

Our Lady of the Assumption School Combined 3-Year Education Plan and Annual Education Results Report (AERR)

School Background Information:

Our Lady of the Assumption School is located in Lethbridge, Alberta. We have been serving south Lethbridge since 1956. We currently offer programs in Early Learning, and Kindergarten to Grade 6. We are part of the greater community of Holy Spirit Catholic Schools. As of September 30, our enrollment from Kindergarten to Grade 6 was 205 students. Within our K to 6 programs, our staff includes 11.75 FTE teachers, 7 FTE educational assistants, and 4.0 FTE support staff. We also have an active parent community, which includes a supportive School Council and Parent Fundraising Committee.

We are proud to offer excellent Catholic Education. At Our Lady of the Assumption School, we are guided by our Mission/Vision/Motto statements:

The graphic features the school's logo at the top, which consists of the letters 'OLA' in a stylized font with a cross integrated into the letter 'O'. Below the logo is the text 'Our Lady of the Assumption School'. Underneath the logo are three blue boxes, each containing a statement:

- Mission:** To enrich each mind, body, and spirit in a Christ-centered environment.
- Vision:** A safe and caring, Christ-centered community of hope and learning.
- Motto:** A community of hope and learning.

Submitted to Mr. Chris Smeaton,
Superintendent of Holy Spirit Catholic
Schools – November 23, 2017

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Our Lady of The Assumption Sch			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	92.1	90.4	90.8	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.7	87.4	90.1	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	93.2	94.2	94.9	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	57.2	78.0	67.4	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	6.7	8.3	14.4	19.5	19.4	18.8	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	79.8	85.5	85.1	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	86.9	83.8	87.2	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.9	79.1	87.3	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	80.1	89.2	90.9	81.4	81.2	80.2	High	Declined Significantly	Issue

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.0	60.9	63.2	78.0	57.2	75	Very Low	Maintained	Concern	78	81	84
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.2	14.8	20.1	8.3	6.7	15	Very Low	Declined	Concern	18	20	22

Comment on Results

(an assessment of progress toward achieving the target)

- Our Lady of the Assumption School experienced a lot of staff instability over the last few years. Due to retirements, leaves, and transfers, we have had 20+ teacher changes. On a small staff, this may have had an adverse impact on student results.
- Staff instability especially affected the grade 6 classes last year, impacting student results.

Strategies

- Enhance the structure of our intervention program (Learning Supports) with the continuation of numeracy and literacy Learning Support groups with one primary teacher.
- Introduce on-site learning coach.
- Continue the structure of Daily Five and Daily Café in our Language Arts program. This will allow for more one to one and small group instruction.
- Analyze CAT4 standardized assessment.
- Analyze math common assessment.
- Continue use of Fountas and Pinnell
- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Complete a book study of the Truth and Reconciliation Committee Summary Report.
- Participate in ATA Workshops – Walking Together.

- Limit the number of teachers in grade 6, one teacher – one classroom model.
- Improving Instructional Supports Plans.
- Focus on common assessments and numeracy and literacy in Division I/II CT time.
- Introduce Collaborative Response Model.
- Div 1 – Introduce ‘Words Our Ways’.
- Focus on improving excellence during CT time.
- Make our CIP the driving document in our school.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.8	88.3	89.5	83.8	86.9	88	Very High	Maintained	Excellent	90	92	94
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.	75.0	88.9	81.0	85.5	79.8	83	High	Maintained	Good	85	87	89

Comment on Results

(an assessment of progress toward achieving the target)

- Our Lady of the Assumption School has increased the rating to a Good/Excellent rating.

Strategies

- Continue the EYE Assessment program in ELP and Kindergarten.
- Share our Code of Conduct and Discipline Procedures with School Council.
- Monitor the development of ISPs for all coded students in ELP – Grade 6
- Make social acceptance a bigger part of our Continuous Improvement Plan.
- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and to better meet the needs of our First Nations, Metis, and Inuit learners.
- Continue to implement our harassment policy – HELP (Help Each other Live Peacefully). Continue the positive use of HELP coupons and Acts of Kindness.
- Introduce on-site learning coach.
- Plan a Wellness Day and a Dyspraxia Day.
- Continue to focus on our faith in our classroom and the modelling of Christ using our faith plan (GIFT – Growing in Faith Together).
- Effectively transition our grade 6 students to Jr. High.
- Continue to do social justice projects – Food Drives, Jump Rope for Heart, Community Cards for our seniors.
- Improve the delivery of our complementary courses and introduce Exploratory Courses.
- Allow Grade 6s to assume leadership roles in our school – assemblies, canteen, recycling, slide show
- Teachers and students using the structure of the Daily Five/Daily Café.
- Increase focus on learning competencies. Done during staff meetings and Collaborative Time meetings.
- Participate in ATA Workshops – Walking Together.
- Expand our Career Awareness Day in January.
- Introduce Collaborative Response Model.
- Div 1 – Introduce ‘Words Our Ways’.
- Year-long book study of the Truth and Reconciliation Report Summary.

Numeracy

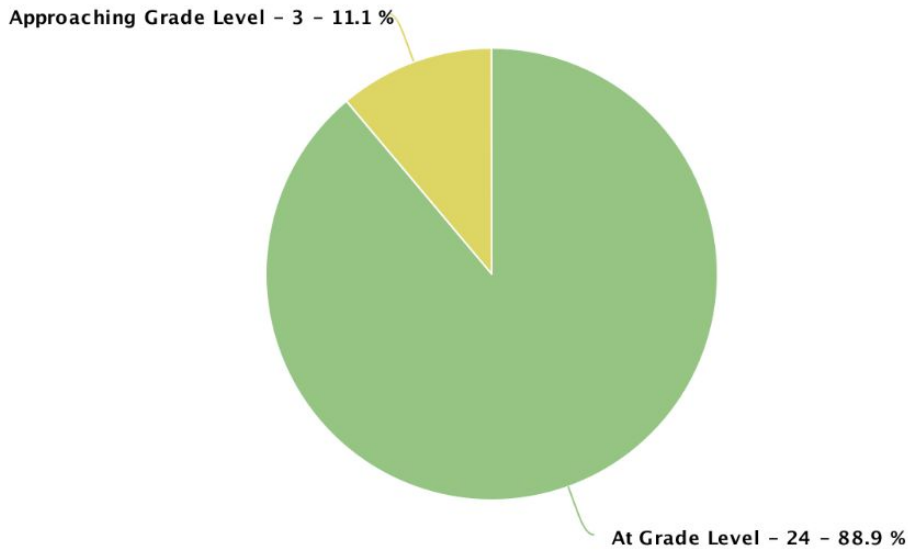
Summary of Common Math Assessments done by students in Holy Spirit Catholic Schools

Overall our analysis of the Holy Spirit Catholic Schools Common Math Assessment shows the vast majority of our Grade 1-4 students were at grade level. For Grades 5 and 6 students, about half of them were at grade level.

