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St. Marguerite  
Catholic School

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St. Marguerite Catholic School Annual Report (AERR)  
2019-2020  
&  
St. Marguerite Catholic School Three-Year Plan  
2019-2022

**School Mission  
Statement**

*St. Marguerite Catholic School is a community of learners loved by God and called to live the Gospel. With Jesus as our teacher, we learn to use our gifts to love and serve our world.*

**Message from the Principal**

**2019-2020 School Theme: *Formed and Strengthened by God’s Word***

St. Marguerite Catholic School’s plan for the three years commencing September 3, 2019 was prepared by school administration in accordance with the responsibilities under the Education Act and the Government Accountability Act. St. Marguerite Catholic School is committed to achieving the results laid out in this Education Plan.

A review of the results from Alberta’s Education Accountability Survey indicates St. Marguerite Catholic School continues to maintain high levels of satisfaction with stakeholders.

A question that summarizes the Accountability Survey was posed as follows:

***How satisfied are you with the overall quality of education at your school?***

<u>Surveyed Group</u>	<u>Very Satisfied/Satisfied</u>
Gr. 4 Students	97%
Parents (K-4)	86%
Staff	99%
<b>Overall</b>	<b>94%</b>

Due to this, we will continue with many of our existing goals. We will develop new strategies to address areas that we feel require continued support and to respond to the changing needs of our students and school community.

The staff and leadership team at St. Marguerite Catholic School are proud of these results. We will continue our commitment to plan for the future success of our school through reflective, researched based, and collaborative practices. Above all, we recognize the privilege entrusted to us to offer Catholic education to our students. We are celebrating our faith this year through our division wide theme *Formed and Strengthened by God’s Word*. It challenges our students to listen to the Gospel and make it come alive by serving those in need within our school and community.

Sincerely,

Terri Lynn Guimond  
Principal

**Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	St. Marguerite Catholic 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	91.9	93.5	93.7	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.3	91.8	92.5	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	94.1	95.3	96.8	90.2	90.0	90.1	Very High	Declined	Good
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	85.2	87.6	91.3	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	88.1	92.2	91.7	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.0	85.6	87.1	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	91.8	93.0	94.1	81.0	80.3	81.0	Very High	Maintained	Excellent

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



**School Improvement Plan  
St. Marguerite School  
2019-2020**

**Goal #1: Improve student outcomes and develop teacher practice in writing**

Strategies:

1. Exploration and implementation of differentiation (content, process, product and environment) through our grade level PLCs.
2. Develop common writing criteria and assessments to establish a standard of proficiency.
3. Use current research on best practices and assessment in writing to design SPRINTS

**Goal #2: Integration of First Nations, Metis and Inuit history, culture and perspective into school environment.**

Strategies:

1. Embedded professional learning on Indigenous Ways of Knowing through Indigenous Education lead teacher
2. Permeation Indigenous culture into our Catholic faith into school environment
3. Increasing community participation and knowledge in school activities centering around First Nations, Metis and Inuit culture
4. Increased communication with the parent community on teachings (7 Sacred Teaching), Ways of Knowing and school wide events.

**Goal # 3: Create opportunities for students to receive and respond to God’s Word.**

(familiarizing with stories in scripture, social justice activities)

Strategies:

1. Establish connection with new pastor and sacramental coordinator.
2. Increase pastoral visits with new priest (minimum one per grade level)
3. Maintain grade level instructional Masses, Liturgies, staff and class prayer daily.
4. Increase use of the chapel with predesigned activities for teachers and students
5. Participation in Evergreen social justice project, (Mary Meals)

**School Professional Development Plan:**

Staff Meeting	SPRINT Meetings	PD Days	Coaches	Tutorial	PGP
Learning Commons First Nations, Metis and Inuit integration	Differentiation Assessment (In writing)	New Curriculum Wellness Writing	Technology Needs Writing Literacy	Meet with Instructional Coach, Tech Coach or Student Services  (also to work with small groups or individual students)	Access outside professional development directly related to Professional Growth Plan (PBL, STEM)

## Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.9	91.1	91.7	92.2	88.1	88	Very High	Maintained	Excellent	88	89	90

### Comment on Results

We continue to be pleased with the excellent results in this area. Our school mission *Hearts and Hands for Jesus* gives our students a clear mission to celebrate the diversity and uniqueness in us all while modeling the characteristics of active citizenship. Students demonstrate this in the various school wide social justice projects such as our Warm Their Souls Sock Campaign with Catholic Social Services, and Halloween Coin Carnival charitable initiatives in our community and around the world.

