

**School Education Plan and Results Report
2018-2022
Year 3 - For the school year 2020-2021**



Mills Haven Elementary School Motto: “A Great Place to Be”

Mills Haven Elementary School Mission

Our school, through the collaboration of staff, parents, guardians, and students, provides a safe and positive learning environment for diverse students as they grow academically, emotionally, and socially.

Mills Haven Elementary School Philosophy

Children learn best when they:

- feel safe, heard, and cared for
- experience routines, but are confident to experiment with appropriate risk-taking
- are engaged, mindful problem solvers and critical thinkers
- work in a collaborative environment where all opinions are considered
- cooperate and respect each other
- understand expectations
- find meaning and worth in the work they do
- understand the importance of people working towards the common good of the school and community
- consider themselves lifelong learners, while developing new learning strategies and techniques that best suit their individual needs
- know how they learn best while having a variety of different learning experiences
- have goals, aspirations and an awareness that perseverance can help them achieve

SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Promote **numeracy** growth and understanding to improve engagement and achievement for all students. (EIPS Priority 1, Goal 2)

GOAL 2: Develop a comprehensive **writing and reading** framework throughout all grade levels to ensure all students are successful. (EIPS Priority 1, Goal 2; EIPS Priority 3, Goal 1)

GOAL 3: Engage students in behaviours related to responsible **citizenship** and the **well-being** of individuals and communities.

(EIPS Priority 1, Goal 1; EIPS Priority 2, Goal 1; EIPS Priority 3, Goal 2)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

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

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe .

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal : Sven Danzinger

Assistant Principal: Keri Busenius

School Psychologist: Penny Smith

Mills Haven Elementary Quick Facts:

Mills Haven has played a vital role within the local community since it opened in 1971. We are celebrating our 50th Anniversary in 2021. Mills Haven has been a centre of excellence in both the Regular (English language) and German Bilingual Programs. The school serves students from Kindergarten to Grade 6, and provides service in an inclusionary setting to students with special education needs.

- Mills Haven is a Kindergarten to Grade 6 school that serves 416 students
- Mills Haven is an open boundary school for 2020/2021
- Mills Haven students are served by 22 teachers and 13 support staff
- Total school budget is \$2,846,320 with 96% of the budget dedicated to staffing

School Community:

The school community consists of 416 children and 35 staff members. Membership in Mills Haven School Council is open to all parents and guardians of children registered at the school.

Programming highlights:

German Language and Culture Program Year One (Kindergarten, Grade One, & Grade Two)

Starting in September 2019, students entering kindergarten or Grade 1 have the opportunity to participate in the German Language and Culture Program. The program will progressively include Grades 3-4-5-6 in subsequent years. Students selecting the German Language and Culture Program option at Mills Haven Elementary School will receive several periods of instruction in German each week, taking place during their regularly scheduled Language Arts course.

German Bilingual Program (Grades Two through Six)

The German Bilingual Program is an Alternative Program designed for students whose first language is English and who wish to acquire basic knowledge of and skills in the German language and culture. As well, it also meets the needs of German speaking families within the Elk Island Public Schools community. Instruction is provided in German for one-third to one-half of the instructional time. German is infused throughout the day in multiple subject areas. The German Bilingual program is changing to the German Language and Culture Program year by year, with its last year of operation in 2024.

Kindergarten

The school offers three kindergarten centres, each providing a total of 475 hours of instruction per year, in keeping with provincial standards.

English Language Learning

At Mills Haven, the English Language Learning (ELL) program is designed to help all students whose first language is not English. Through individualized pull-out and content-based instructions, 10 students work on enhancing all their language needs in a friendly, structured environment.

SEAS Program

A division program hosted at Mills Haven is the Social, Emotional, and Academic Success (SEAS) Program. This system program is designed to meet the needs of students in grades 4 - 6 with complex issues, including severe emotional/behavioural disorders, and related learning difficulties.

Students in the SEAS Program are supported through a safe and structured classroom environment with predictable and clearly articulated routines, procedures and expectations.

- This program operates through a 'trauma-informed' lens with a strong emphasis on social-emotional development.
- The goal of this program is to help students develop self-regulation skills and strategies that will enable them to respond more appropriately to social situations across a variety of settings.
- There is a strong focus on literacy and numeracy along with problem-solving skills, and social skill development.
- Students are placed in smaller classes with a higher adult to student ratio for more targeted instruction.
- There may be opportunities for students to join general classrooms in their area of strength.
- Flexible and responsive instruction is guided by an Instructional Support Plan (ISP) and behavior support plan, built on individual strengths and needs, and follows the Alberta Education Programs of Study, with adaptations as necessary.
- There is a process for the school team who has referred the student to stay connected to the student, visit the program and build their school's capacity to work with the student once they've returned to their home school.
- Parental engagement with the school-based student support team and community resources on an ongoing basis is integral to providing wrap around support services to address the emotional-behavioral concerns of each student.

