
Environments

Priority:

Collaborate with regional service providers to foster respect, inclusion, fairness and equity for the benefit of our students.



The Division will:

Strategies:

1. Continue to partner and provide leadership to the Regional Collaborative Service Delivery (RCSD) approach that coordinates services to improve access for families.
2. Continue with a common approach to Family Support for Children with Disabilities (FSCD) service provision which streamlines services for parents and ensures consistency of program support for families.

The School will:

Strategies:

1. Explore more how we can access services more efficiently through the RCSD – continue to ask more questions on the services available to students to ensure they are supported.
2. Through teachers, and parents, students at risk will be identified and appropriate services will be contacted and supported through the school.
3. Will access FSCD for families who require support.

GOAL 2:
Safe, Caring, and Inclusive Learning
Environments

Priority:
 Training and support of the Violent Threat Risk Assessment (VTRA) protocol.



The Division will:

Strategies:

1. At a minimum, all principals, vice principals and counsellors are trained in Level 1 VTRA.
2. Level 2 training for identified key staff who will be involved with stage two of the VTRA process.

The School will:

Strategies:

1. Principal, Vice-Principal, counsellor, all level 1 trained in VTRA
2. Principal registered for level 2 for fall of 2018.

<p><u>Division Measures:</u></p> <ul style="list-style-type: none"> • ‘Our School Survey’ • Accountability Pillar Measures 	<p><u>Highlighted Targets:</u></p> <p>2018/19</p> <p>Safe and Caring Schools: 87%</p>
<p><u>School Measures:</u></p> <ul style="list-style-type: none"> • ‘Our School Survey’ • Accountability Pillar Measures 	<p><u>Highlighted Targets:</u></p> <p>AP Measure: Safe and Caring Schools: 87%</p>

GOAL 3: **A Culture of Mental, Emotional, Social and Physical Wellness**

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.

Priority:

Implement teaching approaches that improve students' mental and emotional wellness within a 'Response to Intervention Model'.



The Division will:

Strategies:

1. Further develop a divisional training program for Educational Assistants relative to behaviour supports for students.
2. Organize and facilitate a Divisional Behaviour Cohort with lead teachers from each school who will support staff with the implementation of:
 - a. Neurosequential Model in Education (NME).
 - b. Positive Behavior Supports (PBS).
 - c. Collaborative Problem Solving (CPS).
 - d. Webs of Support: Creating Resilient Youth.



The School will:

Strategies:

1. EA's accessing divisional supported training, and access to outside training to improve skills in working with mental health and social/emotional needs.
2. Behavior cohort: lead teacher/counselor on this cohort.
3. PBS – tied in with Values program. Students are recognized for good deeds, cooperation, positive interactions that lead to school wide rewards
4. Explore Webs of Support for those students who are high risk.

GOAL 3:
**A Culture of Mental, Emotional,
Social and Physical Wellness**

Priority:

Continue to improve and promote a Comprehensive School Health approach to supporting all students in each school.



The Division will:

Strategies:

1. Staff will participate in experiential professional development opportunities focused on understanding the powerful role of experiences on early brain development. (The Brain Architecture Game)
2. Maintain dedicated counselling time at each of our schools.
3. Update School Counselling and Wellness Plans (CWP) at each school.
4. Provide input into the review of the Administrative Practice for counselling.
5. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
6. Support and address family needs related to critical mental health issues with a Family Support Worker and Addictions Counselling.



The School will:

Strategies:

1. CWP created and to be shared with staff
2. .56 counselling time dedicated to one teacher
3. Admin practice for counselling – explore ways to separate the LSL role from counselling role.
4. Counsellor to attend monthly meetings
5. Continue to refer students and families to a FSW and Addictions counselling as required.
6. Need to address how to increase Mental Health assistance in the school for students.

GOAL 3:
**A Culture of Mental, Emotional,
Social and Physical Wellness**

Priority:

Promote a Comprehensive School Health (CSH) approach to supporting our staff and students' wellness.



The Division will:

Strategies:

1. Coordinate and facilitate a Health Champion in every school. Continue to support staff professional learning to develop their knowledge and skill in their role as a Health Champion.
2. Support schools with resources to promote healthy living and learning.
3. Through the Organizational Wellness Committee, support staff with resources for healthy living.
4. Encourage schools to include students as leaders in promoting healthy, active lifestyles.

The School will:

Strategies:

1. Health Champion – introduce healthy ways of living for each class – will continue to attend cohort meetings.
2. Staff wellness committee – staff activities throughout the school year (lunches, friendly competitions, lottery fund)
3. Explore CSH activities for students – connect to PBS

GOAL 3:
**A Culture of Mental, Emotional,
 Social and Physical Wellness**

Priority:
 Partner with community and provincial organizations to address resiliency, positive relationship building and physical wellness.