Our young St. Marguerite students are also encouraged to be active citizens through our school wide conflict resolution program, WITS (**W**alk Away, **I**gnore, **T**alk it Out, **S**eek Help). We are pleased with our success with this program and we look forward to promoting it with our community partners from the RCMP and Fire Rescue Services.

St. Marguerite Catholic School is also committed to helping students develop self-awareness and wellness. We provide students with opportunities to listen to their bodies and learn strategies to self-regulate. These skills help children to be more successful both in class (academically) and on the play ground (socially).

### Strategies

St. Marguerite Catholic School is committed to working with our students to promote active citizenship with a focus on our Catholic faith. We believe that in doing so we are building the foundation that will assist students in becoming compassionate and productive members of society. We are committed to the following strategies:

- Using our 2019-2020 school theme, *Strengthened by God’s Word* to promote Christian action through monthly liturgies, social justice projects such as Mary’s Meals, Toonies for Tuition and daily prayer.
- Support of local charitable projects such as Parkland Food Bank, Knights of Columbus Coat Drive, Kinette Christmas Hampers and Spruce Grove Clean Up Campaign
- Monthly grade level assemblies with administration and school counsellor to promote students to be engaged thinkers and ethical citizens through participation in WITS Program
- Partnerships with students and staff from St. Thomas Aquinas
- Use of Programs such as Zones of Regulation, Kimochis (Kindergarten) and Worry Woos (grade one)
- Wellness Walk: Stations around the school for students to self-regulate so they can return to class in the best frame of mind for learning (green zone)
- Buddy Bench: Our bench on the playground where children can sit if they need a buddy to play with. If students see a child on the bench they go and ask him/her to join them.

### Notes:

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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 Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

[No Data for Overall FNMI Results]

### Strategies

One of our school goals is our commitment of the integration of First Nations, Metis and Inuit history, culture and perspective into our school environment. This is part of our ongoing commitment towards a path of reconciliation with our Indigenous peoples. We continue to support our First Nations, Metis and Inuit students at St. Marguerite Catholic School through:

- Counselling for First Nations, Metis and Inuit students for academic, family and emotional support as needed
- Support for First Nations, Metis and Inuit students through the Rainbows Program which helps students deal with loss
- Literacy support through resources that promote Indigenous customs and traditions
- Academic support in literacy and numeracy with access to Success Maker
- Explore positive links between Catholic Faith and Indigenous people. (i.e. 7 Sacred Teachings, Sharing Circles)
- School wide participation in Orange Shirt Day and activities that engage staff and students in a deeper understanding of residential schools and Indigenous traditions
- Commitment to exploring professional development opportunities for teachers through ERLC to build foundational knowledge
- Student exposure to customs and tradition of the Indigenous culture through the fine arts (drumming, dancing, artwork)
- Embedded professional development and collaboration with Evergreen Indigenous Education Coordinator, Etienna Moostoos-Lafferty, and school liaison, Nicole Arrowsmith
- Invitation to participate in Aboriginal Day celebrations at Enoch
- Collaborative grade level planning of professional development opportunities focusing on Indigenous Knowledge Systems and the integration of Story
- Working with parent stakeholders on developing language and culture with school community and planning of school wide events
- Connections to our Catholic faith: The life and work of our patron saint, St. Marguerite and St. Kateri.
- After school professional learning opportunities with our Indigenous Education Coordinator
- Deepening foundational knowledge of parents through communication in weekly emails and monthly newsletters.

### Notes:

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7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	88.3	93.1	92.5	91.8	91.3	90	Very High	Maintained	Excellent	91	92	93

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Along with the basic core subject offerings, students are taught by a music specialist, participate in daily physical activity, actively participate in health and religion. Staff offer varied art and drama opportunities in their regular classroom instruction. Students can participate in many extra-curricular programs promoting active lifestyles.

Students have several school wide opportunities to share their artistic and creative talents. School Council supports live artistic productions by KBAM Theater productions and Alberta Opera Touring Association. In addition, our music teacher works collaboratively with home room teachers to produce two Christmas concerts that feature student talents in drama, vocals, instrumentation and dance.

