**Fort McMurray**
**Public Schools**



**École McTavish Public
High School**

**SEP &
AERR
2019-2022**

**Combined 3 Year Strategic Education Plan (SEP)
& Annual Education Results Report (AERR)**

## School Profile

1. **Leadership Team** (2.40 FTE):     Scott Barr – Principal
       Thomas Andrews -  Vice Principal
       Tammy Cadegan – Vice-Principal

2. **Total Staff:**     ATA   34.8 FTE with 35 staff members
       1.0 FTE from Centre Boreal (Francophone School)
       CUPE  7.00 FTE Educational Assistants
       1.0 Library Support
       4.25 FTE Office Support

École McTavish Public High School is fortunate to have a wide variety of experience in our teaching staff. We have teachers who have taught elementary, junior high, and high school coming together to offer the best programs to the adolescent learners in our building. The staff is charged with developing a community that is open, supportive, and built with the students, staff, and parent communities.

## 3. Students:

*Enrolment*: 760 students with; 7 English grade 7 classes, 2 French Immersion grade 7 class, 7 English grade 8 classes, 1 French Immersion grade 8 class, 7 English grade 9 classes and 1 French Immersion grade 9 classes, 150 grade 10 students and 30 grade 11 students.

*Enrolment trends*: We are up over 100 students this year across the school as we add grade 10 and 11s. Our grade 7 and 9 numbers are down as there are more choices out there for them, but only by one class in each of those grades did not appear at the school.

*Special Education*: We have 1.5 FTE devoted to English LAC and .20 FTE devoted to French LAC so our French Immersion and Francophone students have support as well.

*CSI Levels*: We do not receive any CSI funding.

*Academic Achievement on Provincial Achievement Exams*:
With six years of data, we are studying our results and using those to help drive our discussions on improvement. We saw a bounce back in our results this year from the dip year after the fire and evacuation. While we have not returned to the same level as pre-evacuation, the trend is heading back that way. We understand this is a many year process.

## 4. Facility:

*Facility:* In our eighth year at the school that offers our students a world class educational learning environment that was designed with their needs in mind. Computer labs, woods shop, engineering and robotics labs, and much more fills our building with excitement and a glimpse of what the student's futures may hold. We have solidified our plans for the high school wing of our school and look forward to finishing construction this year.

*Utilization:* We are at full utilization of all of our spaces at École McTavish and have actually lost rooms to construction as we get set to expand into a high school within the next year.

Accountability Pillar results are what we are using to help set goals and targets for us to strive towards. To help understand how our community is viewing the school, we continue the Tell Them From Me survey with our students in 2018 – 2019.

**Combined 2018 Accountability Pillar Overall Summary**

| Measure Category | Measure | École McTavish Junior High 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 | 90.1 | 92.8 | 87.4 | 89.0 | 89.5 | 89.4 | Very High | Improved | Excellent |
| Student Learning Opportunities | Program of Studies | 92.7 | 89.6 | 85.1 | 81.8 | 81.9 | 81.7 | Very High | Improved Significantly | Excellent |
| | Education Quality | 91.6 | 90.5 | 87.7 | 90.0 | 90.1 | 89.9 | Very High | Improved Significantly | Excellent |
| | Drop Out Rate | 0.0 | 0.0 | 1.5 | 2.3 | 3.0 | 3.3 | Very High | Improved | Excellent |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 78.0 | 78.0 | 77.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 76.5 | 69.6 | 76.7 | 73.6 | 73.4 | 73.3 | Intermediate | Maintained | Acceptable |
| | PAT: Excellence | 25.3 | 15.8 | 18.1 | 19.9 | 19.5 | 19.2 | High | Improved | Good |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.7 | 83.0 | 83.0 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 24.2 | 22.2 | 21.7 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 55.7 | 54.9 | 54.7 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 63.4 | 62.3 | 61.5 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 58.7 | 57.9 | 59.0 | n/a | n/a | n/a |
| | Work Preparation | 84.8 | 81.1 | 81.1 | 82.4 | 82.7 | 82.4 | High | Maintained | Good |
| | Citizenship | 85.5 | 86.6 | 80.7 | 82.4 | 82.7 | 82.4 | Very High | Improved Significantly | Excellent |
| Parental Involvement | Parental Involvement | 85.9 | 85.9 | 81.8 | 81.2 | 81.2 | 81.0 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 90.2 | 90.6 | 84.1 | 80.3 | 81.4 | 80.7 | Very High | Improved Significantly | Excellent |

Notes:
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. 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.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 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.
9. 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 (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

## Outcome One:  Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 75.9 | 83.7 | 79.4 | 69.6 | 76.5 | 77.0 | Intermediate | Maintained | Acceptable | 78.0 | 79.0 | 80.0 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 19.1 | 22.3 | 22.9 | 15.8 | 25.3 | 21.0 | High | Improved | Good | 21.5 | 22.0 | 22.5 |

## Comment on Results

We continue to see the gradual growth back from the lower results due to the evacuation in 2016 this year. It was a focus of the staff to support the students in many different ways to ensure their learning gaps are closed. While happy with the increase this year, we realize there is still further to go to support our students growth. We will continue to model grade 9 curriculum expectations in our grade 8 and 7 core subjects to help move to the future goals.

## Strategies

- Marks have begun to move back to the regular scores for our school this year. The students have responded well to the review and scaffolding we have done to help with the gaps from the evacuation year.  A strong support through all three grades of basic knowledge and the building blocks to ensure learning is strong at each level. This support across the grades is key to making true change in the scores. We know this is not just a grade 9 teacher issue.
- Teachers help students achieve provincial learning expectations, and high standards in unique and varied ways. By sharing our best practices during Professional Learning Fridays, we have been able to develop stronger connections between core courses and learning goals. The time spent during the PLF is helping drive improvements in teaching done at the school, and therefore the learning for students.
- Seek out students bordering on excellence and work on enrichment opportunities to push them into standard of excellence. Developing lessons that push the students in ways that show them how to engage in deep learning of topics.
- Use of Mathletics and Exambank.com for practicing test taking skills.
- Continued strong communication mechanism between teachers and parents (i.e. email updates weekly, Google classroom, Facebook and Twitter use). We understand that we are a team with parents and need to keep them informed on what is going on at school.
- Continue to hold early parent teacher interviews that allow us to get on issues with students and parents early.
- Continue to work to get more parents signed up for Parent Portal area of PowerSchools to offer them a constant view of marks, attendance, and achievement at the school through the year.
- Alert meetings for each grade held bi-monthly to ensure we are focusing in on learning needs of all students. The sharing of best practices is key to ensuring students are getting support needed.
- Support English Language Learners in all grades using support across the core courses.
- Partnership with the Multicultural Association to provide additional ELL support to our grade 7-11 students.

- Measure Math and Literacy help for grade 9 students who are identified early in the school year.
- Start of extra help sessions on PLF Friday's for students wanting more help.
- Looking into starting a peer tutoring program
- Work on cross-curricular reading comprehension strategies. Teaching of vocabulary and reading strategies for all subjects.
- Continued use of resource rooms as a learning space for students to get review and support outside the general classroom.
- Offer a variety of reading opportunities that capitalize on student interest in LA 9. Seek to offer a wide variety of texts to increase interest in reading comprehension work.
- Start the development of our high school course plans as we grow into the high school this year. Focus on quality development that continues the focus on excellence for all learners.
- Work with other high schools to gain best practices for our high school programs.

*Outcome One: Alberta's students are successful (continued)*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 0.0 | 0.7 | 3.8 | 0.0 | 0.0 | 0.0 | Very High | Improved | Excellent | 0.0 | 0.0 | 0.0 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

## Comment on Results

A continuation of the level we want, with 0% dropping out of school. We will continue to work with Frank Spragins towards keeping students engaged and in school. By having a wide variety of student-driven groups, clubs, sports, and organizations, we have been able to create a culture that drives students to be excited to come and learn at McTavish. Each student, no matter what path of life they come from, will find a home here as a Marauder. Growing into the high school has allowed us to extend our relationships with students and hopefully keep them in school as well.

## Strategies

- Work with our partner schools to visit students starting in grade 6 to talk about their future and how school helps ensure that many doors stay open.