The Division will:

- Strategies:
1. Ensure an adequate level of leadership necessary to expand the outdoor classroom partnership with the Pioneer Trails North Foundation.
 2. Partnerships with organizations such as Be Fit for Life, Ever Active Schools, and Alberta Health Services.
 3. Supporting and celebrating Sturgeon's Interscholar Sports Council (ISC) for Junior High.
 4. Continue our involvement with Alberta Schools' Athletic Association for High Schools.

The School will:

- Strategies:
1. Teachers included in the outdoor classroom pursuit -2 key teachers attended the PD to share with staff at all levels, and to encourage classes to use the facility
 2. Connection with Alexander First Nations
 3. Continue involvement in the ISC

<p><u>Division Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures 	<p style="text-align: center;"><u>Highlighted Targets:</u> 2018/19</p> <p style="text-align: center;">Students are interested and motivated in their learning: Grades 4 – 6: 84% Grades 7 – 12: 55%</p>
<p><u>School Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures 	<p style="text-align: center;"><u>Highlighted Targets:</u> 2018/19</p> <p style="text-align: center;">OS Grade 4-6: 85% Interested and Motivated Grade 7-9: 60% Interested and Motivated</p>

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Camilla 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	82.2	80.2	85.0	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	77.1	73.9	72.4	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	83.3	92.1	90.4	90.0	90.1	89.9	Low	Declined Significantly	Concern
	Drop Out Rate	2.3	0.0	0.7	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	81.5	92.5	86.0	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	22.6	28.1	23.1	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	82.6	76.4	69.6	82.4	82.7	82.4	High	Improved	Good
	Citizenship	76.0	73.8	77.8	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	72.2	80.1	75.0	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	78.7	74.0	81.4	80.3	81.4	80.7	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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.
- 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.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 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.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.1	78.2	87.2	92.5	81.5	93	High	Maintained	Good	82	83	84
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	23.8	16.3	25.0	28.1	22.6	29	High	Maintained	Good	23	23.5	24.5

Comment on Results

(an assessment of progress toward achieving the target)

Although the results have shifted in, we have still maintained a high level of achievement on the PAT scores overall

Strategies

Continue to:

- **Utilise new Mathletic resources for literacy**
- **Gradually introduce guided math across primary and elementary classrooms**
- **to have strong literacy programs, guided reading, early interventions in primary,**
- **to inquiry based learning strategies, STEAM, critical thinking, within the classroom settings**

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. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.1	2.0	0.0	0.0	2.3	0	Very High	Maintained	Excellent	0	0	0

<p>Comment on Results (an assessment of progress toward achieving the target)</p> <p>Our rate continues to be low as we do not have many students over the age of 14.</p>
<p>Strategies</p> <p>Run student at risk reports and identify needs and areas where we can support the student, involving parents, student, teachers, counselor etc.</p>

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. 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.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
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.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.9	80.1	79.7	73.8	76.0	80	Intermediate	Maintained	Acceptable	80	81	82
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.	79.5	58.8	73.7	76.4	82.6	77	High	Improved	Good	83	84	85

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <p>We are pleased that the result did increase ever so slightly in character and citizenship, but expected a higher result due to the introduction of a “values” lesson program in our school</p> <p>The increase shown amongst teachers and parents is excellent, and we are pleased that we have exceeded the target</p> <p>Strategies</p> <p>Continue to define what active positive citizenship means for students within their schools and their communities. – treating people respectfully both online and in person, being involved in your community.</p> <p>Continue teaching attitudes and behaviors that will make them more successful at work once school is completed. Teachers and other staff members will continue to have high expectation of students in regards to attitudes and behaviors toward others and their work, and a continued focus will be placed on being responsible for one’s own learning and work and behaviors at school</p> <p>Values program: based on 10 core values being taught in character ed. and religion classes – being continued from previous year</p> <p>Communication Strategies: Share at SAC meetings, newsletters, social media.</p>

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.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.8	78.8	83.8	89.6	64.8	90	Very Low	Declined	Concern	75	75	75
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.3	12.5	31.3	24.0	17.0	24	Intermediate	Maintained	Acceptable	20	20	20

Comment on Results

(an assessment of progress toward achieving the target)

There was a drastic decrease in FNMI students achieving acceptable and excellence on the PAT in 2018 compared to the target set out.

This is not indicative of years past, as our school has always had excellent success with this targeted group of students. Factors such as attendance, work habits, previous schooling may be factors contributing to the drastic decline.