Grade	% Not Yet at Grade Level	% Approaching Grade Level	% At Grade Level	Comments
1	0	11.1	88.9	Most students at grade level
2	0	38.5	61.5	Most students at or near grade level
3	7.5	17.5	75.0	Most students at grade level
4	8.0	0	92.0	Most students at grade level
5	3.2	41.9	54.8	Half of the students at grade level, half approaching
6	29.5	20.5	50.0	Half of the students at grade level

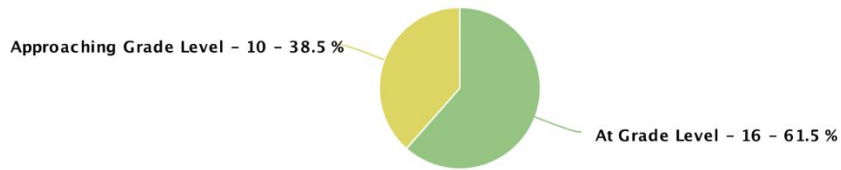
Grade 1

Aggregate Overall Results for 31 students



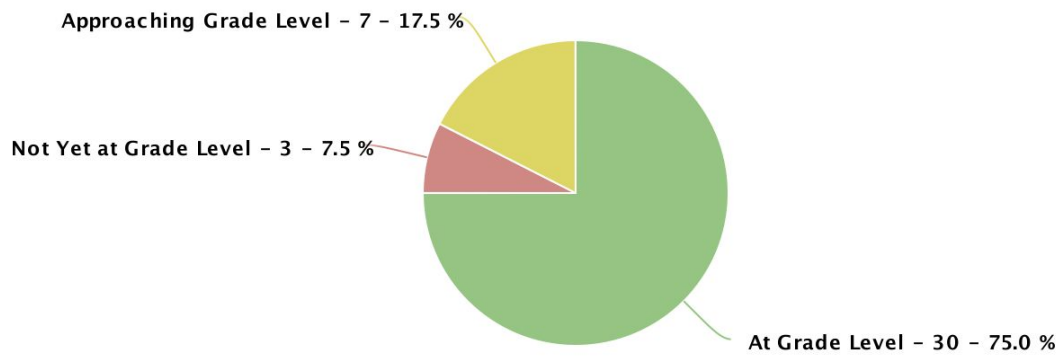
Grade 2