Feedback from stakeholders continues to be a healthy balance of high and low tech strategies for students. Our teachers use technology in subject specific and age appropriate strategies to personalize learning and meet the needs of all students.

We are extremely pleased that both our students and parents report a high degree of satisfaction with the opportunity to experience a broad program of studies.

**Strategies**

- Kindergarten – grade 3 student access to technology includes stands alone computer lab, mobile cart and iPads in classrooms. Grade four students currently participate in our 1:1 Chromebook program.
- Technology Coach leads staff professional development and works shoulder to shoulder in classrooms focusing on technology to assist students with creation and sharing of knowledge.
- Staff are encouraged during PGP discussions to pursue various professional development opportunities in both instruction and leadership with the support of instructional coach and administration.
- Two Christmas concerts to celebrate the Advent season allowing students to demonstrate their talents through vocals, instrumentation and drama.
- The annual KIDZART display during Celebration of Learning to display the artistic talents of our students.
- Staff organizes a student talent show which will allow students the opportunity to share their talents in front of a school audience.
- Staff offers noon hour intramurals to promote physical activity.
- Staff organizes our FUN Hockey Program, Journal Games Teams, and Cross-Country Running Team and after school ski program for grade four students to promote active lifestyles
- Outdoor classroom offers opportunities for students to explore elements in nature and stimulate learning through an active experiential setting
- Transition from Library to Learning Commons as an extension of the classroom.
- Mental health supports through our school counsellor, RCSD and behavior coach.
- Development of district wide floor level practices of assessment per grade level
- Embedded grade level collaborative time each month for teachers to work on goals related to school improvement plan.

**Notes:**

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	94.1	93.8	93.7	93.5	91.9	90	Very High	Maintained	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.1	97.7	97.5	95.3	94.1	93	Very High	Declined	Good	94	95	96
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.	79.8	93.2	93.0	87.6	85.2	84	High	Maintained	Good	85	86	87
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	88.7	83.6	91.9	85.6	81.0	80	High	Maintained	Good	81	82	83
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	96.3	97.5	91.9	93.0	91.8	91	Very High	Maintained	Excellent	92	93	94

### Comment on Results

(an assessment of progress toward achieving the target)

School administration invites all stakeholders to participate in school decision making process. There were two opportunities for parents, students and staff to provide feedback through the Alberta Education *Accountability Survey* in February and the ECSSD NO.2 survey in April. All staff took part in a May planning meeting to determine school goals for our school improvement plan. School administration value the participation of all school staff and their contributions to the school improvement plan.

School administration encourages parent participation in our school. We highly value parent involvement at our school and we encourage parents to volunteer in the school and on school field trips. We thank our valuable volunteers in June with a volunteer appreciation tea that includes a student musical appreciation presentation. Our St. Marguerite School Council holds regularly scheduled meetings providing the opportunity for our parent community to be active in school decision making. The School council organizes fund raising events which support our school cultural activities and they organize an annual family dance to celebrate our school community.

### Strategies

- Partnership with school council chair to increase parental involvement in the council.
  - Communication in June of previous school year to identify open position within the council, provide a brief description and invited parents to consider joining
  - Set up a booth at Meet Your Teacher Night in August inviting parents to attend AGM
  - Each executive member and school trustee encourage to “bring a buddy” to AGM.
- Feedback from School Council on academic, wellness and social justice initiatives (Nutrition Program, Mary’s Meals, Writing Progressions, etc.)
- Transparency and open communication with stakeholders involving budgetary decisions with support from Senior Administration