Strategies

Continue to support our FNMI population with the appropriate supports in school – learning support, counselling, inclusive safe environment, expectations to succeed, continual parental communications

Implementing more cultural awareness among the students and staff through school wide events, professional development, developing relationships with parents and students and other community members that can support our FNMI population of students.

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. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	87.5	85.8	89.0	80.2	82.2	90	Intermediate	Maintained	Acceptable	90	90	90

Comment on Results

(an assessment of progress toward achieving the target)

Results indicated a slight increase in this area

Strategies

Teaching understanding that all learners are different.

Review of student discipline practices is being undertaken.

Education of parent population on how incidents at school are handled.

Continue with recognizing helpful good deed in the school, listening to students and help them solve conflicts

Continue with cross graded activities – reading buddies.

Respond fairly and seriously to incidents that may occur

Communication Strategies:

Continue daily reminders through emails, apps, announcements

Teacher reinforcements of positive behaviors, indicating to both students and parents

Involve students in leadership roles in activities that build the positive climate at school. (assemblies, spirit activities etc)

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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	78.6	71.9	71.3	73.9	77.1	80	Intermediate	Maintained	Acceptable	81	82	83

Comment on Results

(an assessment of progress toward achieving the target)

Made a slight increase in improving this outcome.

Strategies

We are continuing to expand programming in the junior high option areas, and work toward providing a broad spectrum of programming from K-9 through guest speakers, field trips, in school activities (Skills Canada, Career Fair etc)

Extra-curricular programming includes fine arts after school, drama and musical theatre

Continuing with gr 6 band, makerspace, robotics.

Be sure to communicate when special events are happening.

Introduction of STEAM activities to align with CTF outcomes and parallels to the core curriculum in grade 5 and 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	78.4	87.6	82.5	74.0	78.7	85	High	Maintained	Good	80	81	82
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.3	78.7	66.3	80.1	72.2	75	Low	Maintained	Issue	75	76	77
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.2	88.3	90.9	92.1	83.3	92	Low	Declined Significantly	Concern	92	93	94

Comment on Results

(an assessment of progress toward achieving the target)

An increase is shown in the improvement of our school and division

Significant drop in parental input and quality of education.

Strategies

Advertise clearly where parent have input. Advertise specific topics that are being brought forward at SAC -- ie school wide events on Pride Day, FNMI initiatives, theatre/music productions, support for the artist in residence

Keeping community informed on how staffing decisions are made. (in conjunction with division leaders)

Communication Strategies:

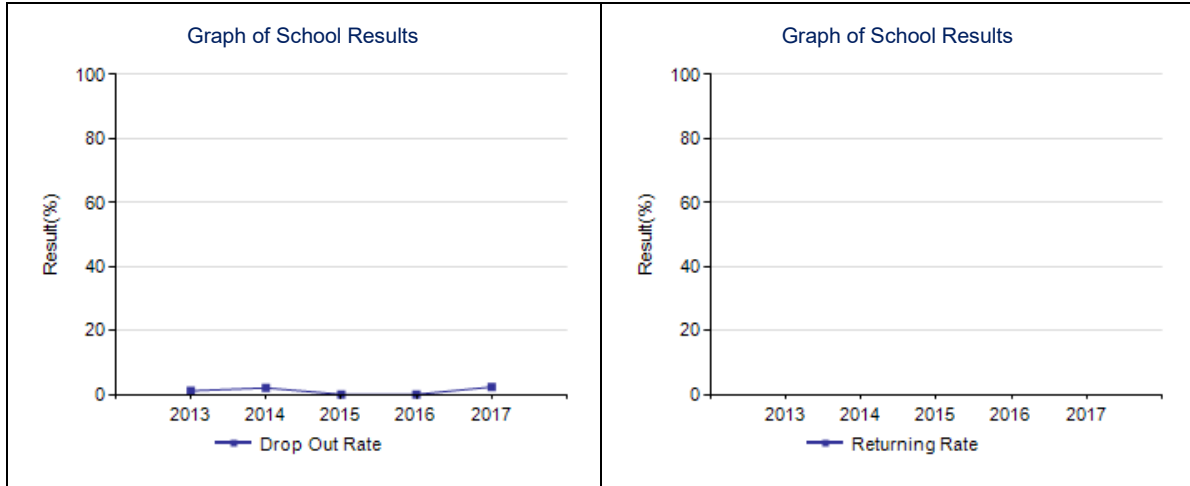
Speak with key parents on SAC for input – have the chair place items on agenda in advance when it is circulated to know when items will be discussed for input in to the school

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.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	1.1	2.0	0.0	0.0	2.3	3.9	3.0	3.4	3.3	2.4	3.3	3.5	3.2	3.0	2.3
Returning Rate	n/a	*	*	*	n/a	17.3	4.0	16.3	21.8	16.0	20.7	20.9	18.2	18.9	19.9



