



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

SCHOOL: Mills Haven Elementary **PRINCIPAL:** Sven Danzinger (Garry Russell in 2019-20)

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:
Year

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 Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

2019-2020 School

STAFF FTE		BUDGET	
Certificated	21.917 (22)	Salaries	\$2,783,476
Classified	9.672 (19)	SES	\$131,340
		Total	\$2,914,816
		End of Year Surplus	\$62,990.88

SCHOOL PROFILE AND CONTEXT

Mills Haven Elementary Overview

Administrative Staff

Principal: Sven Danzinger (Garry Russell in 2019-20)

Assistant Principal: Keri Busenius

School Psychologist: Penny Smith (Diane Hansen in 2019-20)

Mills Haven has played a vital role within the local community since it opened in 1971. It has been a center of excellence in both the Regular (English language), German Language and Culture, the English Language Learner and the German Bilingual Programs. The school serves **420 students** from Kindergarten to Grade 6 and provides service in an inclusionary setting to students with special educational needs.

Mills Haven is an **open boundary** school for 2019/2020 and will be open for the 2020/2021 school year.

Students were served by **22 teachers** and **19 support staff**.

Total school **budget** was **\$2,914,816** with 95.5% of the budget dedicated to staffing



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Special Programs:

Social Emotional and Academic Success Program (SEAS)

Students - 9

- CASA – 3
- Oak Hills Ranch 2
- Royal Alexandra Hospital 1
- Glenrose 1
- Family enhancement supports 2

A Positive support plan is in place for each student. Supports include extra recess, and “eat lunch with the teacher”.

Seclusions are logged. Data is collected to chart any patterns such as when do seclusions typically occur and for what reasons.

Weekly meetings include reviewing seclusions, numeracy-literacy, update on parents (supports and student medication).

German Bilingual Program

Collaborating with the German Language and Culture Association: parents from GLACA have helped with cultural celebrations, (Sankt Nikolaus and Fasching celebrations).

- 2019 – 2020 school year:
 - 2/3 combined 25
 - 3/4 combined 24
 - 5/6 combined 22
- 2020 - 2021:
 - 3/4 combined 28
 - 5/6 combined 21

German Language and Culture Program:

2019-2020 school year:

- Kindergarten – 18
- Grade 1 – 14
- Kindergarten students have 2 classes a week.



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- Grade 1 students have 5 classes a week>

2020 – 2021 school year:

- Kindergarten – 10
- Grade 1 – 16
- Grade 2 – 14
- Kindergarten students will have 2 classes a week.
- Grades 1 and 2 students will have 3 classes a week.

English Language Learners

2019 – 2020 school year:

- Students - 16
- A teacher provides programming and assesses students while an Educational Assistant (EA) works with students every day.

2020 – 2021 school year:

- Students - 13
- A teacher provides programming and assesses students while an EA works with students every day.

Community Success

- Brown bag – Food Bank
- Legacy Foundation First Nations Metis Inuit
- Ronald MacDonald House
- Parent/teacher interviews – Moose Hide Campaign, Family and Social Services
- Movie night
- School dance

First Nations Metis Inuit

- Moose Hide Campaign
- Spirit Bear
- Blanket Exercise
- Project of Heart



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Learning opportunities beyond the classroom at Mills Haven

Students have numerous opportunities to further their learning and to learn in different ways, including:

Track Club	Mills Haven Intramural Leagues	Student Council
AMA Safety Patrol	Choir	Handbells
Reading Buddies	Read-In Week	Connecting Generations (Kindergarten)
Fine Arts presentations	Ski Trip Grades 4-6	Mathletics
German Cultural Events	Robotics	Musical Showcases
Lego Club (Grade 1-2)	Healthy School Initiative	Student Leadership
Games Club	Battle of the Books	Drama Club
June Carnival	3 on 3 Basketball League	D.A.R.E. (Grade 6)
Wee Reads	Young Speakers Conference	Community Garden
Partnerships with Salisbury Composite High School		Learning Commons/Makerspace
Track & Field	Partnerships with Cloverbar Junior High School	Linking Generations (Div. 2)
First Nations, Métis, and Inuit Programming, including Elder visits		



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EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL: Promote numeracy growth and understanding to improve engagement and achievement for all students.

STRATEGIES/ACTIONS IMPLEMENTED:

- Use manipulatives in all grades and across all mathematical strands.
- Share teacher reflections after implementation of Number Talks and other math warm-ups.
- Create numeracy-rich environments in classrooms (e.g. math word walls) and around the public areas of the school (e.g. “Math is Everywhere” bulletin board).
- Share math assessment data with next year’s teacher in a data tracking sheet.
- Collaborate to better understand MIPI (Math Intervention/Programming Instrument) results, the Math Benchmarking Kit, and next steps for student programming.

