



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

**SCHOOL:** FR Haythorne      **PRINCIPAL:** Jessica Smith

**ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:**

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 Year**

STAFF FTE		BUDGET	
Certificated	28.89	Salaries	\$ 3,874,764
Classified	9.267	SES	\$ 247,199
		Total	\$ 4,121,963
		Surplus/deficit	\$ 8526.23 (0.2%)

**SCHOOL PROFILE AND CONTEXT**

- F.R. Haythorne Junior High School (FRH) was built in 1993 and is located in the eastern section of Sherwood Park. The school has a student population of approximately 642 with 31 certificated and 15 classified staff members.
- F.R. Haythorne provides comprehensive educational programming for grades 7-9 students with regular, honours (grade 9), and five district special education programs (GOALS (x3), FOCUS and SEAS). In addition to excellent core subject instruction, regular and modified students are offered a wide range of optional complementary courses.
- Education is a team endeavor, and the F.R. Haythorne School Council and parents provide excellent support to the school.

**Motto**

Well rounded. Well grounded. Well respected. Committed to learning.

**Mission**

Through the building of relationships, we create an environment that inspires everyone to be well rounded, grounded, respectful and committed to learning.



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

**EIPS PRIORITY:** (*EIPS Priority 1, Goal 2*) - More students achieve a minimum of one year's growth in literacy and numeracy.

**SCHOOL GOAL #1:** To strategically plan and align our teaching practice so that students can attain a minimum of one year's growth in literacy.

**STRATEGIES/ACTIONS IMPLEMENTED:**

- All English Language Arts (ELA) teachers had one on one conversations with students around their STAR assessment and literacy skill development. Conversations were around books of interest and how to improve their reading level.
- All staff members were given the STAR data, and professional learning time was used to review and identify students who are "On watch," as well as at risk, either as needing "Intervention" or "Urgent Intervention."
- STAR assessments were scheduled five times in the school year but were only administered three times to monitor the progress of students and be able to have open conversations about areas of growth and success more closely.
- We expanded our school library, small class libraries, and books set collections to focus on student choice and interest. \$14,000 was spent on new materials/resources.
- The library and book room resources were weeded for content, interest and overall condition.
- We purchased new furniture (including u-shaped tables) to encourage small group and targeted instruction based on student's individual levels and needs.
- Our secondary literacy consultant met with our ELA department three times to discuss current practice and pedagogy and focused on visual literacy and film to support our instructional practice.
- Teachers began doing book talks in theirs as well as other classes to promote books of interest.
- Grade 9 students were matched with grade 1 students from one of our feeder schools. Here they were able to model their literacy skills.
- The ELA department purchased a common writing rubric stamp for unified ELA assessment to ensure clarity.
- We continued to utilize our Learning Strategies classes (select students), Health and BIONIC (all students) to discuss the use of literacy strategies and goal setting.
- Students were challenged to read 25 books throughout the year and began setting personal reading goals.



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**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

\*Many results were difficult to measure as students were not in the building and could not access newly purchased materials.

- 79% of parents indicated they noticed growth in literacy. (Parent Engagement Survey)
- 91% of our school community are satisfied with the overall education quality. (Accountability Pillar Results) This is an increase of 5% overall, although students indicated a 2% decrease).
- STAR results indicated that students achieved 0.8 grade equivalent growth in literacy, despite being at home learning due to COVID 19
- All English Language Arts (ELA) teachers had one on one conversations with students around their literacy skill development. Conversations were around books of interest and how to improve their reading level.
- Students and staff felt much more comfortable having targeted conversations about supports we could offer once the STAR data had been shared and openly discussed with all students. Students were aware through explicit conversations that we are all here to support their literacy journey.
- Teachers engaged in conversations around reading level and books of interest and had book talks in classes that assisted in openly discussing new materials and increased interest around books.
- All community members, teachers, students and parents have become more digitally literate through Google Classroom (now Brightspace) and Google Meets.

**EIPS PRIORITY:** (*EIPS Priority 1, Goal 2*) - More students achieve a minimum of one year's growth in literacy and numeracy.

**SCHOOL GOAL #2:** To align our teaching practice with intentional targeted teaching so that more students are able to achieve a minimum of one year's growth in numeracy.

**STRATEGIES/ACTIONS IMPLEMENTED:**

- Colleagues worked together to develop and utilize common assessments to determine students' numeracy proficiency more accurately.
- Coordinate long-range and unit plans to coincide with the delivery of specific units.