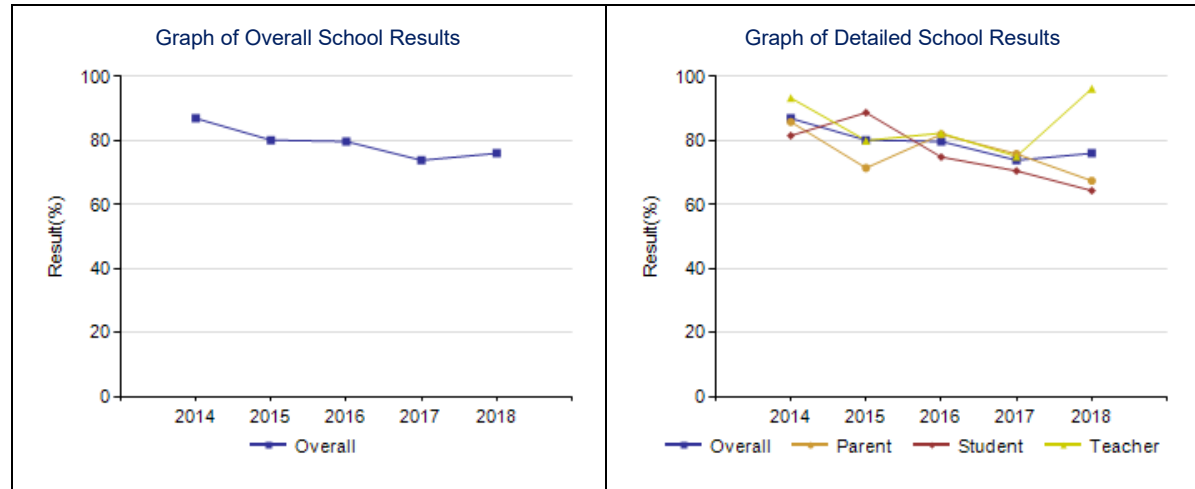
Notes:

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

Citizenship – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.9	80.1	79.7	73.8	76.0	83.3	79.7	79.5	77.2	77.6	83.4	83.5	83.9	83.7	83.0
Teacher	93.3	80.0	82.3	75.0	96.2	94.2	92.8	92.2	91.2	93.6	93.8	94.2	94.5	94.0	93.4
Parent	85.8	71.4	81.9	75.8	67.4	79.1	71.9	75.7	73.3	68.8	81.9	82.1	82.9	82.7	81.7
Student	81.5	88.7	74.8	70.5	64.3	76.6	74.5	70.5	67.1	70.3	74.5	74.2	74.5	74.4	73.9



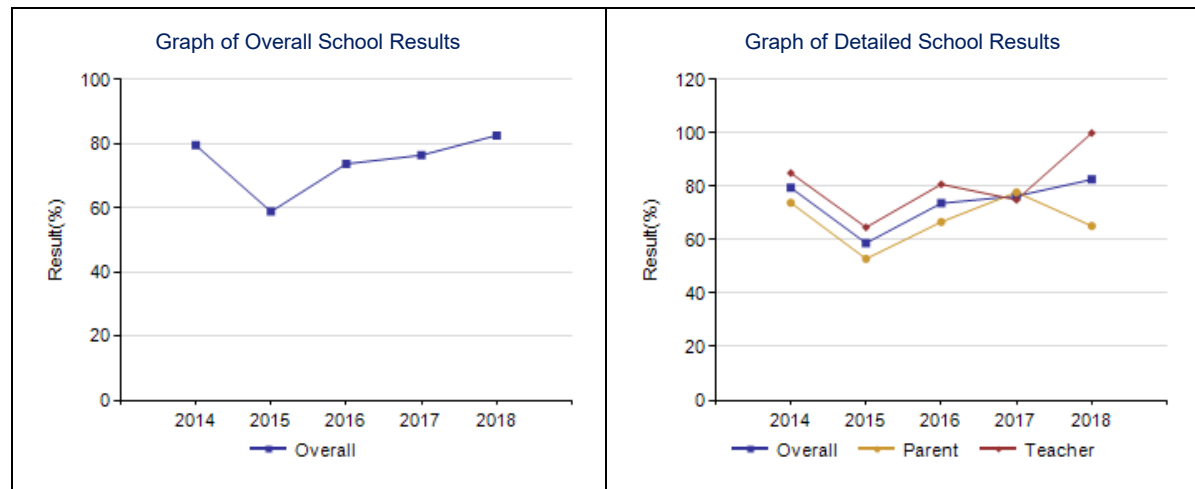
Notes:

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

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.5	58.8	73.7	76.4	82.6	76.3	75.9	80.3	80.5	80.2	81.2	82.0	82.6	82.7	82.4
Teacher	85.0	64.7	80.8	75.0	100.0	91.0	91.5	92.5	90.2	94.1	89.3	89.7	90.5	90.4	90.3
Parent	73.9	52.9	66.7	77.8	65.2	61.6	60.4	68.1	70.7	66.3	73.1	74.2	74.8	75.1	74.6



Notes:

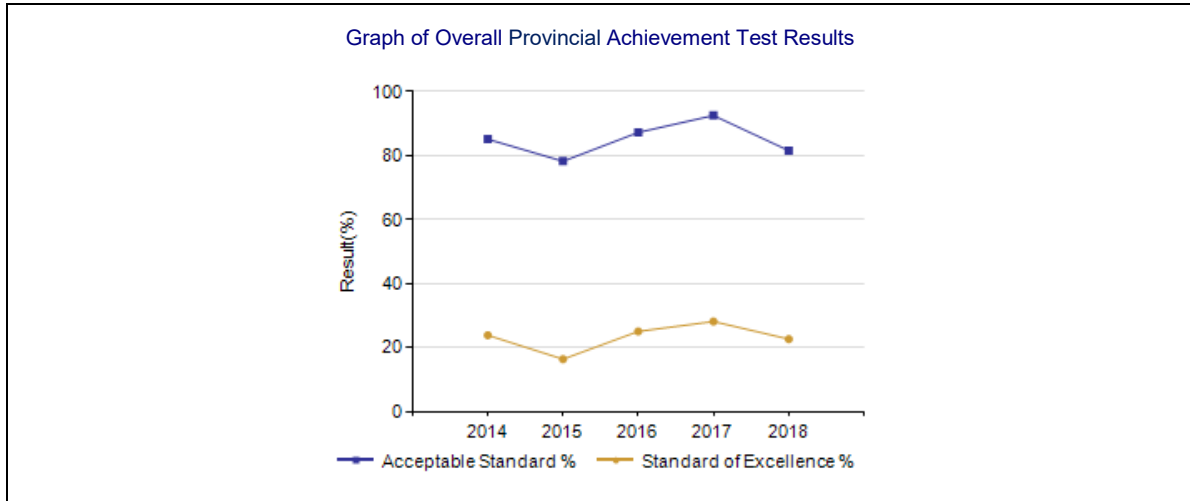
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	95.7	17.0	90.2	19.6	93.0	20.9	100.0	20.9	95.0	15.0		
	Authority	88.4	16.6	86.5	16.8	86.0	16.2	86.0	12.7	88.9	13.1		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	School	85.1	10.6	78.4	13.7	76.7	9.3	88.4	11.6	80.0	20.0		
	Authority	76.5	10.6	78.5	12.4	69.8	6.3	62.4	6.1	73.5	9.7		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	93.6	40.4	86.3	19.6	88.4	23.3	93.0	34.9	87.5	37.5		
	Authority	84.8	28.8	84.8	27.3	83.2	22.5	80.9	27.3	79.9	27.6		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	93.6	23.4	84.3	17.6	83.7	27.9	90.7	18.6	80.0	40.0		
	Authority	78.1	16.2	76.4	19.7	69.5	16.8	76.5	14.4	78.8	23.4		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	81.8	24.2	79.2	14.6	94.6	18.9	95.5	25.0	92.3	17.9		
	Authority	84.4	12.7	80.2	10.7	85.8	15.5	85.6	12.6	84.6	12.2		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	*	*	*	*	*	*	*	*	50.0	0.0		
	Authority	72.4	3.4	68.6	11.4	76.9	15.4	75.0	10.7	84.6	12.8		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
Mathematics 9	School	75.8	18.2	78.3	17.4	89.5	31.6	90.9	40.9	68.3	19.5		
	Authority	74.0	14.5	69.8	18.5	77.3	15.3	77.4	21.1	63.0	15.9		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	*	*	*	*	*	*	*	*	*	*		
	Authority	74.3	8.6	72.5	25.0	72.1	20.9	61.1	11.1	76.8	26.8		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	68.6	20.0	70.0	12.0	89.5	28.9	93.2	25.0	82.1	15.4		
	Authority	80.5	20.9	73.9	19.2	81.8	20.3	85.1	16.7	79.5	24.0		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	*	*	*	*	83.3	0.0		
	Authority	85.2	25.9	66.7	25.9	77.8	25.0	76.7	16.7	81.0	19.0		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	75.0	43.8	60.0	18.0	89.5	47.4	93.2	54.5	74.4	28.2		
	Authority	77.7	25.6	68.1	18.3	75.6	20.6	77.2	28.8	72.2	23.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	87.1	12.9	64.5	12.9	79.4	14.7	76.0	8.0	75.6	26.8		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Camilla School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	40	95.0	46	94.4	51,540	83.5	48,248	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	40	15.0	46	20.5	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	High	Maintained	Good	40	80.0	46	81.2	51,486	72.9	48,172	71.6
	Standard of Excellence	High	Improved	Good	40	20.0	46	11.6	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	High	Maintained	Good	40	87.5	46	89.2	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Improved	Excellent	40	37.5	46	25.9	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	High	Maintained	Good	40	80.0	46	86.2	51,525	75.1	48,170	71.4
	Standard of Excellence	Very High	Improved	Excellent	40	40.0	46	21.4	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	39	92.3	43	89.7	46,822	76.1	44,296	76.5
	Standard of Excellence	High	Maintained	Good	39	17.9	43	19.5	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	Low	n/a	n/a	6	50.0	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	Low	n/a	n/a	6	0.0	n/a	n/a	1,588	5.9	1,543	5.6
Mathematics 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	41	68.3	43	86.2	46,603	59.2	43,851	66.8
	Standard of Excellence	High	Declined	Acceptable	41	19.5	43	30.0	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	*	*	*	4	*	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	*	*	*	4	*	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	39	82.1	44	84.2	46,810	75.7	44,341	74.1
	Standard of Excellence	High	Maintained	Good	39	15.4	44	22.0	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	High	n/a	n/a	6	83.3	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	Low	n/a	n/a	6	0.0	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	High	Maintained	Good	39	74.4	44	80.9	46,840	66.7	44,267	65.6
	Standard of Excellence	Very High	Declined	Good	39	28.2	44	40.0	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	*	*	*	6	*	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	*	*	*	6	*	n/a	n/a	1,501	14.2	1,493	11.8