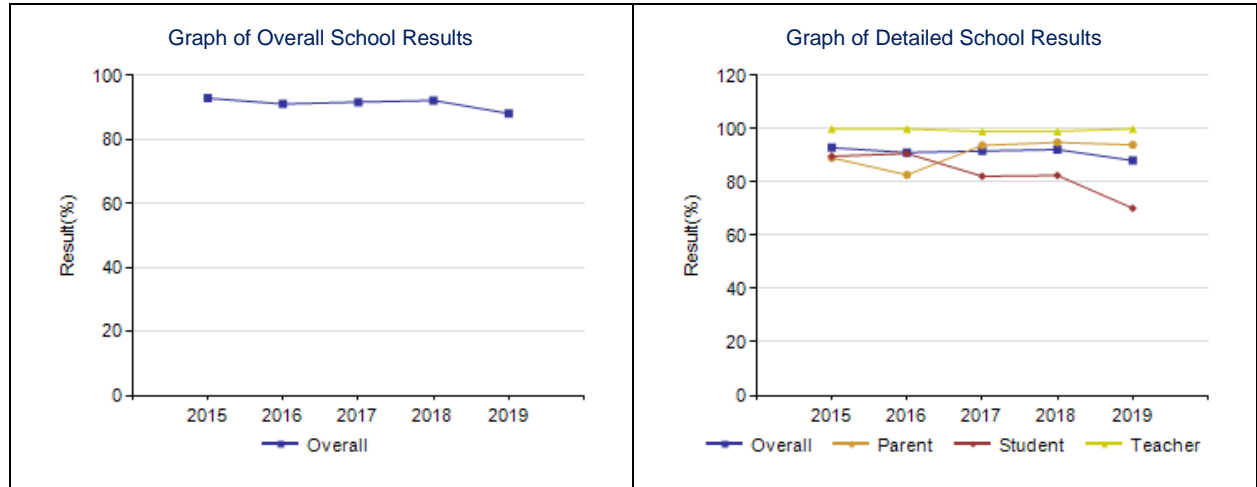
- Continued home and school-communication through monthly newsletter, weekly Principal's email, school website and individual classroom Seesaw
- Family Oriented Programming sessions for parents in kindergarten. This is a collaboration with our sister schools in the area. Parents have the opportunity to attend 10-12 session on a variety of topics such as emergent literacy, language development, risky play, technology in early years, numeracy and physical literacy.

Notes:

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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.

**Citizenship – Measure Details**

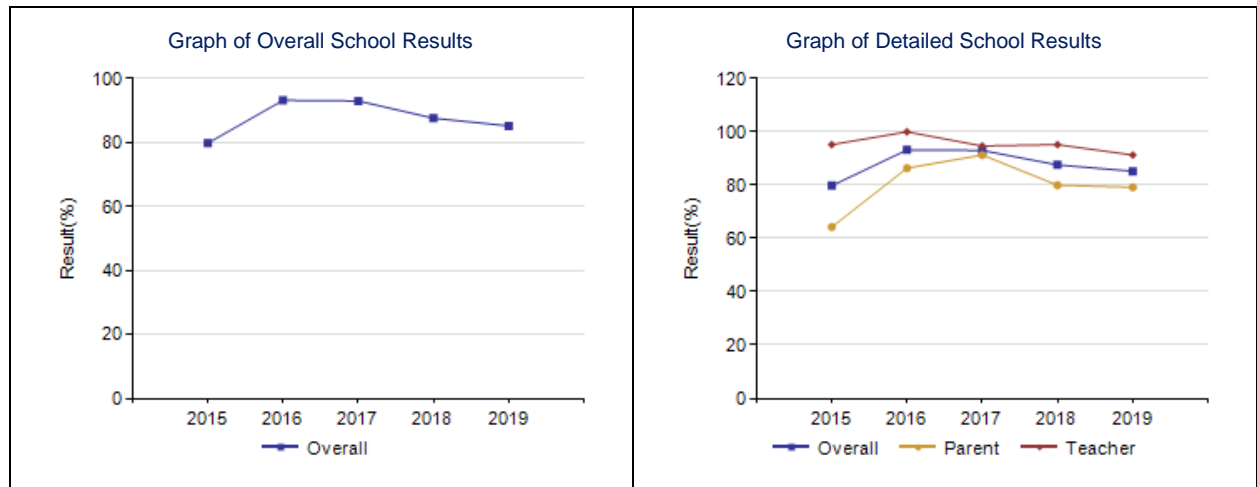
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.9	91.1	91.7	92.2	88.1	84.2	81.6	84.2	85.2	85.3	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	100.0	99.0	99.1	100.0	97.7	98.4	98.0	98.1	97.5	94.2	94.5	94.0	93.4	93.2
Parent	89.1	82.7	93.8	94.9	94.0	83.6	77.6	84.0	83.6	81.4	82.1	82.9	82.7	81.7	81.9
Student	89.7	90.7	82.2	82.5	70.2	71.5	68.8	70.6	73.8	76.9	74.2	74.5	74.4	73.9	73.5



- 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.