Aggregate Overall Results for 29 students



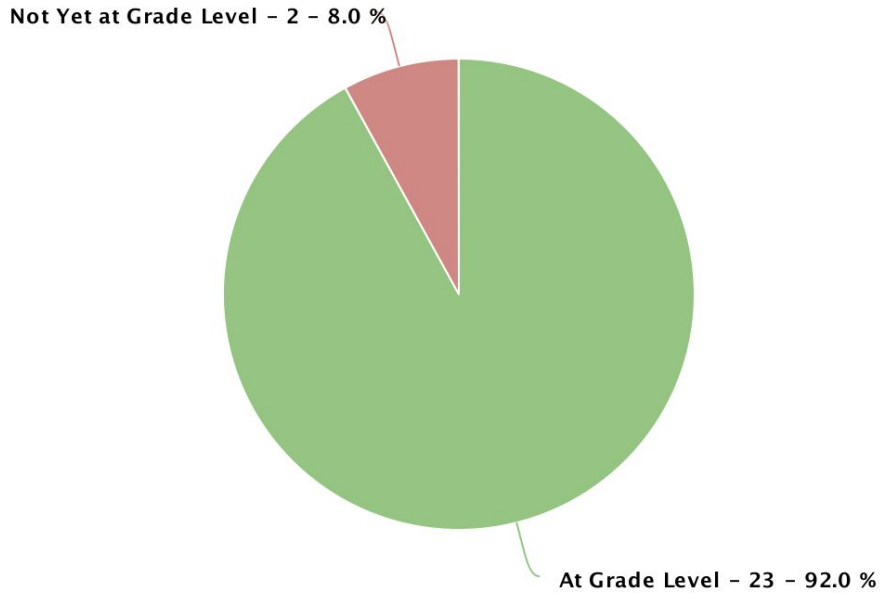
Grade 3

Aggregate Overall Results for 40 students



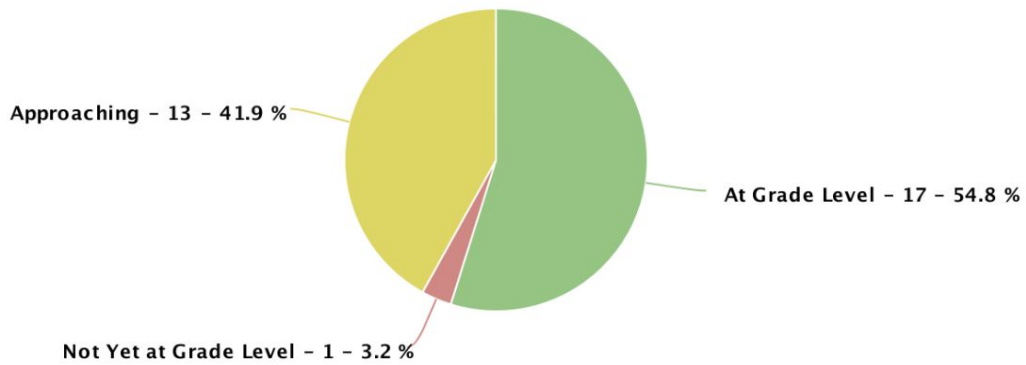
Grade 4

Aggregate Overall Results for 30 students



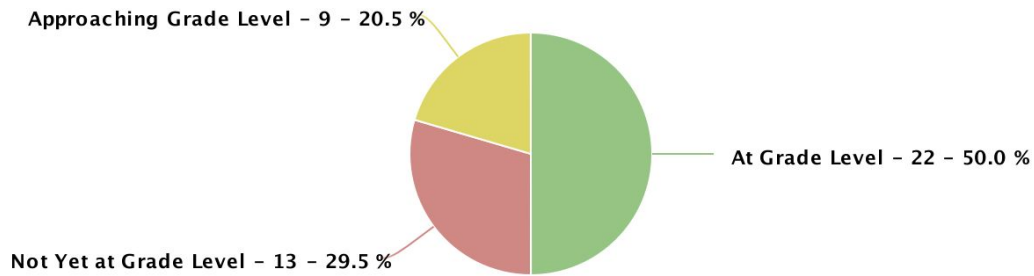
Grade 5

Aggregate Overall Results for 31 students



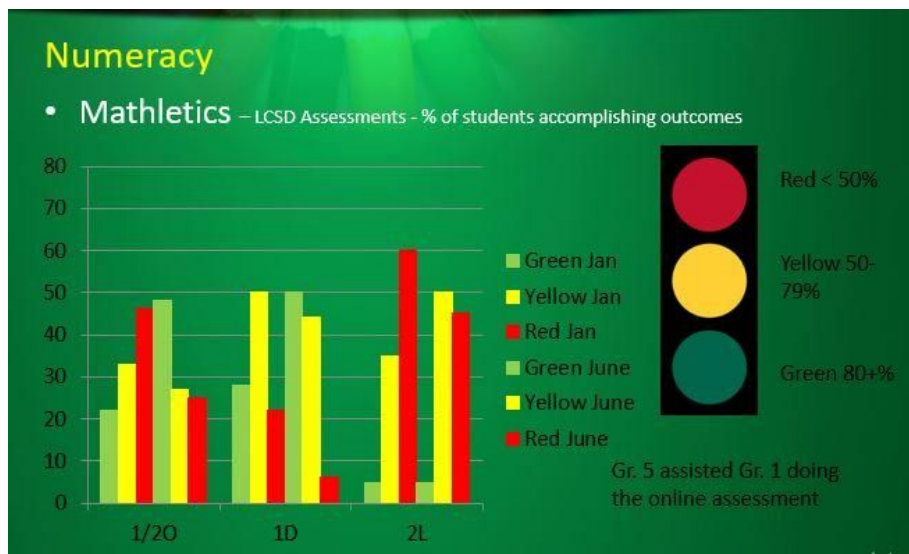
Grade 6

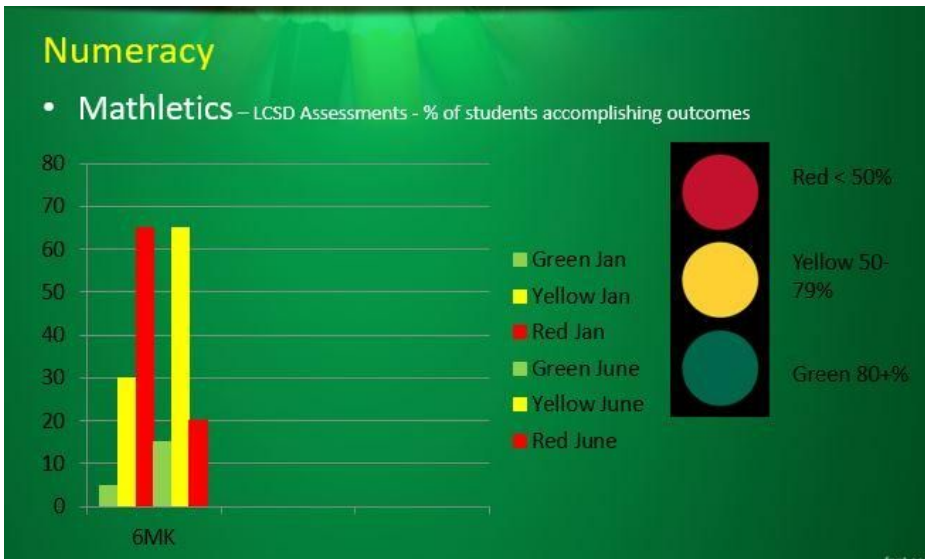
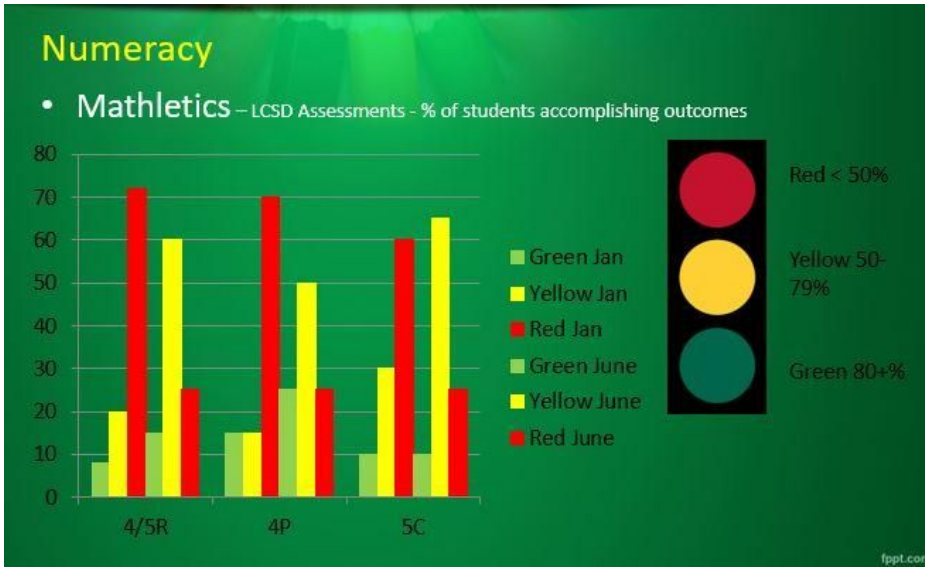
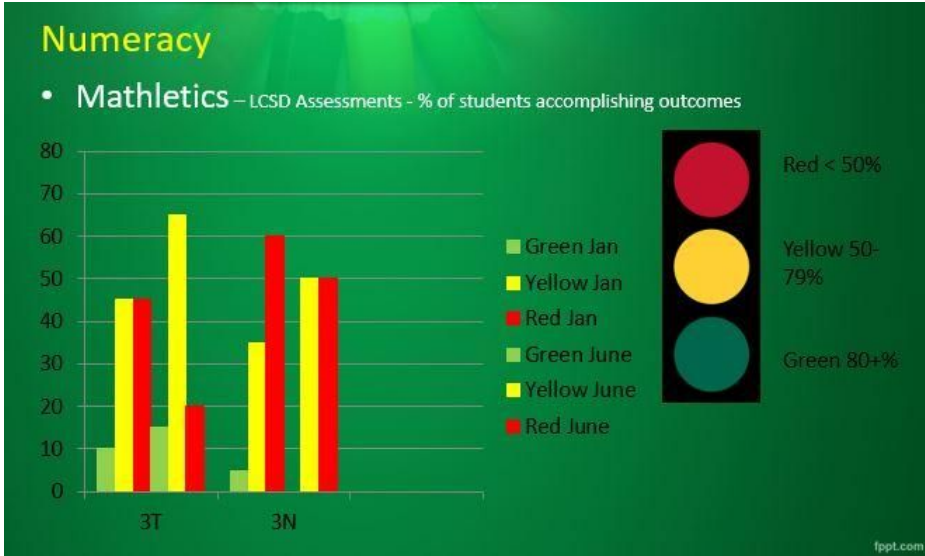
Aggregate Overall Results for 44 students