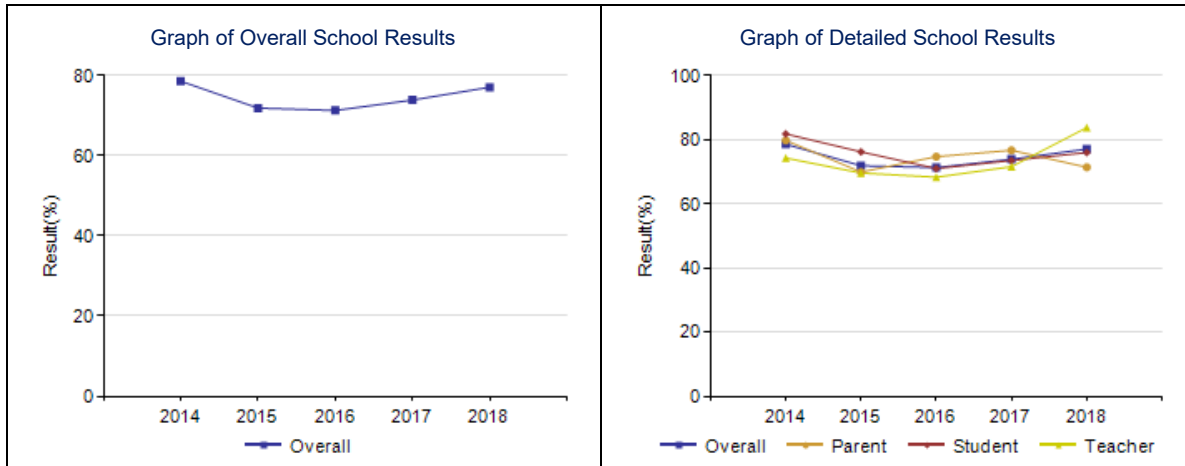
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.6	71.9	71.3	73.9	77.1	82.7	81.4	81.0	79.4	81.3	81.3	81.3	81.9	81.9	81.8
Teacher	74.3	69.6	68.3	71.6	83.8	88.0	88.5	87.0	87.0	90.1	87.5	87.2	88.1	88.0	88.4
Parent	79.8	69.9	74.7	76.7	71.4	79.0	76.3	77.7	76.2	74.5	79.9	79.9	80.1	80.1	79.9
Student	81.8	76.2	71.0	73.5	76.0	81.1	79.3	78.5	75.0	79.3	76.6	76.9	77.5	77.7	77.2