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.8	93.2	93.0	87.6	85.2	83.0	81.0	86.0	84.7	83.4	82.0	82.6	82.7	82.4	83.0
Teacher	95.2	100.0	94.7	95.2	91.3	91.0	96.1	94.7	94.3	95.7	89.7	90.5	90.4	90.3	90.8
Parent	64.3	86.4	91.3	80.0	79.2	75.0	66.0	77.3	75.0	71.1	74.2	74.8	75.1	74.6	75.2

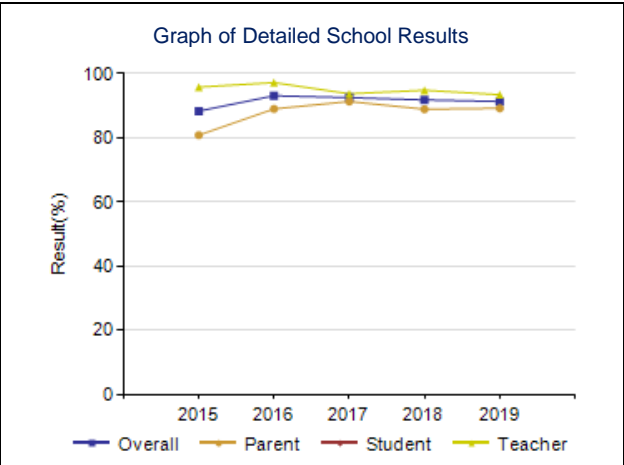
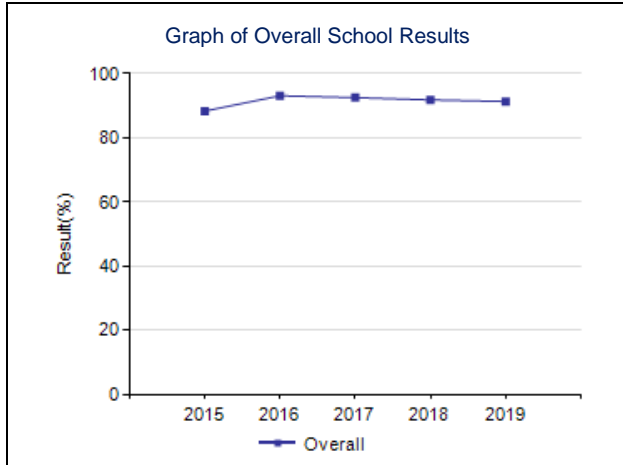


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.3	93.1	92.5	91.8	91.3	84.8	84.8	83.6	85.7	86.0	81.3	81.9	81.9	81.8	82.2
Teacher	95.8	97.2	93.7	94.8	93.4	94.0	94.1	92.6	91.9	91.8	87.2	88.1	88.0	88.4	89.1
Parent	80.8	89.0	91.3	88.9	89.2	79.9	80.3	81.8	82.6	80.3	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	80.6	80.0	76.3	82.5	86.0	76.9	77.5	77.7	77.2	77.4

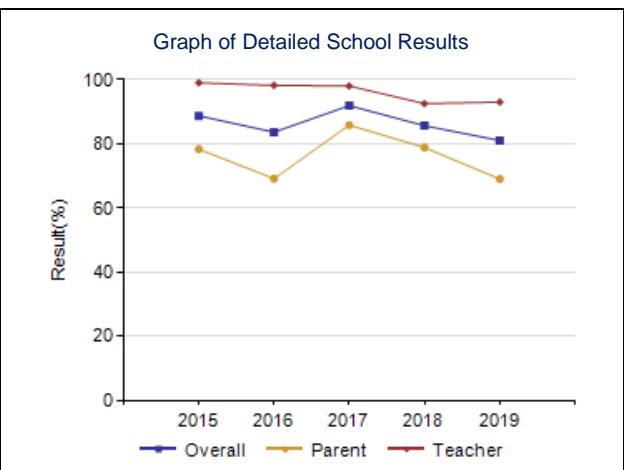
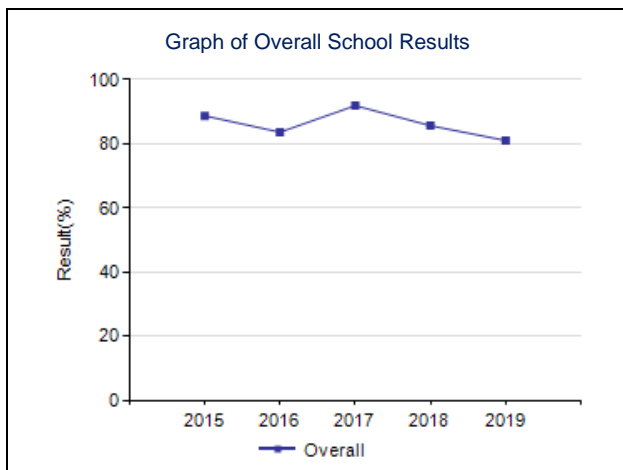