RESULTS ACHIEVED:

Quantitative Results

- EIPS Parent Survey (Spring 2020): 98% of parents strongly agreed/agreed that their child is demonstrating growth in numeracy.
- May/June 2020 PAT results not available due to Covid-19 pandemic/cancellation of PATs.
- June 2019 Math PAT results: Acceptable essentially same as previous year at 92; 20% drop in Excellence to 12%.
- MIPI Sept. 2020 results indicate need for continued work on basic facts, number re-grouping and fractions/decimals.
- Overall Sept 2020 MIPI results are an improvement over previous year. Tracking students year-to-year showed improvement for grade 3s (i.e. grade 2s in 2019) while other grades remained within 1-2% of previous year. This is notable given that students were engaged in “at-home-learning” beginning March 16, 2020.

Qualitative Results

- High levels of participation in daily math problems on video announcements. Several students wrote and submitted math problems at two levels – early/beginner (K-2), intermediate/challenge (gr 3-6).
- Instructional Leadership Team (ILT) analyzed MIPI and PAT results, provided professional learning for classified and certificated staff.
- Grade level teams discussed implementation of strategies to strengthen PAT and MIPI results.

Commentary on results

- Many striving students with diverse home situations.
- May 2020 “Program of Studies” and “Education Quality” indicators remained “very high”.



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- 2019/20 was first year of full implementation of math manipulatives (kits) in each classroom.
- Teachers shared a variety of success stories and challenges in relation to number talks and math warm-ups. Grades 5/6 teachers have a Decimals/Fractions Math Number Talks book to use with students.
- Math word walls and other public area displays created for both students and parents.
- A math problem of the day was highlighted during morning video announcements.
- 3 years of assessment data which teachers refer to for instructional programming as well as ISPs and provision of supports.
- EIPS Math Consultant Alexandra Candler led professional learning in using math benchmarking kit and implications of MIPI results.
- 6 teachers have numeracy-related PGP goals in 2020/21.

EIPS PRIORITY: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

SCHOOL GOAL: Develop a comprehensive writing and reading framework throughout all grade levels to ensure all students are successful.

STRATEGIES/ACTIONS IMPLEMENTED:

- Implementation of Lucy Calkins' Reading Workshop lessons.
- Ensure a variety of books at multiple levels are available for students as they develop and challenge themselves as readers.
- Pinpoint instructional reading levels for all students and use these as guideposts for instruction.
- Offer literacy supports (home reading, Leveled Literacy Intervention, English Language Learning) and challenges (Battle of the Books, Young Authors' Conference).
- Thoughtfully and accurately embed First Nations, Metis, and Inuit literature into all classroom libraries and areas of literacy programming.
- Explore assessment and instructional strategies in relation to phonemic awareness, phonics, fluency, vocabulary, and comprehension based on professional development with Dr. George Georgiou.

RESULTS ACHIEVED:

Quantitative results

- EIPS Parent Survey (Spring 2020): 100% parents agreed or strongly agreed that their child(ren) is(are) demonstrating growth in literacy.
- May/June 2020 PAT results not available due to Covid-19 pandemic/cancellation of PATs.



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- June 2019 English Language Arts PAT: Acceptable standard achieved was essentially the same as previous year at 96%; small drop in Excellence from 27 to 21%.
- STAR Reading Results: comparing longitudinally, grades 5 and 6 results are approximately equal to last year, grade 2 results decreased significantly, however grades 3 and 4 results showed gains.
- Overall Fall 2020 results show 19% of students in the urgent intervention category, 16% in the intervention category, and 65% of students in the on watch/at or above benchmark categories.

Qualitative

- High degree of participation in Reading Workshop at all grade levels resulted in students reading more strategically.
- When being read to, e.g. during Read-in Week, many grades 1 and 2 students recall books read to them in Kindergarten, demonstrating a language and book-rich environment.
- During walk-throughs, students were reading independently, with partners and in small groups, sometimes led by an EA or other school staff.
- Library/Learning Commons was an engaging and well used location by all students. Comfortable and re-configurable seating helped make this an area students loved being in.
- The school invested heavily in reading resources at multiple levels and reading interests. This included upgrades to the bookroom (series, book club and genre collections), which continues to be well-used by all grade levels.
- Battle of the Books was missed due to Covid-19 school closure; however, 10 students attended the Young Author's Conference in February.