- Strive to create a positive environment and viewpoint of school earlier in, and throughout schooling, to reduce dropout rate.
- Continue to offer mental health supports for students that help them see school in a positive way. Many do not get the caring we can give at home, so we need to ensure they know staying in school allows that to continue.
- Strong Parent/School communication. Parents understand that we are a team working together to ensure students see the value of school and how high school completion creates many more pathways for their future.
- Work with our high school students to ensure they know the many pathways open to them to graduate.
- Develop a strong Registered Apprenticeship Program that students see as another way to get to graduation.
- Have high school CALM class teach students a wide variety of ways that graduation is possible and the doors that are opened through this route.
- Continue to differentiate teaching strategies to meet needs of the wide range of learners in our school.
- Maximize extra support for students who are struggling with learning support rooms and Educational Assistance support
- Incorporation of student-centered, meaningful learning tasks to keep students engaged.
- Partnership with Indigenous Career Pathways to provide additional opportunities for our Indigenous Grade 10 and 11 students.

*Outcome One: Alberta's students are successful (continued)*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 78.4 | 77.1 | 78.5 | 86.6 | 87.0 | 87.5 | Very High | Improved Significantly | Excellent | 88.0 | 89.0 | 90.0 |
| 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. | 78.1 | 78.2 | 84.1 | 81.1 | 84.8 | 85.0 | High | Maintained | Good | 85.5 | 86.0 | 86.5 |

## Comment on Results

We have maintained our growth in these categories this year. By getting the students involved with the many aspects of the school from student council to environmental stewardship, we see increased ownership by students at the school. The development of the whole person is key to making our students active citizens with an entrepreneurial spirit. Our results show us we are doing well, but the goal is to keep getting better.

## Strategies

- Our development of Project Cambodia to support our sister schools in Battambang, Cambodia has created one school already, with funds to build a second as well. This continues to show students a link between their actions and positive impacts globally. Continue our plan to raise money through different ways that engage the students as the leaders in organization.

- Our local focus on supporting the food bank, SPCA, Movember, Run for the Cure, United Way, We Day, Terry Fox Run, and many more local events allow us to show how students, and families, can support people in our own region as well.
- Important to get students telling the story. Our staff is very good at using Twitter and other social media, but if students were doing it, then the message spreads faster. Have students engaged in sharing on Instagram and Facebook.
- Continue to offer a wide variety of options for students that give them an opportunity to sample many different, and unique, areas of study.
- Careers Next Generations will present to the grade 8 and 9 students to show them career paths and how their current schooling is related to them.
- Students will be in homerooms that are given responsibilities around the school, thus creating an environment of accountability to each other and the school.
- Start the high school student council that can help organize activities for the entire student body. This will allow students an opportunity to develop their leadership
- Use high school students as leaders for school tours and develop a peer tutor program for the younger students at the school.

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 64.4 | 83.3 | n/a | 69.3 | 65.1 | 73.0 | Very Low | Maintained | Concern | 75.0 | 76.0 | 77.0 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 11.0 | 11.1 | n/a | 18.7 | 11.0 | 15.0 | Low | Maintained | Issue | 16.0 | 17.0 | 18.0 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

## Comment on Results

This is a small group for this data set each year, so individual scores have a large impact on the overall scores. We have not seen the bounce back that the general scores have shown this year. The important thing is to look at why that is occurring and how we can make a positive change. Our FNMI lead will be key to developing the pride in doing well in school and setting up the students for success. By feeling pride in the school, we hope to see more impact in the scores in the long run.

## Strategies

- Use the district FNMI coordinator to help us have even more FNMI activities for our students. Use the expertise of this person to make our students see the connections between school and success.
- Delve deeper into reconciliation and working to develop an understanding of the immense problems associated to that process. Residential schools, and what happened there, need to be taught to all so everyone understands the impact they continue to have.
- Review FNMI students PAT results and look for similar difficulties, and address those specific difficulties within our school
- Ensuring staff know who all the FNMI students are to ensure supports are in place if needed.
- Celebrate our FNMI community more as a school. Do full school events during FNMI week and invite Elders in to share stories and their lessons.
- Improve the parent school relationship between FNMI parents and the staff. Seek out their input rather than waiting for it.
- Look to use traditional ways to improve learning, such as storytelling, use of Elders to pass on knowledge, and through nature.
- Set up section at the library to celebrate traditional teachings.
- More frequent check ins with staff on how their FNMI students are doing. By keeping it at the forefront, we are better able to respond to any issues that arise.
- Keep having FNMI students active in the community in a volunteer role.
- Sign up the school as a Legacy School with the Gord Downie and Chanie Wenjack Foundation to continue conversation on residential schools and reconciliation.

*Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (Continued)*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Achiev ement | Improve ment | Overall | 2019 | 2020 | 2021 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | Very High | Maintained | Excellent | 0.0 | 0.0 | 0.0 |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

## Comment on Results

Once again this result is based on a very small data set, but we are still proud that it sits at zero. Our ultimate goal will always be at zero.

## Strategies

- Continue to support an understanding of the importance of learning with our FNMI students
- FNMI liaison will focus on showing our FNMI students avenues open to them in post-secondary that will help direct them to a positive future.
- Continue to work with Frank Spragins High School in partnerships to promote working through plans for high school with our students.
- Build a relationship with the Friendship Center in town to support our FNMI youth and show them how to access the many programs run through that.

## Outcome Three:  Alberta's education system is inclusive

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 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. | 82.8 | 84.7 | 84.7 | 92.8 | 90.1 | 92.0 | Very High | Improved | Excellent | 93.0 | 93.5 | 94.0 |

## Comment on Results

A small dip this year, but still in a very high range. Good to see it is still high, but need to dig and find out why 10% do not feel safe at school. We firmly believe that if students do not feel safe at school they will now learn. We will continue to both demonstrate empathy and actively engage in teaching it both in class and through programs in the school itself. Spreading the message about all that we do to make our school a great place for students will continue to be key.

## Strategies

- Post the school handbook on the school website so it is available for parents and students to review.
- Review the student handbook twice a year with students. We have many new students over the year, so this will help them know the norms of the school and importance of the level of character expected.
- Continued partnering with School Council in reviewing the Code of Student Conduct for our school
- Provide adequate supervision before, during, and after school to ensure student safety. Admin team will supervise outside at buses each day and escort students across the unmarked crosswalk out front and help with getting on the correct bus.

- Continued growth of our Gay Straight Alliance this year will help students who have felt marginalized to have a spot to feel safe. Having a high school and junior high GSA will hopefully show students we support them through all their years with us.
- Developing a social media program that promotes healthy online interactions, which leads to a safer, caring environment at the school.
- Using programs such as "Kids in the Know" during Health classes which helps students increase their personal safety skills in order to reduce their risk of victimization online and offline.
- Introduce "Heart Math" to students who struggle with anxiety and stress, as a means to help them create a sense of inner balance and security.
- Ensure students can see supervisors visible during all 'free' times at school. Staff in hallways at break, supervisors in bright vests and lunch and after school, all lead to a calming presence over the day.
- Ensure parents are aware of the many ways we are keeping the students safe at the school: fire drills, lockdown practice, Hour Zero, supervision before and after school in high traffic areas, video surveillance system, partnership with local RCMP, etc.
- Share with parents our emergency plans so they understand the terms used in Hour Zero situations.
- Partnership with Some Other Solutions to have Youth Program Mentors and Grief and Loss leads assist us with student success here at the school.

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 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. | 80.4 | 82.2 | 83.6 | 89.6 | 92.7 | 93.0 | Very High | Improved Significantly | Excellent | 93.5 | 94.0 | 94.5 |

## Comment on Results

Sustained growth in this area this year. A conscious effort by all staff to offer a wide variety of options and clubs is developing a school that offers a plethora of classes and choices for students. The growth of our school into high school has students excited about how our school is improving the education for all of them. The wide variety of options and rooms to do them in is a unique factor for our school and we need to continue to ensure students have a voice in what we are developing.

## Strategies

- Build new options that reflect students interests and come from their suggestions. Including the students in this process if important to have their voice represented. Addition of options like Theater tech, enterprise and innovation, strategic gaming, conspiracy theories, and computer science have connected students to the variety of options available.