Summary of Mathletics Assessments

Students were given an online assessment using Mathletics in January 2017. They were given another online assessment using Mathletics in June 2017. In analyzing the results, we were hoping to see the number of students in Red (<50%) decline and the number of students in Yellow (50-79%)/Green (80+%) increase. Every class achieved this to show considerable growth in Numeracy.

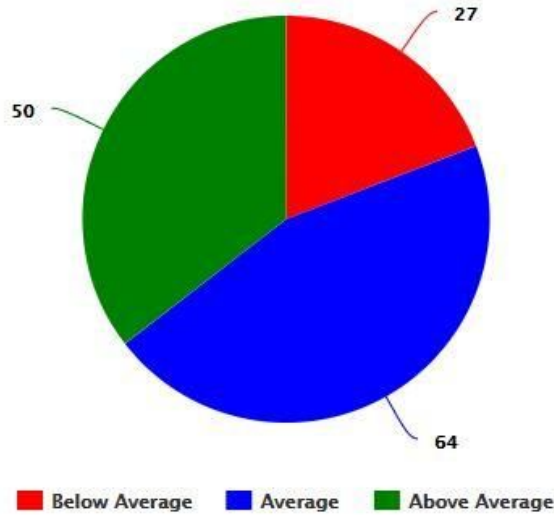




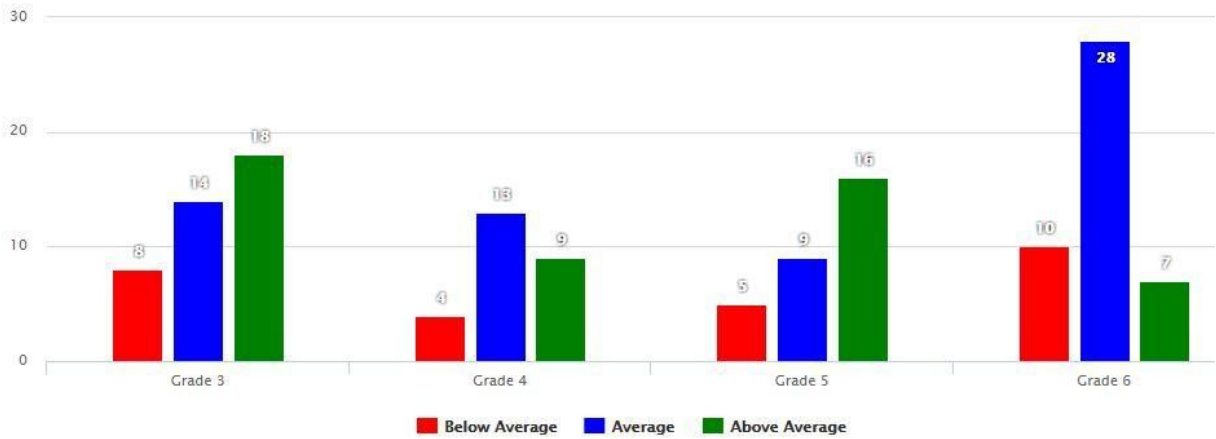
Literacy

All of our Grade 3 to 6 students do the Canadian Achievement Test – 4th Edition (CAT4). The results of the CAT4 test clearly show the majority of our students are average or above average in literacy attributes.

Student Level Breakdown



Grade Level Breakdown



Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

Comment on Results

(an assessment of progress toward achieving the target)

No results available due to our small First Nations, Metis and Inuit student population.

Strategies

- Enhance the structure of our intervention program (Learning Supports) with the continuation of numeracy and literacy Learning Support groups with one primary teacher.
- Book study of the Truth and Reconciliation Committee Summary Report.
- Introduce on-site learning coach.
- Implement the structure of Daily Five and Daily Café in our Language Arts program. This will allow for more one to one and small group instruction.
- Analyze CAT4 standardized assessment and math common assessment.
- Increase the use of Fountas and Pinnell.
- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Increase our use of our First Nations Worker and First Nations Lead teacher.
- Continue the structure of the Balanced School Day.
- Focus on Instructional Support Plans.
- Focus on numeracy and literacy in Division I/II CT time.
- Strengthen our Blackfoot Culture program.
- Participate in ATA Workshops – Walking Together.
- Continue to build relationships with our FNMI community.
- Increase visual presence of our First Nation Worker in to help build student relationships.
- Continue to monitor First Nation attendance.
- Continue to increase home contact via regular communication tools and home visits.
- Dramatically increase First Nations content in all our classrooms.
- Plan and implement a First Nations Heritage Day.
- Plan a Wellness Day.
- Introduce Collaborative Response Model.
- Div 1 – Introduce 'Words Our Ways'.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	89.7	90.6	91.2	90.4	92.1	93	Very High	Maintained	Excellent	94	95	96

Comment on Results

(an assessment of progress toward achieving the target)

- Our Lady of the Assumption has maintained an “Excellent” measure in this category.