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them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

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.7	83.6	91.9	85.6	81.0	83.0	75.4	82.5	82.0	79.8	80.7	80.9	81.2	81.2	81.3
Teacher	99.0	98.2	98.0	92.5	93.0	93.4	89.4	91.4	89.7	90.7	88.1	88.4	88.5	88.9	89.0
Parent	78.3	69.1	85.8	78.8	69.0	72.7	61.5	73.6	74.3	69.0	73.4	73.5	73.9	73.4	73.6

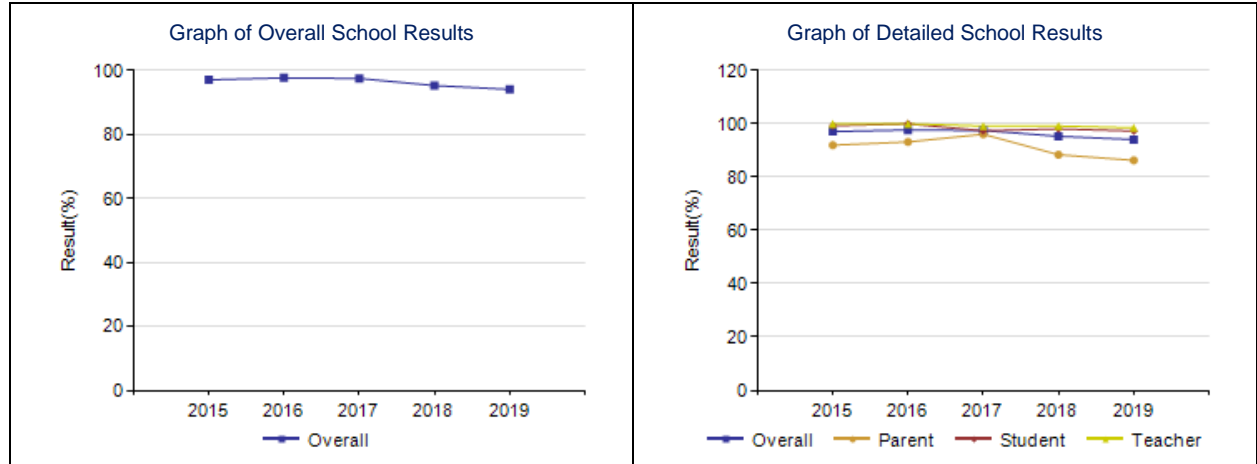


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	97.1	97.7	97.5	95.3	94.1	91.3	88.7	91.3	91.8	91.5	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	100.0	99.2	99.2	98.5	97.9	97.7	97.8	98.2	97.1	95.9	96.0	95.9	95.8	96.1
Parent	92.0	93.2	96.1	88.4	86.3	88.8	83.5	89.4	88.7	86.5	85.4	86.1	86.4	86.0	86.4
Student	99.3	100.0	97.4	98.1	97.3	87.1	85.0	86.7	88.6	90.8	87.4	88.0	88.1	88.2	88.1