- Through Professional Learning Fridays, staff will focus on more connections between students and 'real world' learning in their minds.
- Continuation of the District French Immersion Program
- Offering a broad scope of options that allow students to experience many different subject areas.
- Offer a wide variety of high school options that start to show career pathways, such as robotics, welding, foods, small engines, and cosmetology.
- Our PEAK program continues to offer elite athlete training for hockey, dance, basketball, and soccer at École McTavish.
- The continuation and growth of the Flex Academy that allows elite level athletes in non-traditional sports (gymnastics, swimming, dance, skiing, and figure skating) a chance to have more time with their coaches and not miss core class time. Flex student's schedule will allow for them to focus on academic and athletic excellence.
- Look at how we can incorporate our cultural diversity into our options programming. We have students from around the world at École McTavish and we feel our options need to reflect their diversity and interests.
- Begin to develop a chance for students in high school to help in junior high option classes.
- Unique Partnerships, such as our partnership with Keyano for Welding and Mechanics, to provide specific expertise and opportunities that students would not otherwise have.

## Outcome Five:    The education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 |
| 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. | 78.6 | 85.7 | 75.9 | 90.6 | 90.2 | 91.0 | Very High | Improved Significantly | Excellent | 91.5 | 92.0 | 92.5 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 80.6 | 80.4 | 79.1 | 85.9 | 85.9 | 86.5 | Very High | Maintained | Excellent | 87.0 | 88.0 | 89.0 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 84.9 | 86.9 | 85.9 | 90.5 | 91.6 | 91.8 | Very High | Improved Significantly | Excellent | 92.0 | 92.5 | 93.0 |

## Comment on Results

A sustained high level of results in these categories is something to be proud of. We focused on creating strong parent communication lines to ensure they know what is going on at the school and how we are serving their children.

## Strategies

- We will strive to share our success in academic growth with all parents. Helping parents get on the parent portal is key to ensuring they know what is going on.
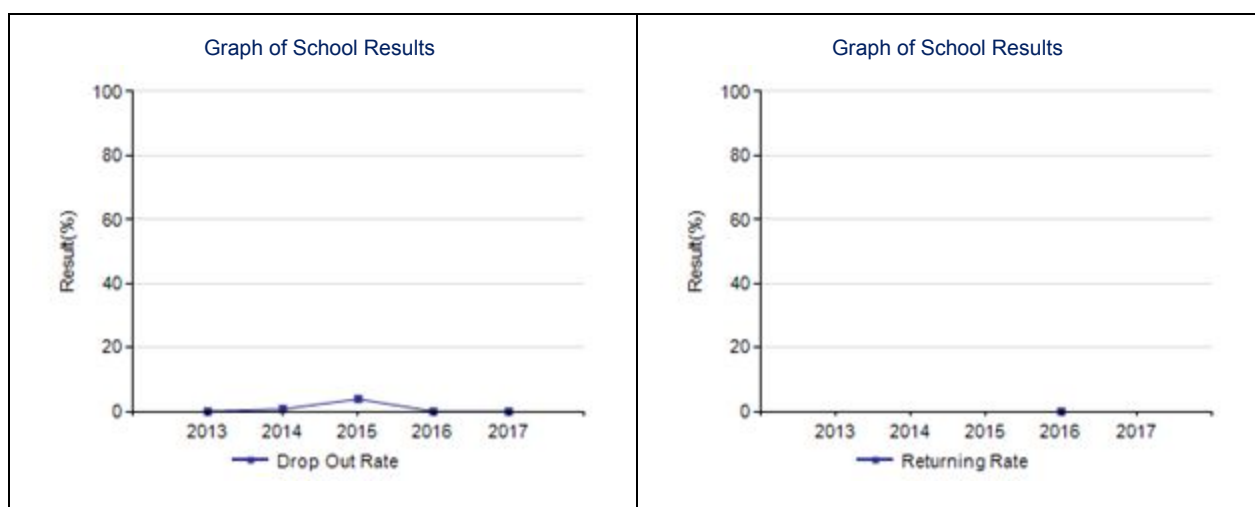
- The École McTavish School Council will be an active participant in the development of our school community. We will continue to ensure parents know when the meetings are and also include an item of specific interest at each meeting. The hope is that this 'hot topics' idea will engage the parents more and get them to meetings.
- École McTavish Parent Association will take a staff 'wish list' of items by department and prioritize how they want to use funds to best support students in the school.
- Continued review of the School Growth Plan by the School Council and working with them to have their growth plan support the goals of the school.

- Engage parents in a night to show them what we are doing at school to ensure growth in the academic areas.
- Work on new areas to have 'open houses' about for grades 5/6 students including robotics days, sports tournaments, and performing arts days.
- Website will have an up to date calendar that parents can check from wherever they are to see upcoming events at the school related to both curriculum and extracurricular activities.
- Teachers will continue weekly communications with families about what is going on both in their classes and at the school
- School will send home frequent emails to parents about what is happening at the school and how their child can get involved.

# APPENDIX – Measure Details

| Drop Out Rate - annual dropout rate of students aged 14 to 18 | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | | | | | Authority | | | | | Province | | | | |
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Drop Out Rate | 0.0 | 0.7 | 3.8 | 0.0 | 0.0 | 1.5 | 3.6 | 2.5 | 0.3 | 1.6 | 3.3 | 3.5 | 3.2 | 3.0 | 2.3 |
| Returning Rate | n/a | * | * | 0.0 | n/a | 39.6 | 28.9 | 26.8 | 21.9 | 9.4 | 20.7 | 20.9 | 18.2 | 18.9 | 19.9 |



Graph of School Results — Drop Out Rate



Graph of School Results — Returning Rate

Notes:

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

**Citizenship – Measure Details**

| | School | | | | | Authority | | | | | Province | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | | | | | | |
| | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 78.4 | 77.1 | 78.5 | 86.6 | 85.5 | 80.9 | 81.8 | 81.8 | 84.9 | 84.5 | 83.4 | 83.5 | 83.9 | 83.7 | 83.0 |
| Teacher | 96.6 | 98.2 | 97.2 | 98.1 | 98.7 | 95.6 | 95.4 | 96.4 | 96.3 | 94.8 | 93.8 | 94.2 | 94.5 | 94.0 | 93.4 |
| Parent | 77.6 | 71.0 | 79.3 | 80.1 | 78.8 | 80.7 | 81.0 | 81.0 | 84.0 | 83.2 | 81.9 | 82.1 | 82.9 | 82.7 | 81.7 |
| Student | 61.0 | 62.0 | 59.0 | 81.8 | 79.1 | 66.5 | 69.1 | 67.9 | 74.6 | 75.4 | 74.5 | 74.2 | 74.5 | 74.4 | 73.9 |