Strategies

- Enhance the structure of our intervention program (Learning Supports) with the continuation of numeracy and literacy Learning Support groups with one primary teacher.
- Book study of the Truth and Reconciliation Committee Summary Report.
- Continue to focus on improving Inclusive strategies in the school.
- Introduce on-site learning coach.
- Focus on the Inclusive Education Indicators during professional development days.
- Analyze a variety of standardized results in Fountas and Pinnell, CAT4.
- Streamline the referral process.
- Effectively use the Behavioural Specialist Support Team.
- Improve the communication and delivery of Instructional Support Plans.
- Effectively supervise Educational Assistants.
- Continue the use of Cognitive Coaching in the supervision of staff.
- Inclusive Education Coordinator to collaborate with other coordinators.
- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Participate in ATA Workshops – Walking Together.
- Focus on Instructional Support Plans.
- Plan a Wellness Day and a Dyspraxia Day.
- Focus on numeracy and literacy in Division I/II CT time.
- Fountas & Pinnell Professional Development to increase the effectiveness of the program.
- Adapting physical space of school to maintain human dignity (changing table in staff bathrooms).
- Creating time during instructional hours for Educational Assistants and Teachers to communicate.
- Introduce Collaborative Response Model.
- Div 1 – Introduce ‘Words Our Ways’.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	92.9	93.0	89.9	87.4	81.7	88	Very High	Maintained	Excellent	90	92	94

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p> <ul style="list-style-type: none"> Our Lady of the Assumption has maintained an “Excellent” measure in this category.
<p>Strategies</p> <ul style="list-style-type: none"> As per our Continuous Improvement Plan, emphasize our rich Catholic Identity. As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners. Improve our delivery of our Complementary Courses and introduce Div II Exploratory Courses. Use of “Our School” survey data. Use our “Tell OLA From Us” survey data. Introduce on-site learning coach. Participate in ATA Workshops – Walking Together. Use of “ThoughtExchange” and monkey survey with staff, students, and parents. Focus on our Mission/Vision/Motto in Catholic Education, mainly by implementing our Faith Plan. Plan a Wellness Day. Regular engage our parents informally and formally (School Council).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	86.5	88.3	95.1	89.2	80.1	90	High	Declined Significantly	Issue	91	92	93
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.3	90.6	92.1	79.1	80.9	90	High	Maintained	Good	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.8	95.9	94.6	94.2	93.2	96	Very High	Maintained	Excellent	95	96	97

Comment on Results
(an assessment of progress toward achieving the target)

- Our Lady of the Assumption has an “Excellent” measure in one category and “Good” in one category. The one decline may be explained by a change in the policy of accepting parental class placement requests and a low survey turnout (total of 10 responses).

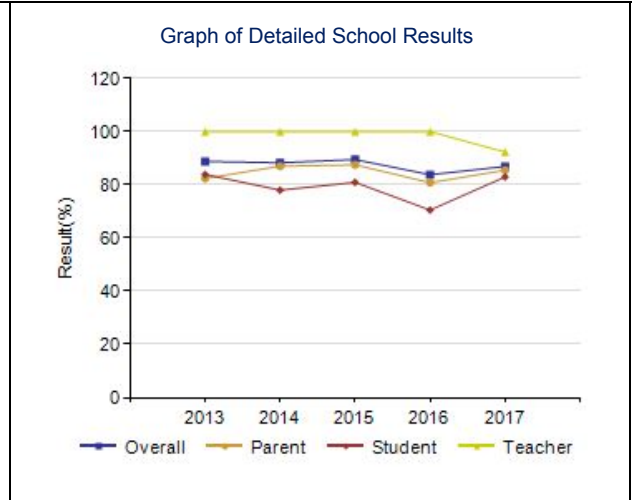
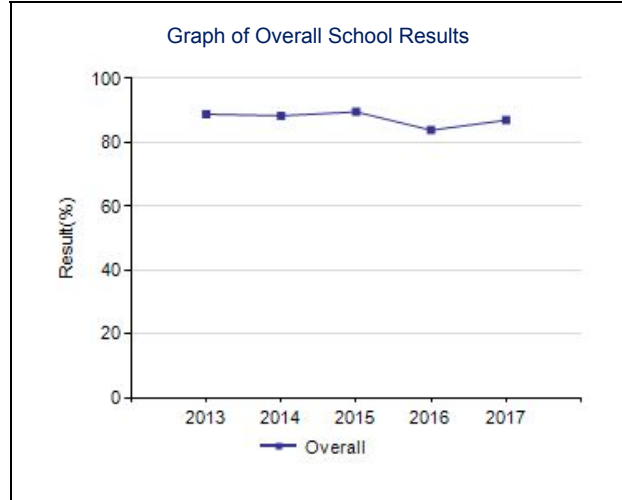
Strategies

- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Participate in ATA Workshops – Walking Together.
- Plan a Wellness Day.
- Introduce on-site learning coach.
- Use of “Our School” survey data.
- Use our “Tell OLA from Us” survey data.
- Consider developing “Tell OLA from Us” for parents.
- Use of “ThoughtExchange” and google forms with staff, students, and parents.
- Focus on our Mission/Vision/Motto in Catholic Education by implementing our Faith Plan.
- Regular consultation with our School Council.
- Regular consultation with individual parents.
- Regular consultation with our Parent Fundraising Committee.
- Regular teacher collaboration during staff meetings, CT times, and Professional Learning Days.
- Continue to use Twitter and blogging as a collaborative tool.