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- Teachers were able to work collaboratively to align their practice for consistency and order of units taught.
- Teachers focused on mental math strategies as part of their instruction.
- Have students frequently engage in *Math Talks* to help develop a deeper understanding of mathematical concepts.
- Utilize Mathletics to provide students with math support, especially in our GOALS program classes.
- We had all students complete the Math Intervention Programming Instrument (MIPI) in the fall and reviewed the results with all staff.
- Additional math manipulatives were purchased to support the strategies taught in classes.
- Vertical writing surfaces were added to many of the math classrooms.
- Furniture was purchased to encourage small group and targeted instruction.
- Teachers worked with our numeracy consultant to observe, meet, and discuss current practice and pedagogy.
- "Math Help" was put on the timetable as an area of supervision. This allowed students the opportunity to pop in and receive targeted feedback and support.
- We used our learning strategies option as an opportunity to meet with students and build foundational math skills
- Additional math class time was added to the whole school timetable for all students.

**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- 83% of parents indicated that they noticed growth in numeracy through the parent survey, 21% strongly agreed.
- 91% of our school community are satisfied with the overall education quality. (Accountability Pillar Results) This is an increase of 5% overall, although students indicated a 2% decrease).
- 83% of families felt that their child had access to supports (Parent Engagement Survey)
- Vertical writing surfaces were added to every math classroom.
- Manipulatives were categorized and distributed to every class to reach all learners with a variety of assessment methods.
- There was increased utilization of visual demonstration of learning in Math. Vertical writing surfaces allowed for increased small group collaboration and mini whiteboards for individual representation.
- Teachers have begun to collect a broader scope of evidence, based on conversations and vertical writing surfaces used to demonstrate understanding.



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- Math teachers have increased their use of Math Talks as part of their instructional practice.
- Teachers began to regularly utilize their u-shaped tables for small group and targeted instruction.
- There was, on average, 20-25 students accessing math support at lunch each day. Students were given an opportunity to meet with a variety of math teachers during this support time. This was beneficial to both staff and students to gain a more wholistic view of the understanding of math.
- Teachers received professional development on the use of the visual demonstration of learning.
- Teachers identified Math specific language that all students should know for success in every unit of study.

**EIPS PRIORIT:** (*EIPS Priority 2, Goal 1*) - Our learning and working environments are welcoming, caring, respectful, and safe.  
(*EIPS Priority 2, Goal 1*) - The division uses evidenced-based practices to improve student engagement and achievement.

**SCHOOL GOAL #3:** Develop a school culture to promote effective stakeholder engagement where every member of the school community feels socially and emotionally supported.

### **STRATEGIES/ACTIONS IMPLEMENTED:**

- Staff were encouraged to attend Jody Carrington's Professional learning sessions, watch the pre-recorded session and read her book, "Kids these days." Books were purchased and shared with staff.
- Staff and students were awarded positive referrals for their behaviour. Students and staff were recognized by the administration at staff meetings, with postcards and on Hawk TV.
- Friday morning Kahoots were used along with welcoming music to create a welcoming and fun atmosphere.
- Monthly student voice meetings were held where students were encouraged to discuss challenges and propose changes to our school and culture.
- Changes were made quickly based on student requests given during the Student Voice meetings.
- A variety of clubs and activities were offered for students to participate in, including Gay-Straight Alliance (GSA), creativity room, intramurals, student voice, chess club, coding club, Dungeons and Dragons club, math support and open library time.
- The administration greeted and recognized people as they entered the building daily.



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- The weekly Hawk's View was sent out to parents/guardians and staff each Friday.
- Announcements were posted at the beginning of period 1 so that students can see daily what was happening at F.R. Haythorne.
- Both the Hawk's view and daily announcements were posted to the website.
- Administration mailed out personalized welcome postcards to all new students, focusing on welcoming all incoming 7's and continuing throughout the year.
- Administration mailed out postcards to students as positive reminders of their hard work and appreciation from the office staff.
- The school used Facebook, Instagram, and Twitter accounts to share what is happening regularly, being purposeful about including all aspects of our school community and giving all staff access to the accounts.
- There was a very purposeful selection of books purchased for our school to represent all students and staff.
- Sharing circles were used in classes on a more regular basis.
- Restorative circles were utilized in the office when dealing with discipline issues.
- Positive messaging went up around the school. Artwork was purchased, and messaging on the screens was purposeful and positive.
- Indigenous art was purchased and is showcased throughout the school.
- Omari Newton came in to present to our students during Black History Month.
- Our GSA created shirts for staff and students that read "#Labels are for clothes".

**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- 302/540 families responded to our Family Check-In Survey last April. From the qualitative data collected, we were able to follow up with families and shift our practice to better support our students.
- 81% of parents indicated that they felt the staff cared about their child (Parent Engagement Survey)
- 86% of parents indicated that the physical condition of the school was good or excellent. (Parent Engagement Survey)
- 90% of our school community agreed that students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly in the school (increase of 7% overall and 15% increase with teachers)
- 100% of the staff feel that someone at work cares about them (Staff Engagement Survey)



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- 100% of staff feel that their colleagues are committed to doing quality work (Staff Engagement Survey)
- Students felt heard and validated when their opinions were considered, and space was given to have open conversations.
- Each staff member and more than 50% of students received at least 1 positive referral before switching to at-home learning.
- Increased Instagram followers increased by over 300 participants. The school made 220 posts last year.
- We engaged students in whole school surveys multiple times in the year preferences for activities, things I would like to change in the school

### **Reflecting on your data, what was your greatest success?**

FRH staff spent the last year laying the groundwork through culture and environment to support our 3-year plan to increase literacy and numeracy proficiency. Modernization of the building, including furniture, messaging, artwork and resources, was purchased to represent our school community members. When staff and students are excited to be in the building and feel heard and supported, which opens opportunities for open dialogue and learning.

