**School Education Plan and Results Report**

**2018-22**

**Year 1**



**Our Mission:**

Our mission is to inspire the citizens of Woodbridge Farms School to create a learning community of support, engagement, and respect.

**Our Vision:**

Woodbridge Farms School will be a respectful, cooperative community of learners.

**Our Beliefs:**

* Woodbridge Farms School is a safe place for students to learn and play.
* All students learn and demonstrate respect for self, others, and their community.
* Students are engaged in and learn to take responsibility for learning.
* Members of our school community endorse and model life-long learning.
* Parents are important partners in supporting student learning.
* Excellence in student achievement.
* Nurture self-esteem and self-worth with life skills such as goal setting, flexibility, social skills, teamwork, conflict resolution skills, decision-making, problem solving, independence, and related skills for lifelong learning.
* Respect, Responsibility and Results

**Student Motto:**

Be Safe, Show Respect, Work Hard, Finish Strong, Be you!



**SECTION ONE: School and Division Goals**

**Woodbridge Farms School Goals:**

**GOAL 1: MORE STUDENTS DEMONSTRATE ONE YEAR OF GROWTH IN LITERACY**

(EIPS Priority 1, Goal 2; EIPS Priority 2, Goal 4)

**GOAL 2: MORE STUDENTS DEMONSTRATE ONE YEAR OF GROWTH IN NUMERACY**

(EIPS Priority 1, Goal 2; EIPS Priority 2, Goal 4)

**GOAL 3: STUDENTS WILL BE BETTER PREPARED FOR LIFELONG LEARNING, THE WORLD OF WORK AND CITIZENSHIP**

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

**Elk Island Public Schools Goals:**

**Priority 1: Promote growth and success for all students.**

**GOAL 1: EXCELLENT START TO LEARNING**

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

**GOAL 2: SUCCESS FOR EVERY STUDENT**

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

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

**GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

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

**Priority 2: Enhance high quality learning and working environments.**

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

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

**GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

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

**GOAL 3: BUILD CAPACITY**

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

**GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

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

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

**GOAL 1: PARENTS AS PARTNERS**

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

**GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

**GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

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

**SECTION TWO: School Profile and Foundation Statements**

**Principal:** Andy Cunningham

**Assistant Principals:** Teri Pearn

**Counsellor:** Stephanie MacNutt

**Quick Facts:**

* Woodbridge Farms (WBF) officially opened in April 1980
* 338 students enrolled as of September 30, 2018
* 19 certificated and 9 classified staff
* 2018-2019 School Budget is $2,463,920 with 96% of total budget dedicated to staffing
* Active and engaged School Council and Parent Association
* Out of School Care Program is operated by the Boys’ and Girls’ Club of Strathcona County

**Programming Highlights**:

* Woodbridge Farms is a Leader in Me school
* Average of 2 classes at each grade level
* District site for two system programs: Communication Skills & Elementary Transitions
* Two full-day kindergarten programs (Monday/Thursday and Tuesday/Friday)
* Music instruction at all grades
* Numerous student leadership opportunities and activities including: office helpers, sign team, recycling team, gym set-up crew, garden team, spirit team, greeters, library leaders, milk helpers, track team/running club, intramurals
* First Nations, Métis and Inuit program in 5th year
* Well stocked library and teacher resources
* Well equipped with technology to support and enhance learning: Chromebooks and iPads