Citizenship – Measure Details

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

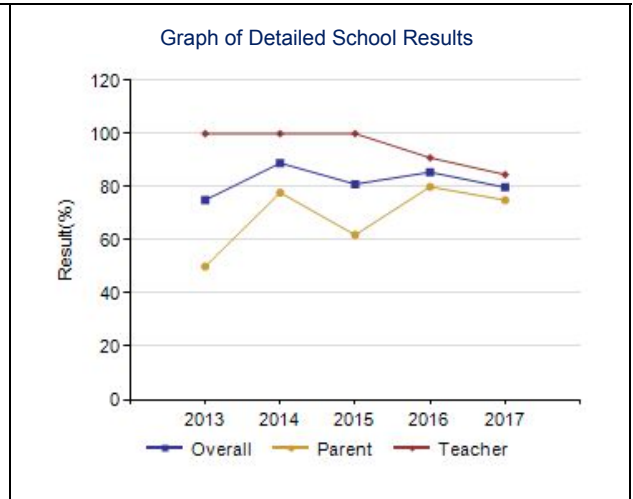
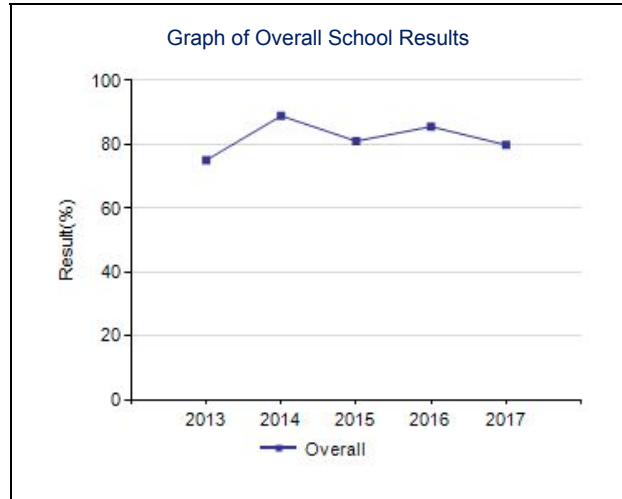
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.8	88.3	89.5	83.8	86.9	85.1	85.4	85.3	85.8	87.4	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	100.0	100.0	100.0	92.3	97.4	96.8	98.4	98.4	96.8	93.6	93.8	94.2	94.5	94.0
Parent	82.4	87.0	87.5	80.8	85.5	79.1	85.5	83.2	82.9	86.6	80.3	81.9	82.1	82.9	82.7
Student	83.9	78.0	80.9	70.5	83.0	78.6	73.9	74.2	76.1	78.8	76.2	74.5	74.2	74.5	74.4



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.

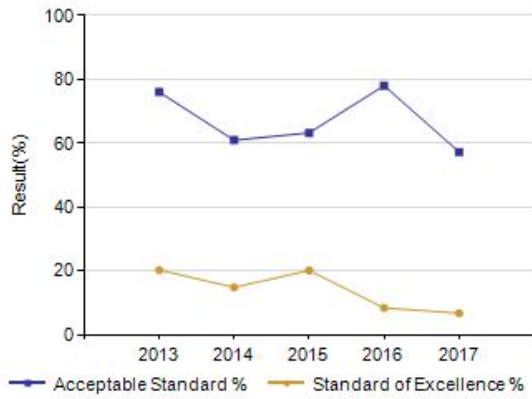
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	75.0	88.9	81.0	85.5	79.8	80.5	84.5	82.1	83.3	84.6	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	100.0	100.0	90.9	84.6	94.4	92.8	92.0	91.7	92.2	89.4	89.3	89.7	90.5	90.4
Parent	50.0	77.8	61.9	80.0	75.0	66.7	76.2	72.1	74.9	76.9	71.1	73.1	74.2	74.8	75.1



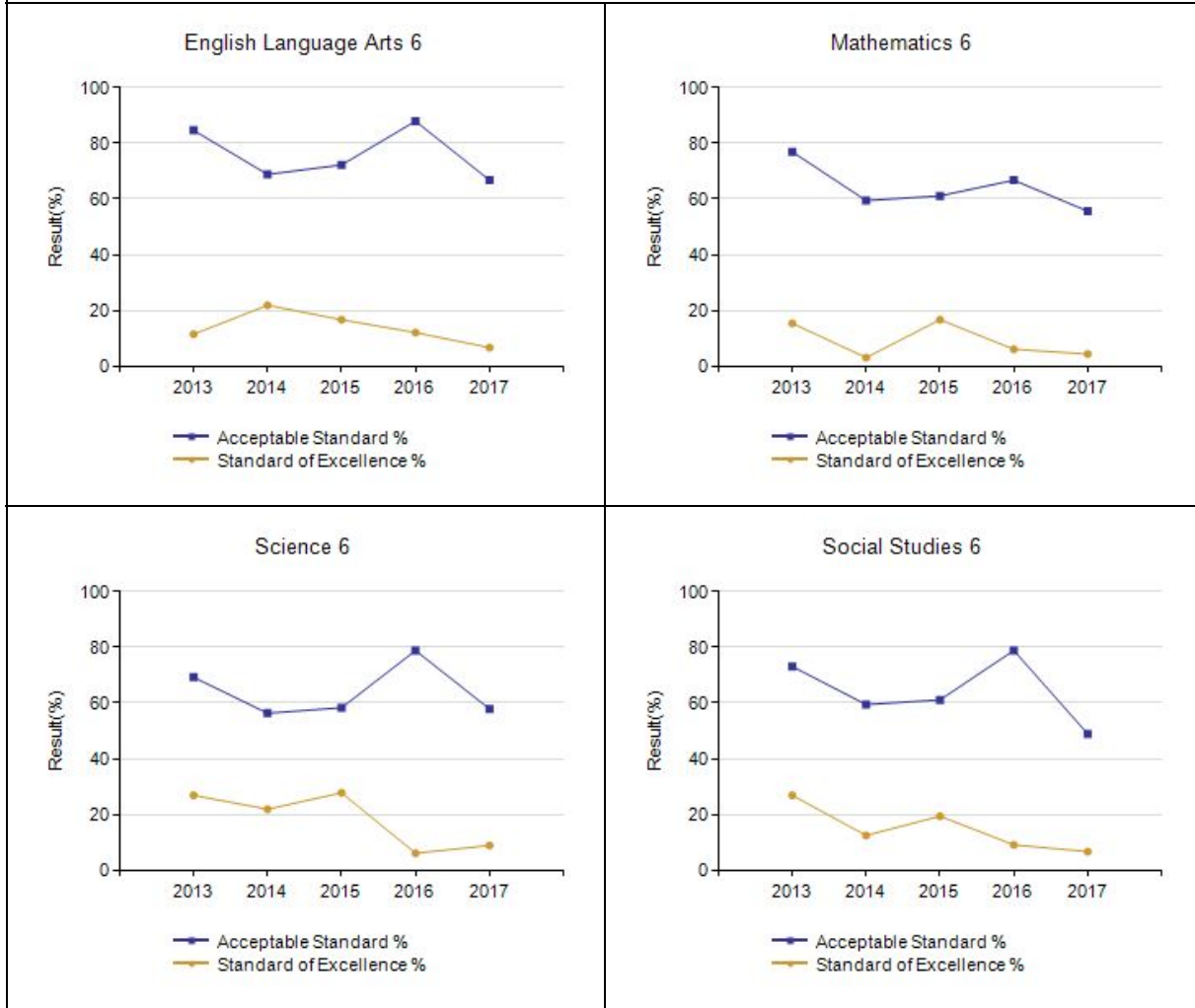
Provincial Achievement Test Results – Measure Details