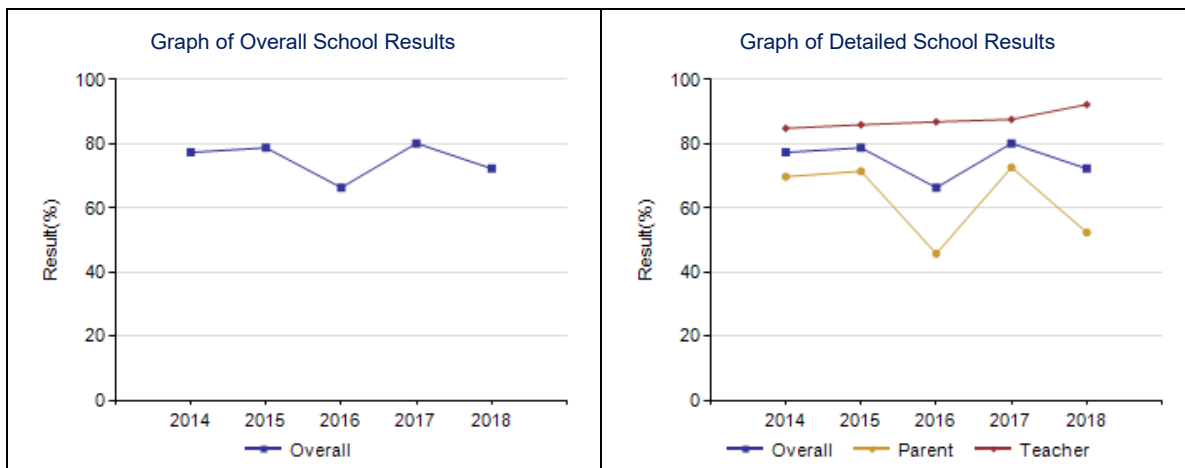


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.3	78.7	66.3	80.1	72.2	81.9	81.2	77.7	80.1	77.0	80.6	80.7	80.9	81.2	81.2
Teacher	84.8	85.9	86.8	87.6	92.2	92.5	90.8	92.3	90.9	94.2	88.0	88.1	88.4	88.5	88.9
Parent	69.7	71.4	45.7	72.6	52.3	71.2	71.6	63.0	69.3	59.7	73.1	73.4	73.5	73.9	73.4

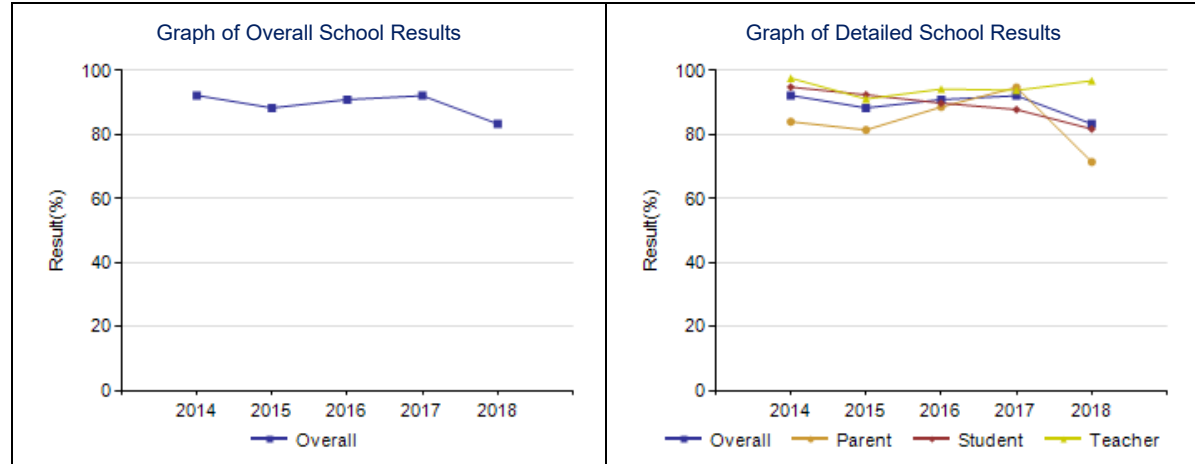


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.2	88.3	90.9	92.1	83.3	90.1	88.7	88.4	88.8	87.0	89.2	89.5	90.1	90.1	90.0
Teacher	97.6	91.1	94.2	93.8	96.8	97.2	97.2	95.9	96.6	97.0	95.5	95.9	96.0	95.9	95.8
Parent	84.0	81.4	88.6	94.7	71.4	83.2	80.6	82.8	84.5	77.0	84.7	85.4	86.1	86.4	86.0
Student	94.8	92.4	89.8	87.8	81.7	90.0	88.3	86.6	85.4	86.9	87.3	87.4	88.0	88.1	88.2