The SEAS Program is for the student who:

- is in Division II in elementary school (although students in grade three may be considered)
- has the skills to meet the outcomes of the curriculum at or near grade level as set out by the Alberta Programs of Study
- displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, high levels of structure and other intensive support services in order to function in an educational setting
- has severe behaviors that significantly interfere with both the learning and safety of the student and others

Learning opportunities beyond the classroom at Mills Haven (in a regular school year*)

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

Track Club	Mills Haven Intramural Leagues	Student Council (Grade 6)
AMA Safety Patrol (Grades 5-6)	Choir	Handbells (Grades 5-6)
Reading Buddies (Grades 1,2,3)	Read-In Week (Grade K-6)	Milk Team (Grade 5)
Fine Arts presentations	Ski Trip (Grades 4-6)	Mathletics (Grade 1-6)
German Cultural Events (Grades K-6)	Robotics	Musical Showcases
Lego Club (Grade 1-2)	Healthy School Initiative	Student Leadership
Games Club (grade 4-6)	Battle of the Books	Linking Generations (Grade 5)
June Carnival (Grade 1-6)	3 on 3 Basketball League	D.A.R.E. (Grade 6)
Wee Reads	Young Speakers Conference (Grades 4-6)	Community Garden
Partnerships with Salisbury Composite High School		Learning Commons/Makerspace (Grade 1-6)
Track & Field (K-6)	Partnerships with Cloverbar Junior High School (Grades K-6)	Connecting Generations (Kindergarten)
First Nations, Métis, and Inuit Programming, including Elder visits (All Grades)		
<i>*Note that many school clubs and leadership opportunities are on hold in 2020 – 2021 due to the pandemic and health and safety procedures in schools across Alberta.</i>		

SECTION THREE: School Education Results Report (2019-2020)

What were the greatest successes/challenges faced in 2019-2020?

SUCCESSSES:

- Numeracy talk and instruction, Literacy instruction, and Citizenship through indigenous teachings continued to be focus areas
- ≠ Staff did fantastic work engaging students in numeracy and literacy throughout the year and while doing alternative learning at home during the spring due to the COVID-19 pandemic.

- Budget dollars were used to purchase Reading Workshop materials for Kindergarten to Grade Six classes, Kindergarten programming equipment (with Program Unit Funding monies), Levelled Literacy Intervention materials, and German novels
- Additional funding from Central Office was used to provide supports with the large class sizes in Kindergarten. Education Assistants joined the team at various points mid-year.

CHALLENGES:

- ⊘ Budgeting changes and reductions in Spring 2020 resulted in staffing decreases when we moved to programming for students at home. Remaining staff took on larger student loads, specifically students with needs, to ensure success for all.
- ⊘ The late spring budget announcement also impacted planning for 2020-2021.

How, and to what degree, did those successes/challenges impact planning for 2020-2021?

-Class sizes larger

-Supports for students resources were less

-Decrease in staff hours to begin the year in September 2020

-Mental health and wellness of students and staff continues to be a key focus area, on top of all other school education plan goals

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Promote **numeracy** growth and understanding to improve engagement and achievement for all students. (*EIPS Priority 1, Goal 2*)

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

Strategies (with top 5 focus areas first):

- Schoolwide focus on math basic facts, math vocabulary, and the process of regrouping during number operations
- Provide teachers with time to collaborate to better understand the MIPI (Math Intervention/Programming Instrument) results, the Math Benchmarking Kit, and next steps for student programming
- Use math manipulatives in all grades and across all math strands
- Create numeracy-rich environments in classrooms (eg. math word walls) and around the public areas of the school
- Purposefully use technology to enhance math programming and differentiation (websites such as Mathletics, apps, virtual manipulatives)

- Identify, teach, and model criteria for effective problem solving
- Explicitly teach and plan for connections across strands of mathematics all year
- Explicitly teach and regularly assess foundational math skills
- Collaborate to identify and use math vocabulary development strategies and activities
- Plan for project based learning with real life applications for math concepts
- Model and use growth mindset language in math
- Continue using the Kim Sutton interactive number line for number sense and operations
- Embed strong assessment practices learned with Sandra Herbst into math instruction
- Increase instructional time with small groups using a Guided Math Framework
- Share teacher reflections after implementation of Number Talks, math warm ups, and small groups for math instruction
- Share Math assessment data with next year's teacher in a data tracking sheet
- Ensure cognitively demanding tasks for problem solving across all math strands