**SECTION THREE: School Education Results Report (2017-18)**

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| What were the greatest successes/challenges faced in 2017-18?**SUCCESSES:*** Provincial Achievement Test Result highlights:
	+ 100% acceptable standard in English Language Arts
	+ 95.7% acceptable standard in Math
	+ 92% acceptable standard in Science
	+ 91.1% acceptable standard in Social Studies
* Targeted professional development for staff
	+ 8 teachers attended Sandra Herbst
		- All teachers engaged in co-constructing criteria in their classrooms
	+ Classified Staff Professional Learning Community (PLC)
		- Monthly embedded professional learning time
		- Focused on specific reading and behavioural strategies
* Opportunities for Staff Collaboration
	+ Common goals between grade levels embedded into Professional Growth Plans
	+ Collaborative scoring time for writing prompts three times throughout the year for each grade group
	+ Common scheduled non-instructional time to allow for teacher collaboration
* Developed grade level writing rubrics collaboratively as well as consistent instructions and picture prompts for writing benchmarking tools
* Development of school wide writing, reading and math data collection method
* Purchase of additional booster packs and kits for Levelled Literacy Intervention (LLI) systems as well as Reader’s Workshop
* LLI
	+ 0.6 full time equivalent (FTE) equivalent for literacy intervention
	+ Utilized Classroom Improvement Fund (CIF) money for 0.3 FTE teacher
* Continuation of two year end awards: Spelling Excellence for grades 1-6 and Mathematics Achievement based on the Canadian National Mathematics League Math Contest
* Recognition of students during regular monthly assemblies in academics, leadership and diligence, with the addition of a music award
* First Nations Elders Bert Auger and Wilson Bearhead working with students and staff to develop and apply “Foundational Knowledge about First Nations, Métis, and Inuit” culture, history and traditions
	+ Aboriginal 101 with Elder Bert
	+ Explored smudging in a classroom
	+ Hosted a multi-school round dance
	+ First performance of the division song
* Elk Island Public Schools (EIPS) Parent Survey Results:
	+ 67 parent responses
	+ 90.47% of parents agree/strongly agree their child has an understanding of First Nations, Metis and Inuit culture and history (EIPS = 76.19%)
	+ 87.3% of parents agree/strongly agree their child is being taught knowledge, skills and attitudes necessary to be successful in life (EIPS = 80.85)
	+ 94.92% of parents agree/strongly agree that school staff care for their child (EIPS = 87.7%)
	+ 89.65% of parents satisfied/very satisfied with opportunities to be involved in decisions at their child’s school (EIPS = 77.5%)
* Increasing/improving parental involvement such as parent attendance at monthly assemblies and School Council/Parent Association meetings
	+ Regularly have parent attendance of 70-80 parents per assembly
	+ Regularly have parent attendance of 10-15 at School Council/Parent Association Meetings
* Consistently updating school website and social media accounts to provide current information and promote upcoming events
* Student leadership opportunities
	+ Student Lighthouse team
	+ WE ACT team
	+ Running club/track team
	+ Moves & Shakers (Assembly set-up team)
	+ Recycling Team
	+ Office leaders
	+ Milk helpers
* Consistent implementation/use of school wide rules and behavior expectations

**CHALLENGES:*** Improving Provincial Achievement Test (PAT) results:
	+ English Language Arts (ELA) – Writing Standard of Excellence (3.5% below the province)
	+ Math, particularly Part A (computation) and Part B High Level of Complexity questions
* New Draft Teacher and Principal Quality Practice Standards: Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
* Mental health, especially ensuring support for students with academic, social and behavioral challenges both in the school and with community providers where possible:
	+ Applying appropriate interventions with available resources
	+ Students who struggle with self-regulation
	+ Students with anxiety
	+ Distribution of counselling and speech-language pathologist services
	+ Balance between supporting academics and behavior
* EIPS Parent Survey:
	+ 67.8% of parents satisfied/very satisfied with the resources available to support their child’s learning (EIPS = 79.38%)
	+ 18.64% of parents believe our school has improved in the past three years (EIPS = 25.91%)
	+ Percentages of parents who agree/strongly agree that the rights and responsibilities of citizenship are reinforced at their child’s school are declining over the last three years
	+ Quality of education and quality of teaching percentages are declining over the last three years
* Uncertainty over new boundaries for both parents and staff
* Tracking and planning for large number of students and staff departing
* Coordinating smooth transition for students moving to other schools
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| How, and to what degree, did those successes/challenges impact planning for 2018-19?* Collaborative opportunities between teachers helped to align programming between classes
	+ Continue teacher collaboration, both inside and outside of the school
* Development of Collaborative Team Meetings to help support teachers
	+ Regularly scheduled meetings to focus on supporting specific students as a grade level team
	+ Areas of focus will be both academic and behavioral
* Improving literacy results across grades, push towards greater alignment of programming
	+ Purchasing additional Reader’s and Writer’s Workshop resources for classrooms
	+ Ensuring classroom libraries are fully equipped with levelled books
* Focus on developing numeracy rich environments
	+ Consultant support
	+ Number talks
	+ Strategies for reinforcing basic number sense and fact mastery
* In the middle of our journey with benchmarking students and using data to give direction
	+ Continue this work in areas of literacy and numeracy
	+ Refining data collection method, administration efficiency and rubrics
* Levelled Literacy Intervention (LLI) had a positive impact on students, need to continue
* Continued learning with Elder Bert as well as a greater emphasis on gaining foundational knowledge about Metis culture and history
	+ Staff excursion to Metis Crossing
	+ Metis 101 with a member of the Métis Nation of Alberta
	+ Metis Jiggers coming to school
	+ Elder visits to the school
	+ Greater integration of First Nations Métis and Inuit perspectives and culture into Music programming
	+ First Nations Métis and Inuit lead teacher working with classrooms on a variety of projects and activities
* Counsellor and Supports For Students consultant support to help with students’ mental health and academic needs
	+ Need to develop greater understanding of how trauma impacts children’s functioning
* High Levels of Parent Involvement – continue/enhance moving forward
	+ Individual Awards at Assemblies – average around 75 parents/assembly
	+ Classroom Volunteers
	+ Positive Communication Home – phone calls, Wowzers
	+ School Council & Parent’s Association involvement
	+ Communication Home – website, social media, newsletters
* Continue sharing school information, improvement activities, new resources and successes with school community through various sources such as our school website and social media accounts
* Positive effects of Leadership Opportunities on School Culture/Student Engagement
	+ Align all efforts under the umbrella of the Student Lighthouse team
* Boundary Changes resulted in us being a smaller school
	+ Reduction in librarian, secretary, LLI, First Nations Métis and Inuit, educational assistant (EA) time
	+ EA Collaboration time challenging to continue
	+ Scheduling challenges, particularly in areas of supervision
* Class Sizes – CIF allocation used towards having no split classes
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**SECTION FOUR: School Goals, Strategies and Performance Measures**