Graph of Overall School Results



Graph of Detailed School Results

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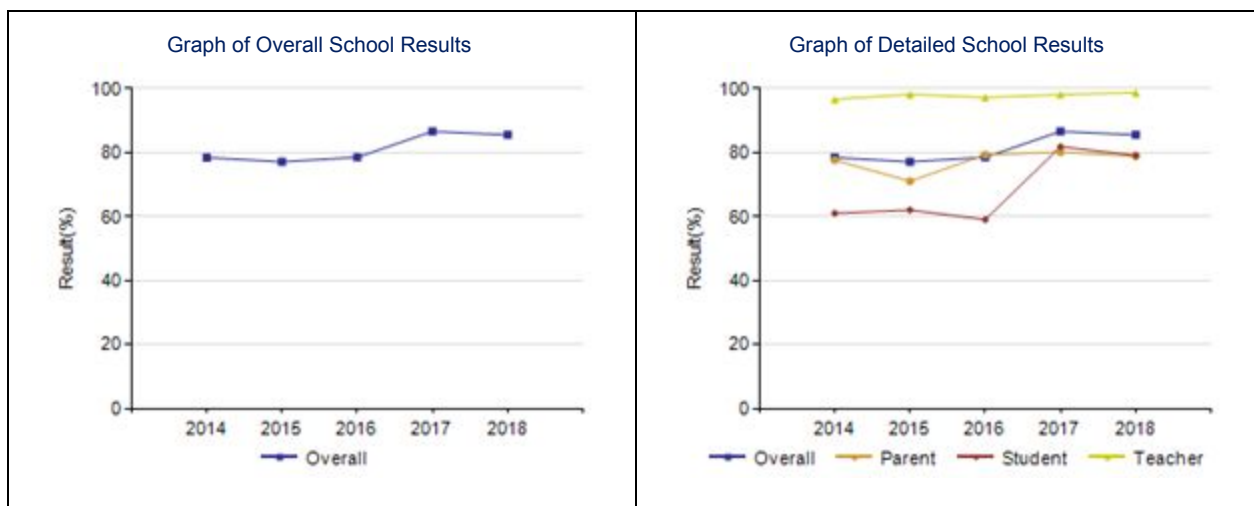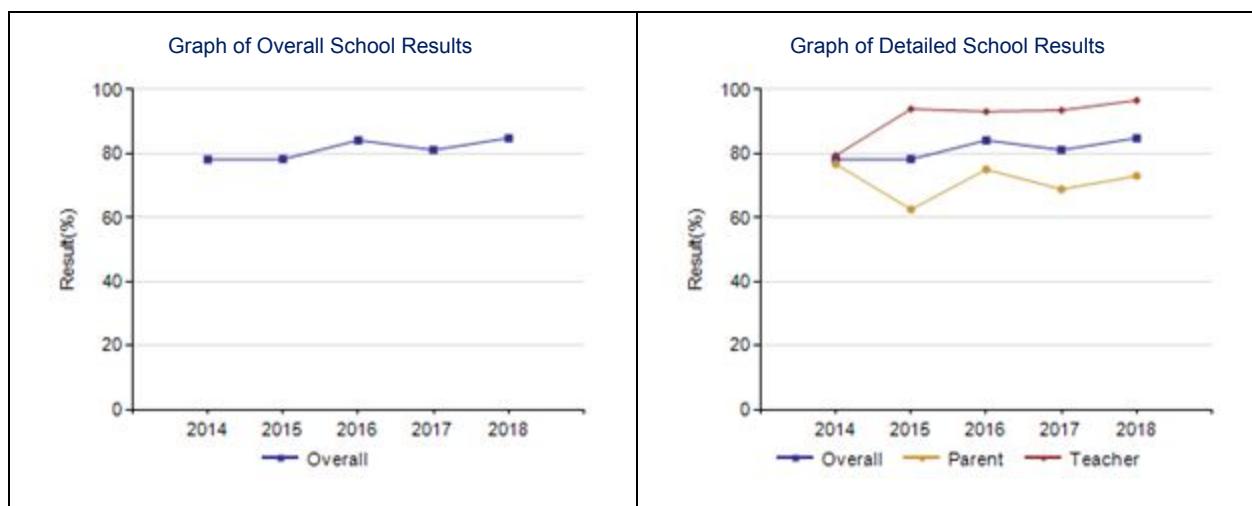
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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 (Tell Them From Me) survey in 2014.

**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 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 78.1 | 78.2 | 84.1 | 81.1 | 84.8 | 83.0 | 80.4 | 85.4 | 84.5 | 83.9 | 81.2 | 82.0 | 82.6 | 82.7 | 82.4 |
| Teacher | 79.4 | 93.9 | 93.1 | 93.5 | 96.6 | 89.3 | 91.5 | 93.6 | 93.9 | 94.0 | 89.3 | 89.7 | 90.5 | 90.4 | 90.3 |
| Parent | 76.7 | 62.5 | 75.0 | 68.8 | 73.0 | 76.8 | 69.3 | 77.1 | 75.0 | 73.8 | 73.1 | 74.2 | 74.8 | 75.1 | 74.6 |



Graph of Overall School Results



Graph of Detailed School Results

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
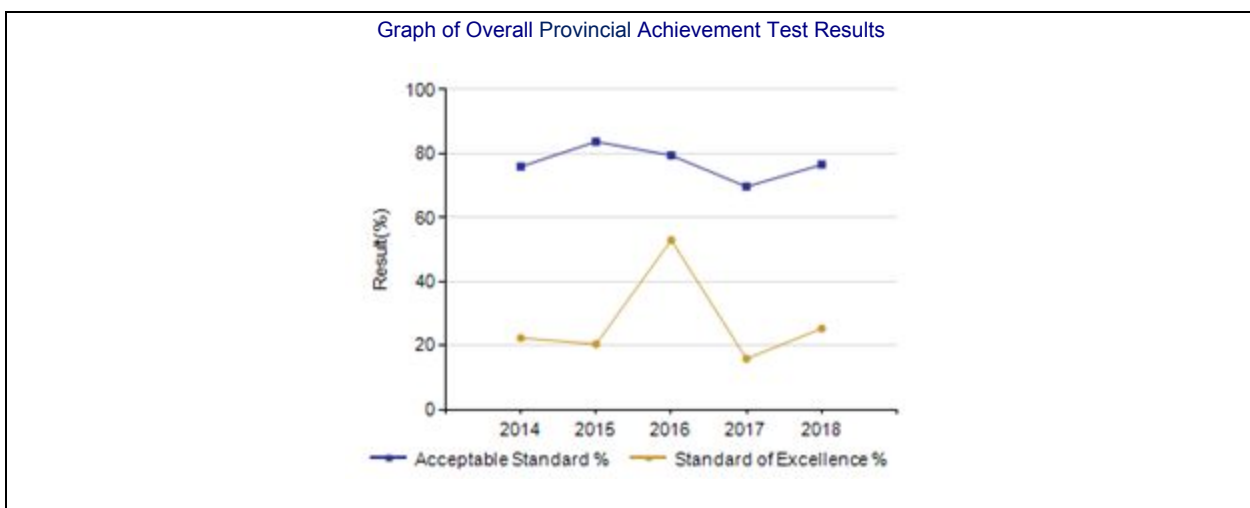
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.

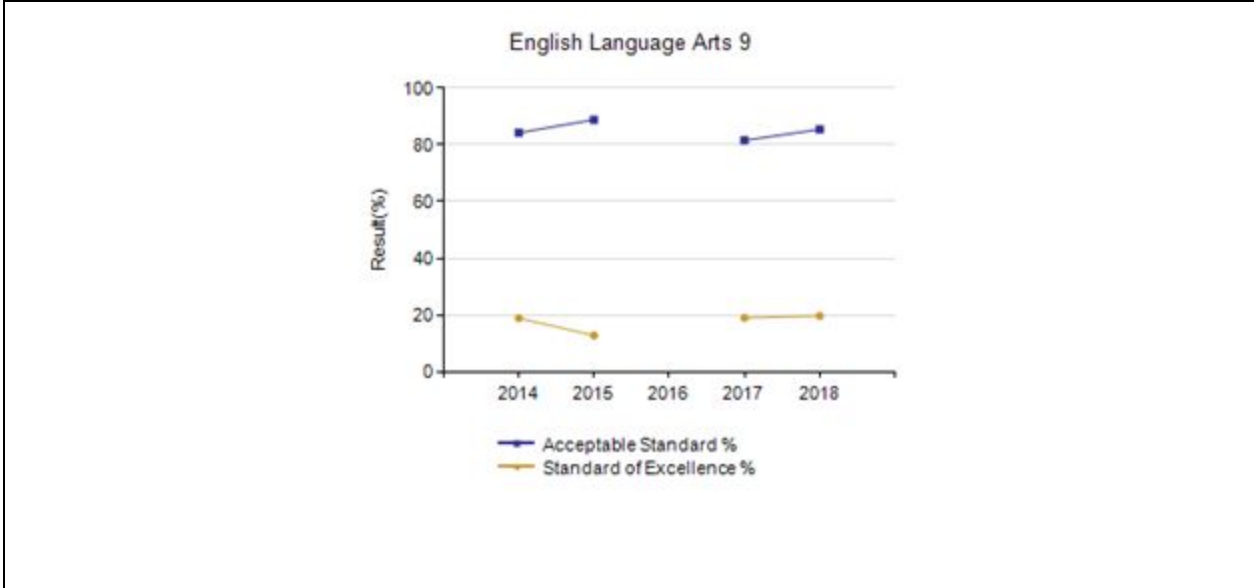| | | Results (in percentages) | | | | | | | | | | Target | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 9 | School | 84.2 | 18.9 | 88.8 | 12.8 | * | * | 81.5 | 19.0 | 85.4 | 19.7 | 86.0 | 19.9 |
| | Authority | 76.2 | 14.4 | 78.1 | 11.3 | * | * | 74.8 | 16.3 | 79.1 | 15.6 | | |
| | Province | 76.3 | 15.0 | 75.6 | 14.4 | 77.0 | 15.2 | 76.8 | 14.9 | 76.1 | 14.7 | | |
| French Language Arts 9 | School | 78.6 | 21.4 | 100.0 | 10.5 | n/a | n/a | 86.4 | 4.5 | 66.7 | 19.0 | 85.0 | 19.0 |
| | Authority | 78.6 | 21.4 | 100.0 | 10.5 | n/a | n/a | 86.4 | 4.5 | 66.7 | 19.0 | | |
| | Province | 86.5 | 11.1 | 85.8 | 10.1 | 83.0 | 10.8 | 83.1 | 11.2 | 81.4 | 9.8 | | |
| Mathematics 9 | School | 73.4 | 22.1 | 77.5 | 24.6 | 88.9 | 66.7 | 62.8 | 14.1 | 65.3 | 20.2 | 68.0 | 20.8 |
| | Authority | 62.1 | 15.8 | 64.9 | 19.9 | 88.9 | 66.7 | 58.8 | 11.7 | 58.8 | 15.6 | | |
| | Province | 67.1 | 17.3 | 65.3 | 17.9 | 67.8 | 17.5 | 67.2 | 19.0 | 59.2 | 15.0 | | |
| Science 9 | School | 77.5 | 22.5 | 86.6 | 26.7 | 100.0 | 75.0 | 68.8 | 14.6 | 79.8 | 30.0 | 80.0 | 26.0 |
| | Authority | 64.7 | 16.3 | 74.1 | 20.2 | 100.0 | 75.0 | 64.6 | 11.7 | 70.4 | 23.0 | | |
| | Province | 73.2 | 22.1 | 74.1 | 22.8 | 74.2 | 22.4 | 74.0 | 21.4 | 75.7 | 24.4 | | |
| Social Studies 9 | School | 68.5 | 25.7 | 80.2 | 18.7 | 100.0 | 62.5 | 63.3 | 16.6 | 76.5 | 31.9 | 77.0 | 28.0 |
| | Authority | 58.1 | 18.8 | 70.2 | 16.0 | 100.0 | 62.5 | 59.1 | 14.8 | 67.4 | 26.6 | | |
| | Province | 65.5 | 19.9 | 65.1 | 19.8 | 64.7 | 18.0 | 67.0 | 20.2 | 66.7 | 21.5 | | |