Commentary on Results

- Reader's Workshop was shortened due to the Covid-19 school closure. Conducting Reading Workshop lessons was challenging because resources were not readily available, libraries were closed, and on-line resources such as EPIC and Raz-Kids did not fit the lessons as well.
- Teachers use Reader's Workshop conferencing with students and find it very helpful to make sure students are on track throughout the year. Checking in with students a few times a month to make sure they're reading "just fit" books helps build fluency and comprehension.
- Even though support was available to students during the "lock-down" period, it was not the same as being in school with a teacher providing guided reading or an EA supporting the learning. Our hypothesis is that, for many striving grade 1 readers, learning did not advance as expected due to the lack of available supports and/or students who did not fully participate in "at-home" learning. (We do not have statistics as to how many "dropped off" during at-home learning.)



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- Reading intervention, based on the LLI model, is now in place. Federal funding allowed the school to hire a 0.468 teacher to provide this intervention. Grades 6 and 3 are the first grades to receive intervention. Due to low STAR results in grade 2, we considered having this group receive intervention first. STAR reading results were used to inform LLI grouping.
- Staff began to explore reading comprehension with Dr. George Georgiou over the course of 6 professional learning sessions in May and June.
- We are looking forward to diving deeper into the work of Dr. Georgiou to help our most striving readers.
- 8 teachers have literacy-related PGP goals in 2020/21.

EIPS PRIORITY: ENHANCE PUBLIC EDUCATION THROUGH EFFECTIVE ENGAGEMENT

SCHOOL GOAL: Build school citizenship through the use of The Seven Teachings, character and indigenous education traits. Promote local community connectedness and student citizenship by developing positive social values and act upon those values responsibly.

STRATEGIES/ACTIONS IMPLEMENTED:

- Daily “mission” on video announcements, building on Métis Red River Cart Teachings from 2019-2020 and The Seven Teachings from 2018-2019.
- Kindergarten meets with elders for Connecting Generations program.
- Student leadership opportunities include
 - Grade 4 students as kindergarten lunch helpers
 - Milk helpers
 - AMA Safety patrollers
 - Student Council
 - Assembly team
- “Great Place to Be” Positive Referrals highlighted on daily video announcements
- Continuing to welcome community elders from Linking Generations program

RESULTS ACHIEVED:

Quantitative results

- EIPS Parent Survey (Spring 2020): 89% of parents strongly agreed/agreed that their child is being taught knowledge, skills and attitudes necessary to be successful in life.



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- EIPS Parent Survey (Spring 2020): 84% of parents strongly agreed/agreed that the rights of citizenship are reinforced. (Note: 15.7% responded “don’t know”)
- Accountability Pillar “Citizenship” measure is rated as “Very High” and “Improved”. The “Safe and Caring” measure is “Very High” and achievement was maintained.
- 96% of staff are very satisfied/satisfied that they have a friend at work and 84% agree/strongly agree that communication is open and transparent.
- 90.6% of teachers, parents and students are satisfied that students model the characteristics of active citizenship. Students’ response increased by 4% over the previous year.
- 91.4% of teachers, parents and students agreed 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.

Qualitative

- Even with Covid-19 restrictions in place, many grade 6 students sought to be included on the Student Council President ballot. Overall, many students expressed interest in Student Council positions. Students cited a variety of reasons for seeking a term on School Council including planning school spirit days, initiating charitable fundraisers, and continuing to make Mills Haven “A Great Place to Be”.
- Between October and March, Student Council initiatives contributed to community organizations including Indigenous (Downie-Wenjack Foundation [Secret Path]), Ronald McDonald House, Legion Poppy Fund, ASPCA, Strathcona County Food Bank, and Stollery Children’s Hospital.
- Elder Wilson, Linking Generations/Senior Volunteers and Kindergarten visits for Connecting Generations contributed to empathy development and curiosity about Knowledge Keepers, Seniors and other people to whom we can turn for wisdom and guidance.
- Some Division 2 classes infused Indigenous literature to frame guided discussions. When exploring the various regions of Canada, classes used literature from the Indigenous groups native to each region (past and present).
- During Health, some classes explore Grandfather teachings and characteristics of animals associated with each teaching.

Commentary on Results

- Students and parents feel safe and welcome in Mills Haven, and many parents were relieved that school re-opened in September 2020.
- Through the Blanket exercise and Drama Circles, grade 5 students explored the topics of residential schools, Turtle Island and indigenous life pre- and post-colonization by acting out instructions on cards. This provided knowledge and understanding while students learned the information from alternate perspectives.



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- One of the most heartwarming examples of connecting with Elder Wilson, was that of a complex, high needs student who met Elder Wilson, who became a positive role model for the student.
- Letters were written by community members during both of our food bank drives, thanking students for their service and efforts and positively contributing to their community.
- During a School Council meeting, parents commented on their appreciation of the “Great Place to Be” awards.

Reflecting on your data, what was your greatest success?