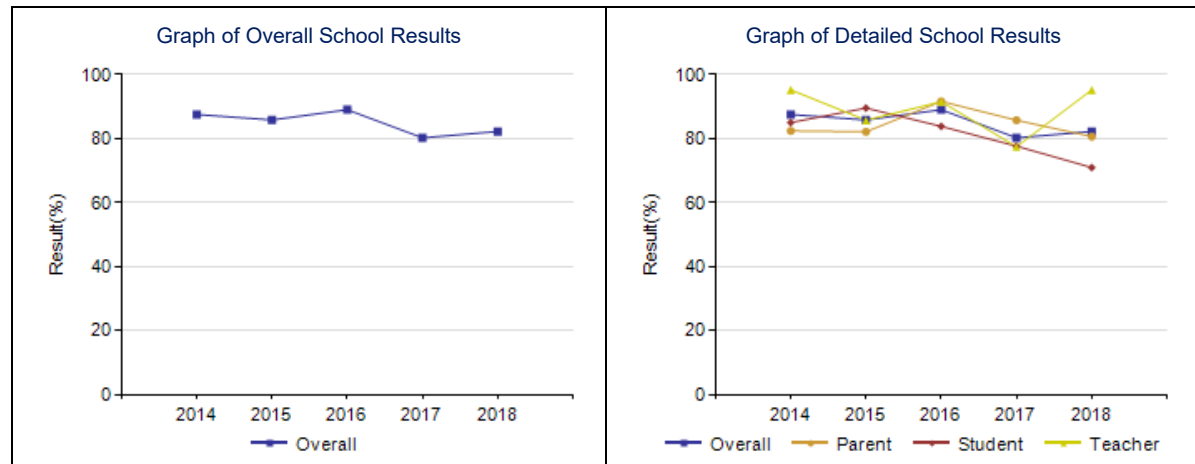
Notes:

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.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.5	85.8	89.0	80.2	82.2	89.3	88.1	88.1	86.3	86.1	89.1	89.2	89.5	89.5	89.0
Teacher	95.2	85.7	91.5	77.4	95.2	97.2	96.2	95.5	94.1	95.2	95.3	95.4	95.4	95.3	95.0
Parent	82.4	82.1	91.6	85.7	80.6	84.8	84.9	85.0	85.0	83.1	88.9	89.3	89.8	89.9	89.4
Student	85.0	89.5	83.8	77.6	70.9	86.1	83.3	83.8	79.9	79.9	83.1	83.0	83.4	83.3	82.5



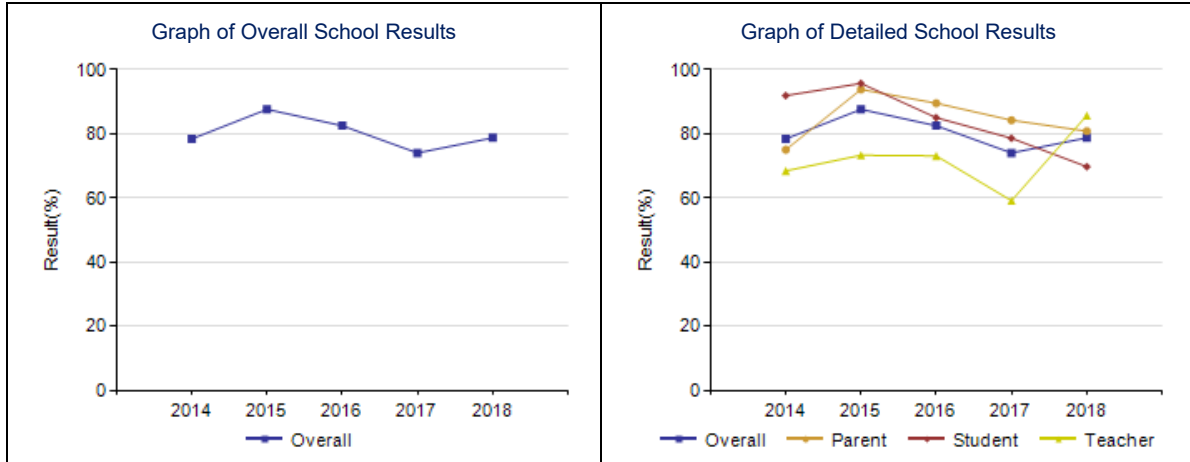
Notes:

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.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.4	87.6	82.5	74.0	78.7	80.7	81.1	82.3	77.5	79.2	79.8	79.6	81.2	81.4	80.3
Teacher	68.4	73.3	73.1	59.1	85.7	85.2	83.8	85.2	81.7	87.9	81.3	79.8	82.3	82.2	81.5
Parent	75.0	93.8	89.5	84.2	80.8	69.5	73.7	81.7	78.3	69.9	77.0	78.5	79.7	80.8	79.3
Student	91.9	95.7	85.0	78.6	69.7	87.3	85.7	79.9	72.5	79.9	81.2	80.7	81.5	81.1	80.2



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.