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Graph of Overall Provincial Achievement Test Results

Notes:
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)
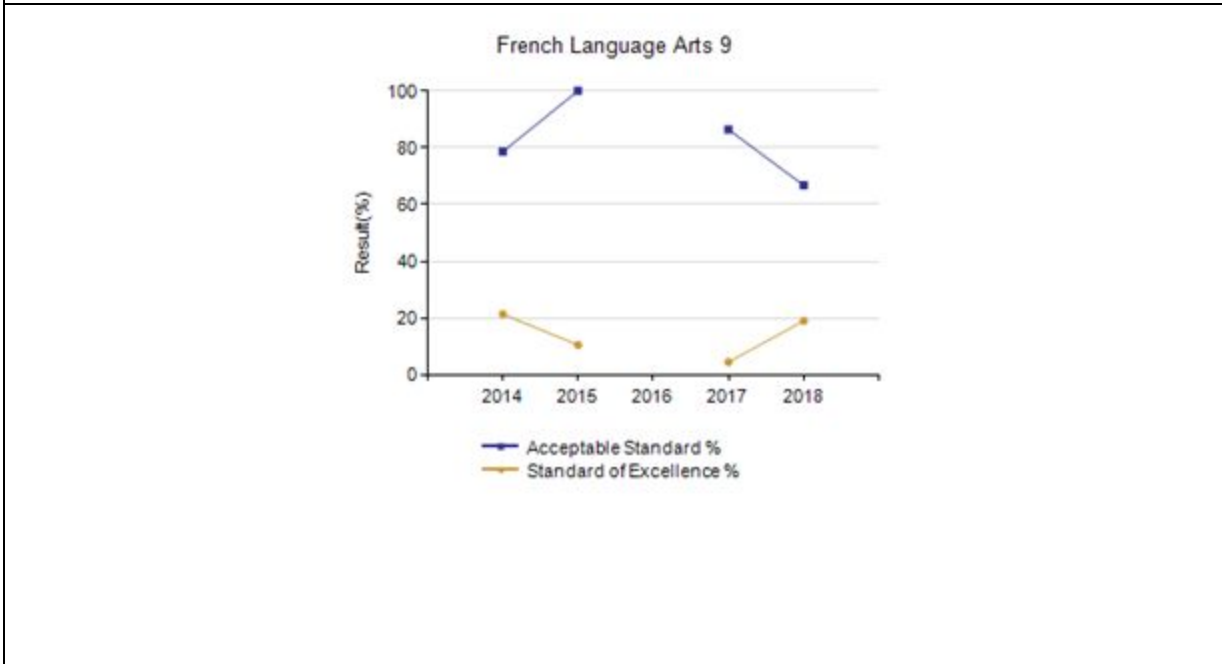
Graph of Provincial Achievement Test Results by Course

English Language Arts 9



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

Graph of Provincial Achievement Test Results by Course

French Language Arts 9

Mathematics 9



Science 9

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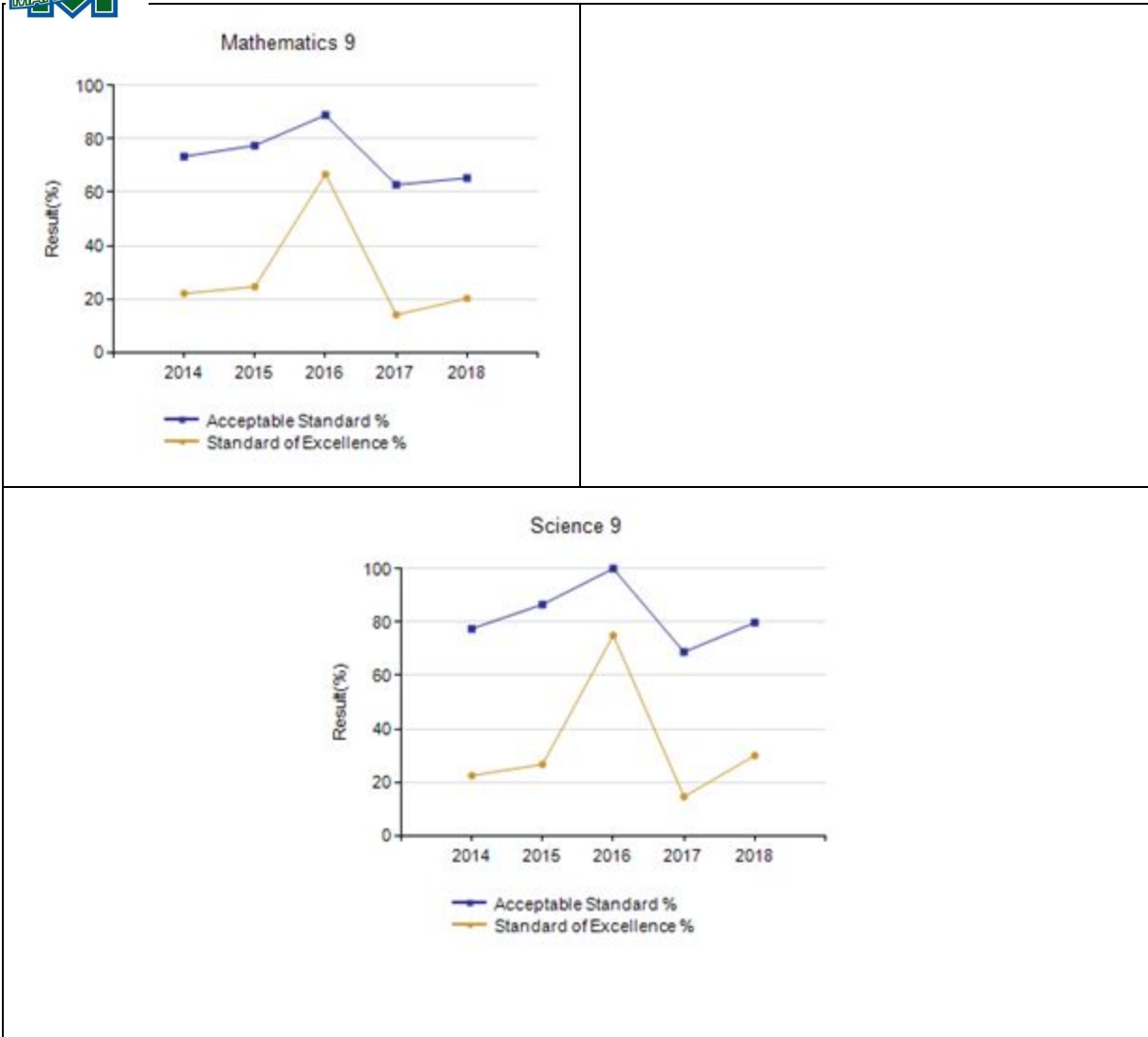2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