Safe and caring are not just words on our accountability pillar but values that we demonstrate daily. From standing at the front doors making time to recognize and greeting students daily by name, to sending out personalized welcome postcards to all new students and continuing the relationship-building throughout the year, these things matter.

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

In a junior high school setting parental involvement has historically dropped. We are making shifts to open up conversations between home and the school. Parents are a vital part of a student's learning. Last year we began using survey's to connect with parents/guardians. We will continue to explore opportunities to get feedback from our valued stakeholders, including shifting our weekly message to a new platform and continuing with our surveys.

Active information sharing is important and in this busy world we need to prioritize information that is relevant and accurate to our school community.



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

		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	89.5	83.1	84.4	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.0	85.1	86.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	90.9	85.5	86.1	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.3	0.0	0.0	2.7	2.6	2.7	Very High	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	81.0	78.9	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	26.6	22.9	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	83.4	68.9	69.3	84.1	83.0	82.7	High	Improved Significantly	Good
	Citizenship	80.2	68.5	73.2	83.3	82.9	83.2	High	Improved Significantly	Good
Parental Involvement	Parental Involvement	72.3	65.1	69.5	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	85.0	75.8	77.4	81.5	81.0	80.9	Very High	Improved Significantly	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. 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.
4. 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).
5. 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.
6. 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.
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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. 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)				
	2016	2017	2018	2019	2020
Overall percentage of students in Grades 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.9	80.3	75.3	81.0	n/a
Overall percentage of students in Grades 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.7	20.8	21.2	26.6	n/a
Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.7	65.0	52.8	100	n/a
Overall percentage of self-identified FNMI students in Grades 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	47.2	2.5	2.8	21.9	n/a

### Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	81.6	23.8	88.0	19.3	82.0	17.2	85.5	22.7	n/a	n/a
	Authority	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3	n/a	n/a
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a
Mathematics 9	School	70.7	15.2	76.4	16.2	63.7	15.2	73.2	24.5	n/a	n/a
	Authority	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4	n/a	n/a
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a
Science 9	School	78.3	31.0	81.9	25.1	81.6	29.3	84.5	33.2	n/a	n/a
	Authority	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1	n/a	n/a
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a
Social Studies 9	School	65.2	20.7	74.9	22.8	73.8	23.0	80.9	25.9	n/a	n/a
	Authority	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9	n/a	n/a
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a

Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	72.1	77.3	73.7	68.5	80.2
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.	82.7	85.9	84.3	83.1	89.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	82.3	86.8	86.1	85.5	90.9
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.	72.4	77.6	61.5	68.9	83.4
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	58.1	62.5	60.1	60.2	64.2
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	65.1	76.0	67.2	65.1	72.3
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.	71.9	80.9	75.5	75.8	85.0
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	83.2	88.9	84.0	85.1	87.0

### 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	72.1	77.3	73.7	68.5	80.2	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	87.9	89.1	83.3	63.4	90.3	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	64.6	74.8	69.6	64.9	71.7	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	63.9	68.1	68.3	77.1	78.6	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	72.4	77.6	61.5	68.9	83.4	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	84.8	88.5	68.8	77.1	92.9	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	60.0	66.7	54.2	60.7	74.0	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	58.1	62.5	60.1	60.2	64.2	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	76.6	71.2	71.4	65.7	76.8	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	39.6	53.8	48.7	54.6	51.5	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	83.2	88.9	84.0	85.1	87.0	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	92.6	96.6	87.4	90.0	90.9	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	76.7	82.3	76.9	77.6	81.9	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	80.2	87.9	87.7	87.6	88.3	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	65.1	76.0	67.2	65.1	72.3	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	70.4	88.5	81.1	71.1	77.5	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	59.7	63.6	53.4	59.2	67.1	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	82.3	86.8	86.1	85.5	90.9	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	87.8	94.2	93.4	84.2	98.2	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	82.0	83.6	84.4	87.0	91.3	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7

Student	77.1	82.5	80.4	85.4	83.2	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8
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### 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	82.7	85.9	84.3	83.1	89.5	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	88.5	89.1	89.6	76.9	92.2	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	82.9	87.2	82.6	84.0	89.1	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	76.8	81.4	80.8	88.5	87.2	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	71.9	80.9	75.5	75.8	85.0	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	62.5	80.8	65.6	65.7	89.3	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	76.5	77.8	71.7	74.1	73.1	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	76.7	84.1	89.2	87.6	92.7	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6