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	84.6	11.5	68.8	21.9	72.2	16.7	87.9	12.1	66.7	6.7	80	15
	Authority	75.7	13.6	79.5	16.8	82.0	14.9	83.9	19.9	84.8	15.5		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	School	76.9	15.4	59.4	3.1	61.1	16.7	66.7	6.1	55.6	4.4	70	10
	Authority	59.3	10.2	66.2	9.2	67.9	9.4	68.2	9.2	70.4	9.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	69.2	26.9	56.3	21.9	58.3	27.8	78.8	6.1	57.8	8.9	75	15
	Authority	68.6	15.3	66.8	16.8	71.3	15.4	75.3	15.8	78.0	24.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	73.1	26.9	59.4	12.5	61.1	19.4	78.8	9.1	48.9	6.7	70	10
	Authority	60.3	12.5	60.4	9.2	61.9	11.7	66.1	11.9	72.8	17.7		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		

Graph of Overall Provincial Achievement Test Results



Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

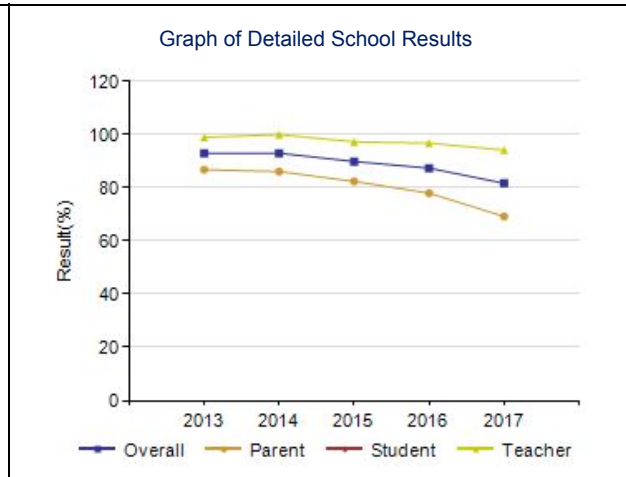
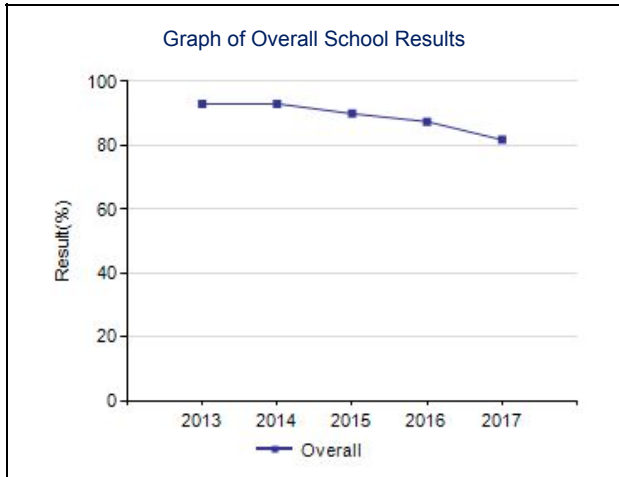
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Our Lady of The Assumption Sch						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Maintained	Concern	45	66.7	34	76.3	49,572	82.5	46,989	82.5
	Standard of Excellence	Very Low	Declined	Concern	45	6.7	34	16.9	49,572	18.9	46,989	19.2
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	45	55.6	34	62.4	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	45	4.4	34	8.6	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very Low	Maintained	Concern	45	57.8	34	64.5	49,501	76.9	46,914	76.7
	Standard of Excellence	Very Low	Declined	Concern	45	8.9	34	18.6	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	45	48.9	34	66.4	49,485	72.9	46,903	70.5
	Standard of Excellence	Very Low	Declined	Concern	45	6.7	34	13.7	49,485	21.7	46,903	18.9

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.

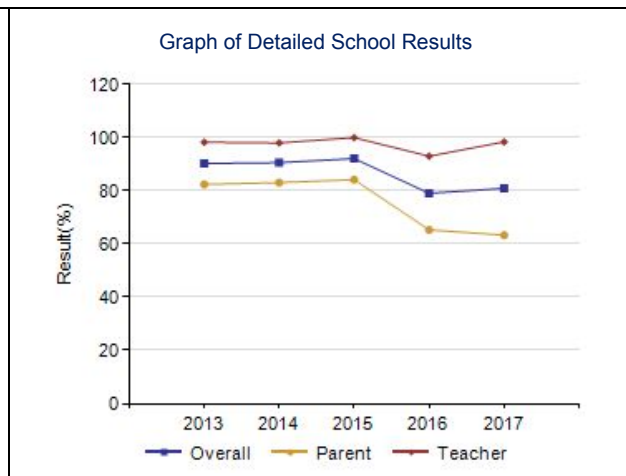
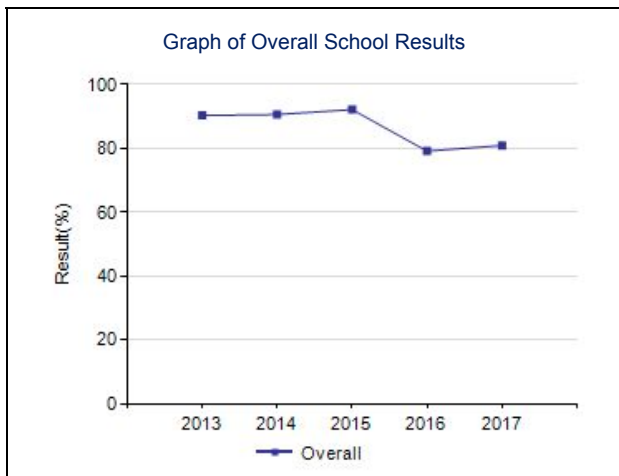
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.9	93.0	89.9	87.4	81.7	84.8	84.8	84.0	82.6	83.1	81.5	81.3	81.3	81.9	81.9
Teacher	99.0	100.0	97.3	96.8	94.2	94.3	89.0	91.5	90.7	88.4	87.9	87.5	87.2	88.1	88.0
Parent	86.8	86.1	82.4	78.0	69.2	77.9	83.6	80.0	77.6	80.5	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	82.2	81.7	80.4	79.6	80.6	77.8	76.6	76.9	77.5	77.7