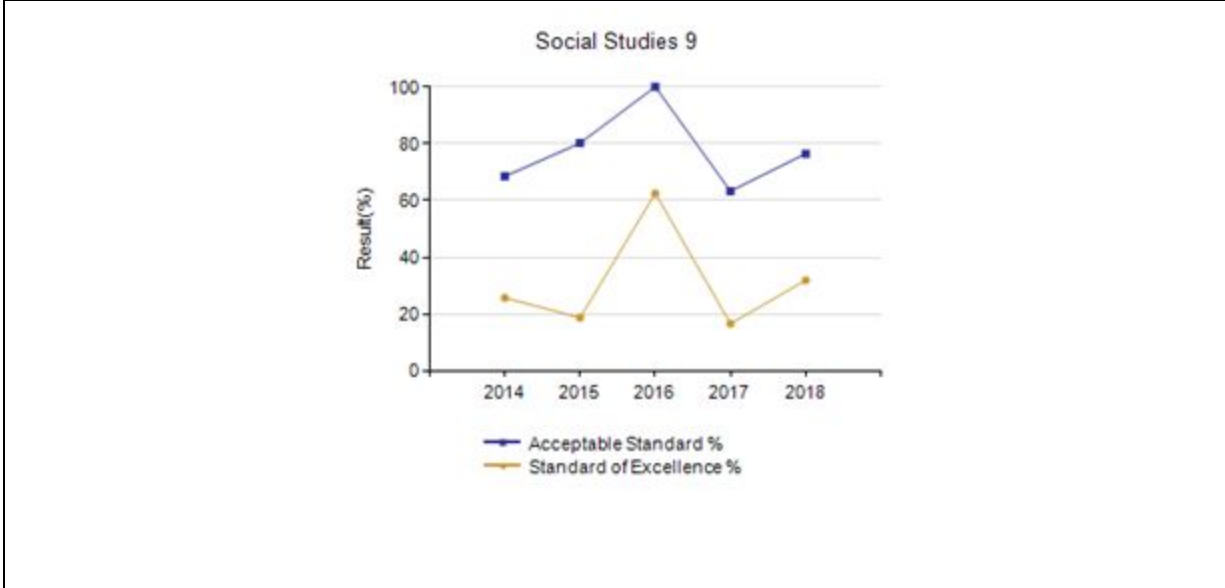Graph of Provincial Achievement Test Results by Course



Social Studies 9

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

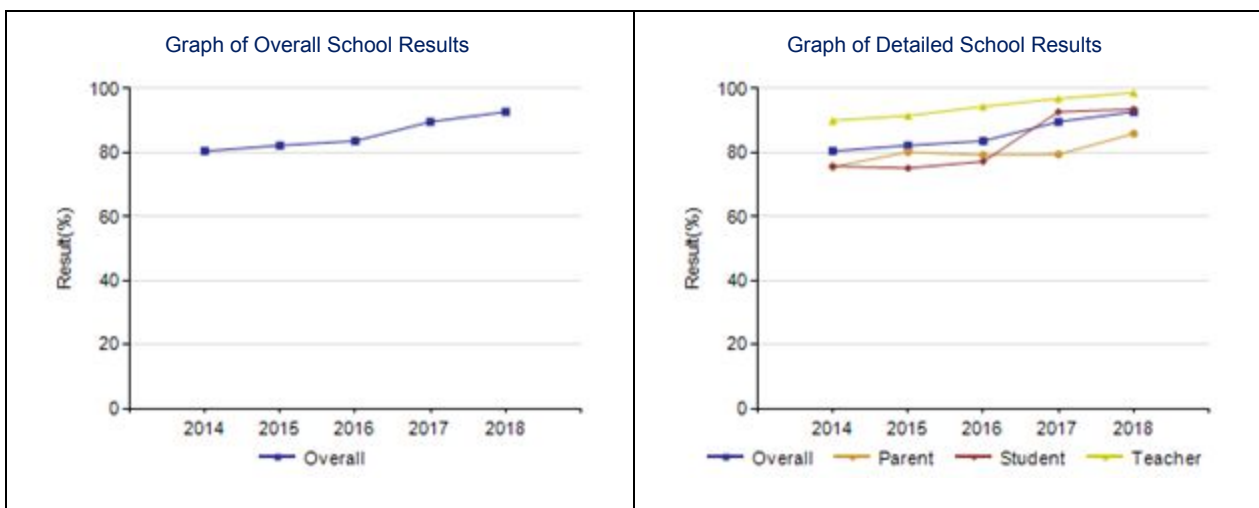| Course | Measure | École McTavish Junior High Sch | | | | | | | Alberta | | | |
| | | Achievement | Improvement | Overall | 2018 | | Prev 3 Year Average | | 2018 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 49,572 | 82.5 | 46,989 | 82.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 49,572 | 18.9 | 46,989 | 19.2 |
| French Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,185 | 85.1 | 2,864 | 87.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,185 | 13.5 | 2,864 | 14.4 |
| Français 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 542 | 92.1 | 524 | 90.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 542 | 21.6 | 524 | 16.5 |
| Mathematics 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 49,507 | 69.4 | 46,906 | 73.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 49,507 | 12.6 | 46,906 | 14.5 |
| Science 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 49,501 | 76.9 | 46,914 | 76.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 49,501 | 29.0 | 46,914 | 25.8 |
| Social Studies 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 49,485 | 72.9 | 46,903 | 70.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 49,485 | 21.7 | 46,903 | 18.9 |
| English Language Arts 9 | Acceptable Standard | High | Maintained | Good | 213 | 85.4 | 194 | 85.2 | 46,822 | 76.1 | 44,296 | 76.5 |
| | Standard of Excellence | High | Improved | Good | 213 | 19.7 | 194 | 15.9 | 46,822 | 14.7 | 44,296 | 14.9 |
| English Lang Arts 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,428 | 58.8 | 1,576 | 61.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,428 | 5.9 | 1,576 | 4.8 |
| French Language Arts 9 | Acceptable Standard | Very Low | Declined Significantly | Concern | 21 | 66.7 | 21 | 93.2 | 2,899 | 81.4 | 2,660 | 84.0 |
| | Standard of Excellence | High | Improved | Good | 21 | 19.0 | 21 | 7.5 | 2,899 | 9.8 | 2,660 | 10.7 |
| Français 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 379 | 88.9 | 392 | 87.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 379 | 26.1 | 392 | 21.6 |
| Mathematics 9 | Acceptable Standard | Intermediate | Declined | Issue | 213 | 65.3 | 193 | 70.2 | 46,603 | 59.2 | 43,851 | 66.8 |
| | Standard of Excellence | High | Maintained | Good | 213 | 20.2 | 193 | 19.3 | 46,603 | 15.0 | 43,851 | 18.1 |
| Mathematics 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,848 | 57.5 | 2,026 | 61.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,848 | 13.3 | 2,026 | 14.0 |
| Science 9 | Acceptable Standard | Very High | Maintained | Excellent | 213 | 79.8 | 193 | 77.7 | 46,810 | 75.7 | 44,341 | 74.1 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 213 | 30.0 | 193 | 20.7 | 46,810 | 24.4 | 44,341 | 22.2 |
| Science 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,440 | 63.9 | 1,547 | 64.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,440 | 13.3 | 1,547 | 14.8 |
| Social Studies 9 | Acceptable Standard | High | Improved | Good | 213 | 76.5 | 193 | 71.8 | 46,840 | 66.7 | 44,267 | 65.6 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 213 | 31.9 | 193 | 17.6 | 46,840 | 21.5 | 44,267 | 19.4 |
| Social Studies 9 KAE | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,393 | 56.3 | 1,533 | 59.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,393 | 12.7 | 1,533 | 11.2 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. 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.