- Mills Haven had many community events, ranging from bottle drives/food hamper collections to monies collected during School Spirit Days.
- There is a robust love of reading in the school.
- There is a greater emphasis on connecting math and mathematical strands to real-life, thereby increasing student engagement.
- Oral language (vocabulary, listening) increased and continues to increase in math classes.
- Staff was able to learn and collaborate to provide meaningful instruction during the “alternative learning” phase of the last school year. This included EAs who were later laid off providing on-line support to some of our most vulnerable students.

Reflecting on your data, what was your greatest opportunity for growth?

- Math and literacy instruction strategies included teacher-led, direct/explicit instruction for small groups in areas where students needed support. Due to Covid-19 restrictions, group work was severely curtailed/stopped. Teachers are finding ways to address learning needs outside of these groups.
- Traditional reading supports such as cross-graded reading buddies and Wee Reads are on hiatus.
- A focus on math direct instruction on topics including basic facts, regrouping and decimals/fractions.
- Continue to develop digital (i.e. Brightspace this year) connections for teaching and learning.
- Social-Emotional Learning is critical because we have a number of students and staff who are very sensitive to and worried about Covid-19. Students and staff alike are grateful to be in school, but the reality is that the accommodations and restrictions have for contributed to increased anxiety for some.
- Helping students and parents realize that through work such as Reader’s Workshop, promoting a love of reading, we are contributing to student becoming life-long learners.

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Measure Category	Measure	Mills Haven Elementary 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	91.4	93.4	90.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.4	84.4	85.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.5	94.6	93.6	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	94.3	90.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	29.0	27.5	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	84.4	91.2	76.3	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	90.6	89.2	85.6	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	76.0	77.3	77.9	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	80.6	86.3	86.9	81.5	81.0	80.9	Very High	Declined	Good

Combined May/October 2020 Accountability Pillar Overall Summary (cut and pasted from Alberta Education APORI Reports)

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.
- 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 (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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Ministry Performance Measures 2019-20

EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

Performance Measure	Results (in percentages)					
	2015	2016	2017	2018	2019	2020
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.0	90.1	84.4	92.4	94.3	n/a
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.8	28.1	18.8	34.7	29.0	n/a
Performance Measure	Results (in percentages)					
	2015	2016	2017	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	n/a
Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	n/a

*results suppressed where there are 6 or fewer students enrolled

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	95.8	27.1	89.3	17.9	96.6	27.1	96.0	21.3	n/a	n/a
	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	81.3	18.8	87.5	5.4	93.2	32.2	92.0	12.0	n/a	n/a
	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	93.8	43.8	83.9	30.4	93.2	47.5	96.0	46.7	n/a	n/a
	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	89.6	22.9	76.8	21.4	86.4	32.2	93.3	36.0	n/a	n/a
	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

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	91.0	80.3	87.4	89.2	90.6	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	98.3	91.2	95.2	100.0	99.1	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	87.5	80.5	88.0	80.0	81.1	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	87.3	69.2	79.0	87.7	91.6	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	80.1	65.6	72.1	91.2	84.4	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	87.0	75.0	92.0	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	73.3	56.3	52.2	82.4	68.8	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	56.7	54.0	57.6	63.4	61.7	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	66.7	65.2	68.8	68.8	69.8	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	46.7	42.9	46.5	58.1	53.6	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	86.8	81.7	91.5	84.4	86.4	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	90.2	82.6	94.5	94.7	94.3	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	83.3	80.8	88.5	74.1	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

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	85.1	75.6	80.8	77.3	76.0	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	93.9	88.0	94.1	94.9	92.7	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	76.3	63.3	67.5	59.8	59.3	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	96.0	92.8	93.5	94.6	92.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	97.8	94.7	98.0	98.6	96.9	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	95.8	92.2	87.9	87.0	82.2	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	94.3	91.5	94.7	98.2	98.2	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	94.7	87.5	90.1	93.4	91.4	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	98.3	89.5	96.0	95.8	92.5	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	96.2	91.7	92.0	91.1	89.7	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	89.7	81.4	82.4	93.3	91.9	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.1	84.3	90.1	86.3	80.6	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	82.6	76.0	92.0	79.2	86.4	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	75.0	87.5	91.7	83.3	58.8	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	88.7	89.4	86.7	96.5	96.5	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Citizenship Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.0	80.3	87.4	89.2	90.6
Safe and Caring 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.	94.7	87.5	90.1	93.4	91.4
Education Quality Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.0	92.8	93.5	94.6	92.5
Work Preparation 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.	80.1	65.6	72.1	91.2	84.4
Lifelong Learning Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	56.7	54.0	57.6	63.4	61.7
Parental Involvement Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.1	75.6	80.8	77.3	76.0
School Improvement 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.	82.1	84.3	90.1	86.3	80.6