Parental Involvement – Measure Details

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

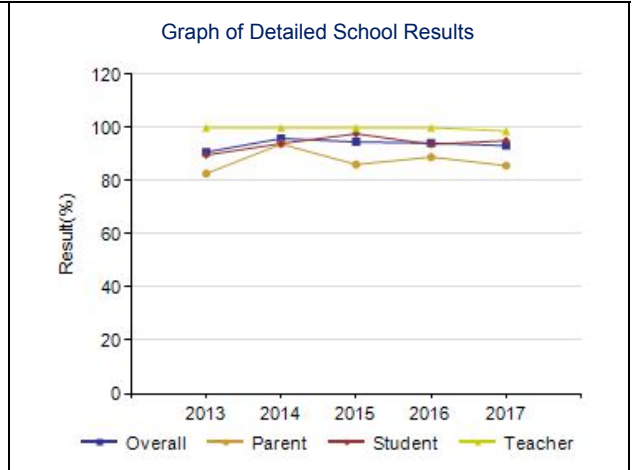
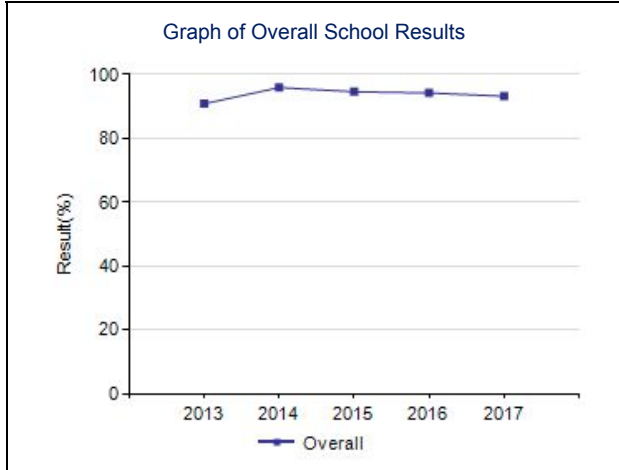
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.3	90.6	92.1	79.1	80.9	82.1	83.2	85.3	83.3	82.9	80.3	80.6	80.7	80.9	81.2
Teacher	98.3	98.0	100.0	93.0	98.4	90.8	90.5	94.7	94.3	92.6	88.5	88.0	88.1	88.4	88.5
Parent	82.4	83.1	84.2	65.3	63.3	73.4	75.9	76.0	72.3	73.2	72.2	73.1	73.4	73.5	73.9



Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.8	95.9	94.6	94.2	93.2	91.7	91.0	90.7	90.4	92.2	89.8	89.2	89.5	90.1	90.1
Teacher	100.0	100.0	100.0	100.0	98.7	97.9	95.7	98.0	98.1	97.0	95.7	95.5	95.9	96.0	95.9
Parent	82.7	93.8	86.1	88.9	85.7	87.8	89.7	85.4	84.5	90.2	84.9	84.7	85.4	86.1	86.4
Student	89.7	94.0	97.7	93.7	95.1	89.3	87.4	88.7	88.5	89.5	88.7	87.3	87.4	88.0	88.1



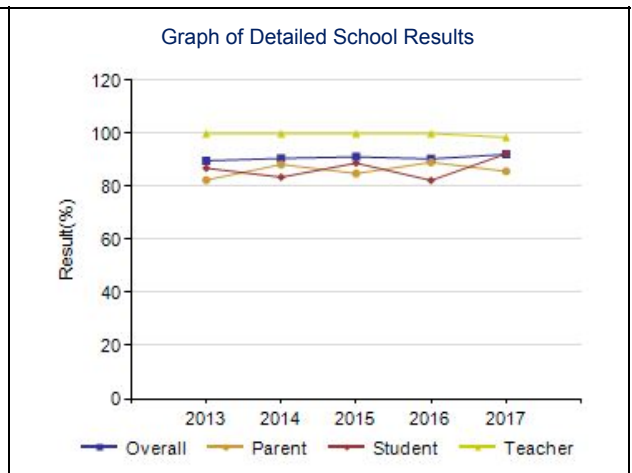
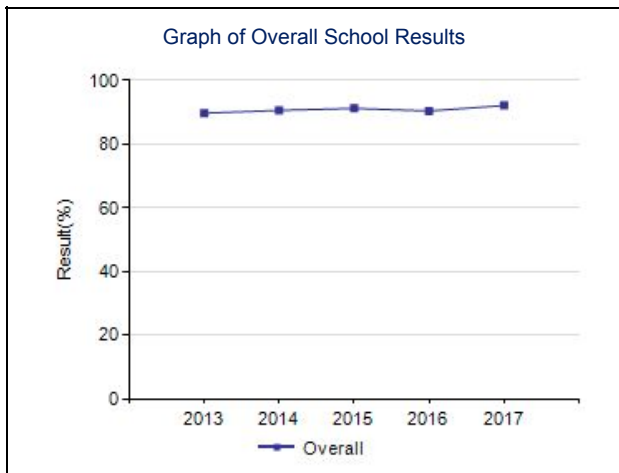
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Our School) survey in 2014.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.7	90.6	91.2	90.4	92.1	90.1	90.1	90.0	90.9	91.8	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	100.0	100.0	100.0	98.5	96.9	96.3	97.9	98.6	97.4	95.0	95.3	95.4	95.4	95.3
Parent	82.4	88.3	84.9	89.1	85.7	88.6	91.3	88.4	89.2	91.2	87.8	88.9	89.3	89.8	89.9
Student	86.9	83.5	88.8	82.3	92.3	84.8	82.7	83.6	84.8	86.7	84.2	83.1	83.0	83.4	83.3



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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.5	88.3	95.1	89.2	80.1	84.8	84.4	84.1	83.9	86.5	80.6	79.8	79.6	81.2	81.4
Teacher	90.9	88.9	100.0	100.0	92.3	87.8	88.3	86.6	91.2	88.8	80.9	81.3	79.8	82.3	82.2
Parent	77.8	88.2	91.7	79.2	54.5	80.2	82.5	81.7	76.4	85.1	77.9	77.0	78.5	79.7	80.8
Student	90.8	87.8	93.7	88.6	93.5	86.4	82.2	84.0	84.3	85.7	82.9	81.2	80.7	81.5	81.1