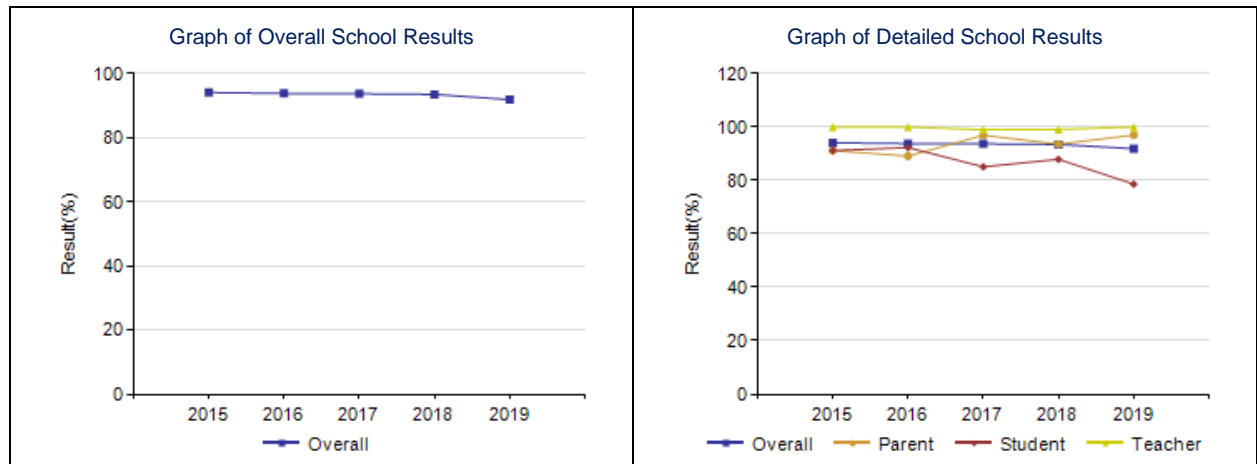


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.1	93.8	93.7	93.5	91.9	89.7	88.2	89.4	90.6	90.6	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	100.0	99.0	99.1	100.0	96.1	97.6	96.9	97.9	97.5	95.4	95.4	95.3	95.0	95.1
Parent	91.2	89.1	96.9	93.6	97.0	90.1	86.9	90.6	90.4	89.7	89.3	89.8	89.9	89.4	89.7
Student	91.2	92.3	85.1	87.9	78.6	82.8	80.1	80.7	83.4	84.6	83.0	83.4	83.3	82.5	82.3

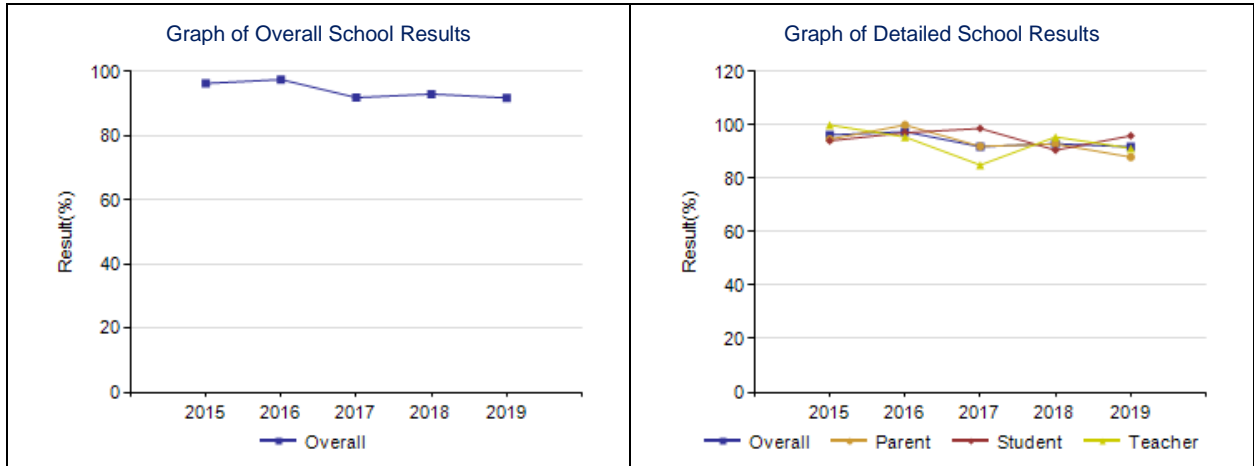


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.3	97.5	91.9	93.0	91.8	83.8	81.4	81.9	85.0	86.9	79.6	81.2	81.4	80.3	81.0
Teacher	100.0	95.5	85.0	95.5	91.3	88.4	91.2	82.8	87.3	87.6	79.8	82.3	82.2	81.5	83.4
Parent	94.7	100.0	92.0	92.9	88.0	80.1	73.6	81.1	83.4	86.3	78.5	79.7	80.8	79.3	80.3
Student	94.1	97.1	98.7	90.6	96.0	82.9	79.4	81.7	84.4	86.9	80.7	81.5	81.1	80.2	79.4



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.