## 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** | | | | |
| | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 80.4 | 82.2 | 83.6 | 89.6 | 92.7 | 79.2 | 81.0 | 81.4 | 84.1 | 83.3 | 81.3 | 81.3 | 81.9 | 81.9 | 81.8 |
| Teacher | 90.0 | 91.5 | 94.4 | 96.8 | 98.7 | 87.0 | 85.4 | 88.6 | 89.7 | 89.5 | 87.5 | 87.2 | 88.1 | 88.0 | 88.4 |
| Parent | 75.5 | 80.1 | 79.2 | 79.4 | 85.9 | 76.1 | 82.9 | 79.3 | 82.7 | 77.8 | 79.9 | 79.9 | 80.1 | 80.1 | 79.9 |
| Student | 75.7 | 75.1 | 77.2 | 92.7 | 93.5 | 74.5 | 74.6 | 76.2 | 79.9 | 82.6 | 76.6 | 76.9 | 77.5 | 77.7 | 77.2 |



Graph of Overall School Results



Graph of Detailed School Results

Notes:

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 (Tell Them From Me) survey in 2014.
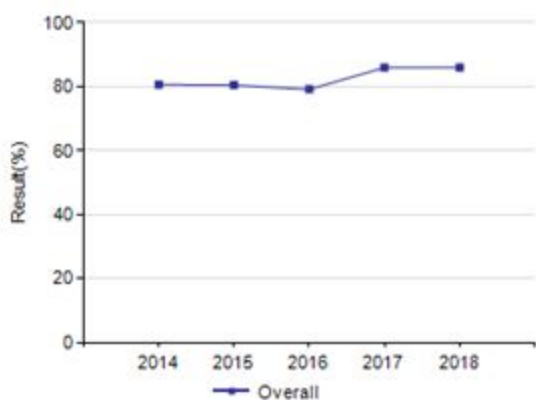
## Parental Involvement – Measure Details

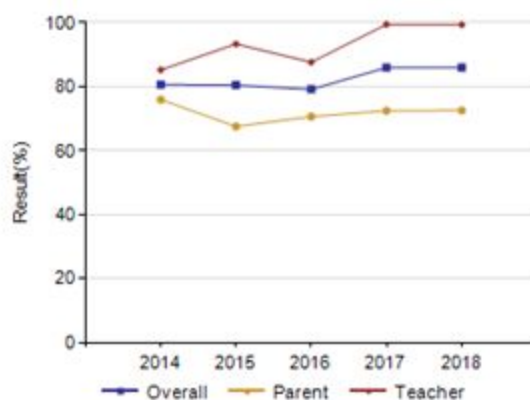| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **School** | | | | | **Authority** | | | | | **Province** | | | | |
| | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 80.6 | 80.4 | 79.1 | 85.9 | 85.9 | 84.3 | 82.6 | 82.2 | 84.7 | 81.5 | 80.6 | 80.7 | 80.9 | 81.2 | 81.2 |
| Teacher | 85.2 | 93.3 | 87.6 | 99.4 | 99.3 | 90.6 | 91.0 | 91.5 | 91.5 | 87.7 | 88.0 | 88.1 | 88.4 | 88.5 | 88.9 |
| Parent | 75.9 | 67.5 | 70.6 | 72.4 | 72.5 | 78.1 | 74.1 | 72.9 | 78.0 | 75.4 | 73.1 | 73.4 | 73.5 | 73.9 | 73.4 |

### Graph of Overall School Results
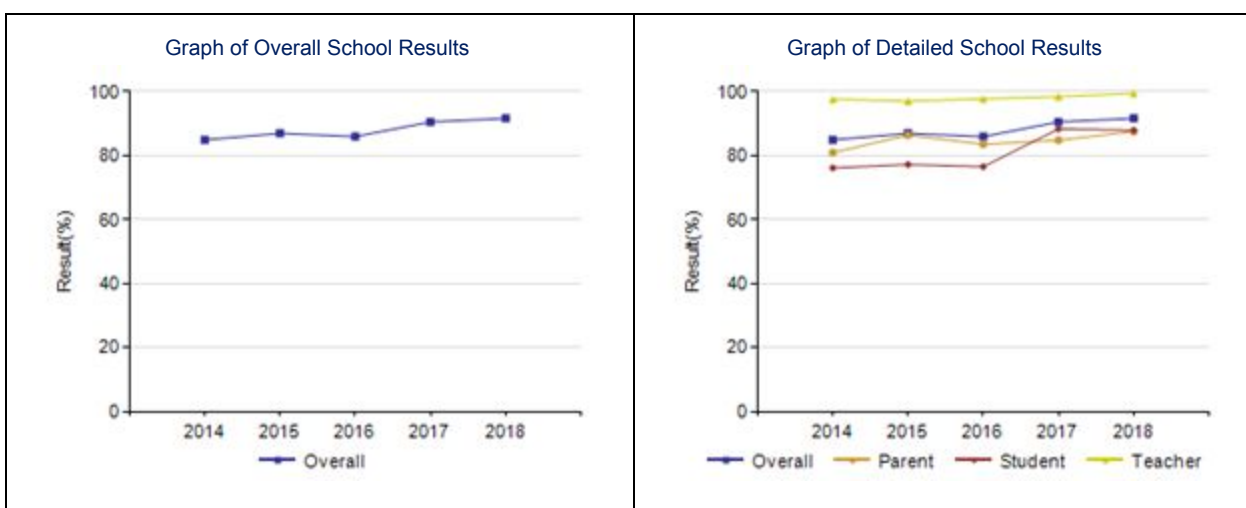


### Graph of Detailed School Results



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 (Tell Them From Me) survey in 2014.

### Education Quality – Measure Details

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

| | School | | | | | Authority | | | | | Province | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 84.9 | 86.9 | 85.9 | 90.5 | 91.6 | 88.2 | 88.2 | 88.5 | 89.6 | 89.6 | 89.2 | 89.5 | 90.1 | 90.1 | 90.0 |
| Teacher | 97.6 | 97.0 | 97.7 | 98.4 | 99.4 | 97.1 | 96.2 | 97.6 | 97.6 | 95.8 | 95.5 | 95.9 | 96.0 | 95.9 | 95.8 |
| Parent | 80.9 | 86.4 | 83.5 | 84.8 | 87.5 | 83.9 | 85.7 | 84.5 | 85.1 | 84.9 | 84.7 | 85.4 | 86.1 | 86.4 | 86.0 |
| Student | 76.1 | 77.2 | 76.5 | 88.3 | 87.9 | 83.7 | 82.8 | 83.5 | 85.9 | 88.1 | 87.3 | 87.4 | 88.0 | 88.1 | 88.2 |