Performance Measures:

- Provincial Achievement Test results remain consistent with the three year average
- MIPI – identifies striving math students and strands of concern
- Math Benchmarking kits for striving Math students
- Math journals and Number Talks
- Student self-assessments and explanations using criteria during problem solving tasks

School Goal 2: Develop a comprehensive **writing and reading** framework for Kindergarten through Grade Six to ensure all students are successful. (EIPS Priority 1, Goal 2; EIPS Priority 3, Goal 1)

Division Outcomes: *More students achieve a minimum of one year's growth in literacy and numeracy. Student learning is supported and enhanced through parent engagement.*

Strategies (with top 5 focus areas first):

- Support teachers in the continued implementation of Lucy Calkins' Reading Workshop lessons
- 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**)
- With careful thought as to accurate and sensitive texts, embed First Nations, Metis, and Inuit literature into all classroom libraries and areas of literacy programming
- Purposeful use of technology to engage students and enhance literacy at school and at home (RAZ Kids, other websites and apps)

- Teach structures of writing and a common language (Empowering Writers; Lucy Calkins' Writing Workshop resources)
- Use the language of effective writing from the 6+1 Writing Traits
- Explore assessment and instructional strategies in relation to the Five Pillars of Reading Instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) based on professional development with Dr. George Georgiou
- Wee Reads Program**
- 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
- Professional development for Literacy Lead Teachers
- Provide teachers time for Fountas & Pinnell Benchmarking for striving readers
- Refine spelling instruction and collaborate regarding most effective and engaging instructional methods (eg., Words their Way, spelling games, online spelling)
- Model for and coach teachers as they implement Leveled Literacy Intervention in Grades 1-6

***Dependent on pandemic procedures and gathering restrictions.*

Performance Measures:

- STAR Reading assessment results
- Fountas and Pinnell Benchmark Reading assessments for striving readers
- Provincial Achievement Test results remain consistent with the three year average
- Student self-assessment of "next steps as a writer" while using the EIPS Writing Continuum

School Goal 3: Engage students in behaviours related to responsible **citizenship** and the **well-being** of individuals and communities. (EIPS Priority 1, Goal 1; EIPS Priority 2, Goal 1; EIPS Priority 3, Goal 2)

Division Outcomes: *More children reach social, intellectual, and physical developmental milestones by Grade One. Our learning and working environments are welcoming, caring, respectful, and safe. Community partnerships support the needs of our students.*

Strategies (with top 7 focus areas first):

- Daily “mission” on video announcements, focusing on Social-Emotional Learning and Indigenous teachings
- “Great Place to Be” Positive Referrals highlighted on daily video announcements
- Use read aloud books to assist with social and emotional development
- Orange Shirt Day in September
- Implement past teachings from Elder Wilson as the division brings a new Elder on board
- Discussion of world events and issues, as developmentally appropriate and timely, to help students process and understand the impact on self and others
- Connect 7 Teachings from 2018-2019 to the 2019-2020 Métis Red River Cart teachings, and make connections between both to social-emotional learning

- Plan for indigenous events (eg., Aboriginal Sports Day; Jingle dancer or hoop dancer, drumming) ***
- Increase classroom libraries and library collection of texts by indigenous authors ***
- Kindergarten meets with elders for Connecting Generations program ***
- Continue buddy classes within the school and with Grade 9 students ***
- Student leadership opportunities ***
 - Grade 4 students as kindergarten lunch helpers
 - Milk helpers
 - AMA Safety patrollers
 - Student Council
 - Assembly team
- First Nations, Métis, and Inuit Lead Teacher coordinates events, lessons, and liaise with families
- Collect donations for community charities (eg., Terry Fox Foundation, brown bag food collection, Soles4Souls)
- Project of Heart
- Staff attend First Nations, Métis, and Inuit professional development
- Classroom expectations include common school rules
- Blanket exercise for Grade 5 students
- Talking Circles

Performance Measures:

- Student reflections on their social and emotional learning, mental health and responsible citizens of the school and larger community
- Students using the language of the Seven Teachings and the Métis Red River Cart teachings
- Increase in positive student behaviour and fewer behavioural referrals to school administration
- Increased number of students identifying as First Nations, Métis, and Inuit
- Improved Student and Parent Survey results

SECTION FIVE: Summary of Performance Measures

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	85.1	75.6	80.8	77.3	76.0

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

SECTION SIX: Additional Information

This School Education Plan (SEP) is in its third year of a four year term.