Graph of Overall School Results
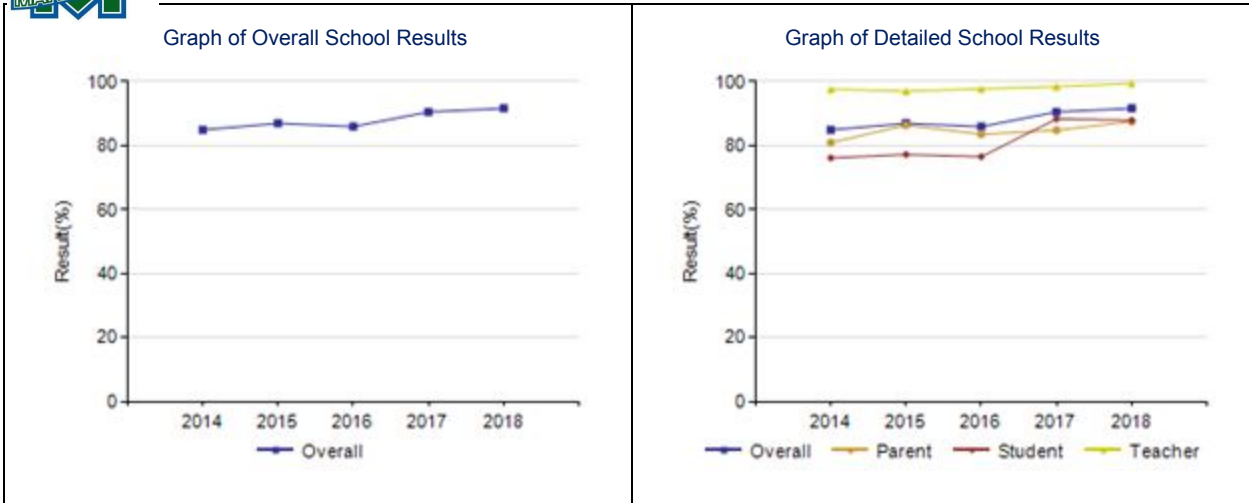


Graph of Detailed School Results

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 (Tell Them From Me) 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 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 84.9 | 86.9 | 85.9 | 90.5 | 91.6 | 88.2 | 88.2 | 88.5 | 89.6 | 89.6 | 89.2 | 89.5 | 90.1 | 90.1 | 90.0 |
| Teacher | 97.6 | 97.0 | 97.7 | 98.4 | 99.4 | 97.1 | 96.2 | 97.6 | 97.6 | 95.8 | 95.5 | 95.9 | 96.0 | 95.9 | 95.8 |
| Parent | 80.9 | 86.4 | 83.5 | 84.8 | 87.5 | 83.9 | 85.7 | 84.5 | 85.1 | 84.9 | 84.7 | 85.4 | 86.1 | 86.4 | 86.0 |
| Student | 76.1 | 77.2 | 76.5 | 88.3 | 87.9 | 83.7 | 82.8 | 83.5 | 85.9 | 88.1 | 87.3 | 87.4 | 88.0 | 88.1 | 88.2 |

### Graph of Overall School Results
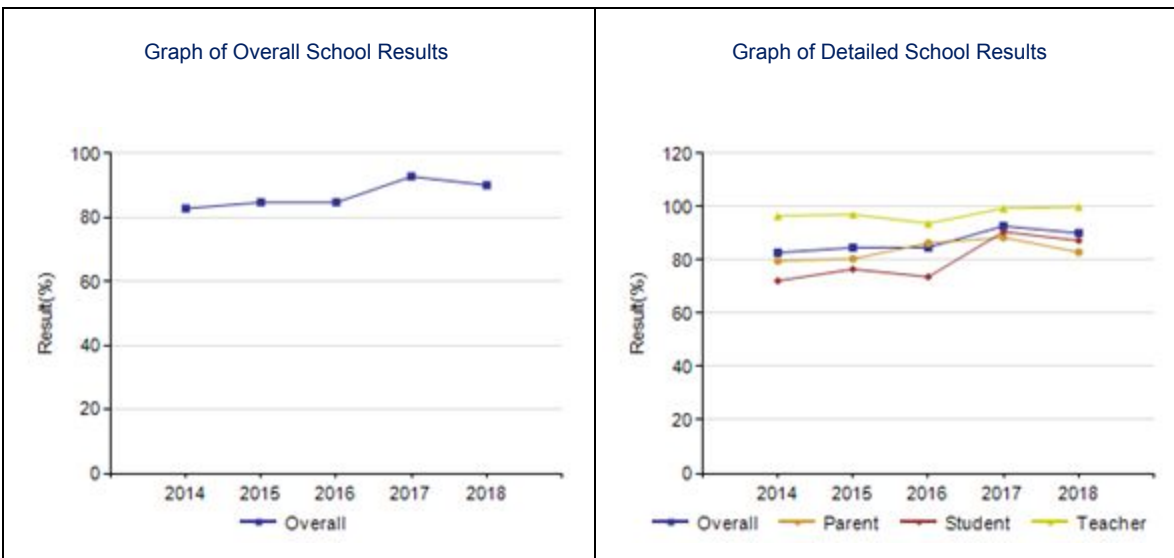


### Graph of Detailed School Results



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 (Tell Them From Me) 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 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Overall | 82.8 | 84.7 | 84.7 | 92.8 | 90.1 | 86.8 | 87.5 | 88.3 | 90.6 | 89.9 | 89.1 | 89.2 | 89.5 | 89.5 | 89.0 |
| Teacher | 96.6 | 97.1 | 93.8 | 99.4 | 100.0 | 96.9 | 95.6 | 97.2 | 97.5 | 95.1 | 95.3 | 95.4 | 95.4 | 95.3 | 95.0 |
| Parent | 79.7 | 80.5 | 86.4 | 88.5 | 83.0 | 86.0 | 87.5 | 88.3 | 90.8 | 90.2 | 88.9 | 89.3 | 89.8 | 89.9 | 89.4 |
| Student | 72.2 | 76.6 | 73.7 | 90.6 | 87.3 | 77.5 | 79.5 | 79.4 | 83.5 | 84.5 | 83.1 | 83.0 | 83.4 | 83.3 | 82.5 |

### Graph of Overall School Results


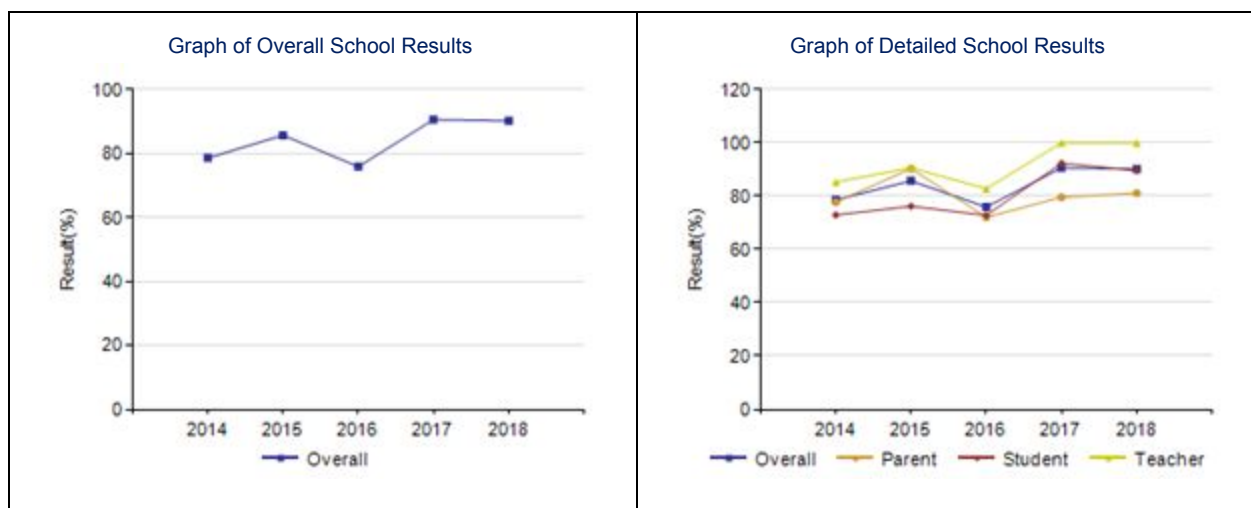
### Graph of Detailed School Results

**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 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 78.6 | 85.7 | 75.9 | 90.6 | 90.2 | 81.7 | 79.9 | 80.2 | 82.4 | 81.6 | 79.8 | 79.6 | 81.2 | 81.4 | 80.3 |
| Teacher | 85.3 | 90.6 | 82.8 | 100.0 | 100.0 | 84.3 | 80.9 | 88.0 | 85.2 | 82.6 | 81.3 | 79.8 | 82.3 | 82.2 | 81.5 |
| Parent | 77.8 | 90.3 | 72.1 | 79.6 | 81.1 | 81.6 | 79.3 | 73.9 | 79.0 | 78.3 | 77.0 | 78.5 | 79.7 | 80.8 | 79.3 |
| Student | 72.9 | 76.2 | 72.8 | 92.3 | 89.6 | 79.2 | 79.6 | 78.8 | 82.8 | 83.8 | 81.2 | 80.7 | 81.5 | 81.1 | 80.2 |



Graph of Overall School Results



Graph of Detailed School Results

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 (Tell Them From Me) survey in 2014.