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| **School Goal 1:** More students demonstrate one year of growth in literacy.  **Division Outcome:** **Priority 1, GOAL 2: SUCCESS FOR EVERY STUDENT**Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.**Priority 2, GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**Outcome: The division uses evidenced-based practices to improve student engagement and achievement.**Strategies:*** Teacher collaborative work focusing on innovative and engaging learning environments
	+ Targeted professional learning such as Reader’s Workshop
	+ Co-Constructing Criteria: continued use of co-constructing criteria focused on literacy
	+ Teacher collaborative work focusing on consistent programming, assessments, evaluation and feedback
	+ Non-instructional time blocked together to enable teachers to collaborate
* Use of benchmarking assessments to identify areas of strength and areas for growth as a grade group as well as individual students who will require intervention
	+ STAR, Fountas and Pinnell Benchmark Assessment, Reading Readiness Tool, WBF Writing Benchmark
* School wide tracking of students for STAR scores, guided reading levels and Levelled Literacy Intervention and writing benchmarks
* Utilizing the division-wide scope and sequence writing continuum
	+ Explore the use of the writing continuum as a tracking model for student growth
* Build capacity of staff to differentiate for students’ needs
	+ Development of a Collaborative Response Model
		- Collaborative Team Meetings
		- Pyramids of Intervention
	+ “Words Their Way” spelling
	+ Intentional use of small group reading in every class
	+ More teachers using Reader’s Workshop, Writer’s Workshop and/or Empowering Writers
	+ Balanced Literacy, Daily 5/Café, Reader’s Workshop, Writer’s Workshop, Empowering Writers, Guided Reading, Fountas and Pinnell Guided Reading Packs
	+ Professional Development: classroom strategies based upon benchmarking data
	+ Literacy Consultant to provide coaching and professional development for teachers
	+ Collaboration time for classified staff with focus on reading and writing strategies
	+ Use of software supports including Raz-Kids, Read and Write for Google, Read Theory, Epic
	+ Imagine software for English as a Second Language students
* Wee Read Program
* Regular cross-grade buddy reading opportunities throughout the school year
* Writer in Residence – Marty Chan

**Performance Measures:*** Results:
	+ Reading – STAR, Fountas & Pinnell, LLI, Reading Readiness Tool
	+ Writing – picture prompt response
* PAT Scores
	+ Improvement in overall student achievement on Language Arts Provincial Achievement Test
	+ Percentage of students achieving Standard of Excellence scores in writing above provincial average
* EIPS Parent Survey
	+ 5% increase in parents belief that their child has shown growth in their literacy skills
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| **School Goal 2:**More students demonstrate one year of growth in numeracy.  **Division Outcome:** **Priority 1, GOAL 2: SUCCESS FOR EVERY STUDENT**Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.**Priority 2, GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**Outcome: The division uses evidenced-based practices to improve student engagement and achievement.**Strategies:** * Teacher collaborative work focusing on innovative and engaging learning environments
	+ Targeted professional learning such as Number Talks
	+ Co-Constructing Criteria: continued use of co-constructing criteria linked to numeracy
	+ Focus on developing numeracy rich environments
	+ Non-instructional time blocked together to enable teachers to collaborate
* Use of benchmarking assessments to identify areas of strength and areas for growth as a grade as well as individual students who will require intervention
	+ MIPI and Math Benchmark Kit
* Build capacity of staff to differentiate for students’ needs
	+ Development of a Collaborative Response Model
		- Collaborative Team Meetings
		- Pyramids of Intervention
	+ Professional Development: Classroom Strategies based upon benchmarking data
	+ Math Consultant to provide coaching and professional development for teachers
		- Benchmark Tool Kit
	+ Collaboration time for classified staff with focus on numeracy strategies
	+ Math Equals Kit
	+ Software such as prodigy and other iPad apps
* Intentional focus on basic computational strategies to mastery
* Intentional focus on math vocabulary (numeracy rich environments)
* Family Math Night and teacher Professional Development with Box Cars & One-eyed Jacks
* Math Buddies – school wide scheduled opportunities for older “buddies” to work with younger students and teach them math games to reinforce basic skills

**Performance Measures:** * Results:
	+ MIPI, Math Benchmarking Kit
* PAT Scores:
	+ Improvement in overall student achievement on Math Provincial Achievement Tests
	+ Increase in achievement on High Level of Complexity questions
	+ Percentage of students achieving acceptable standard on Part A above provincial average
* EIPS Parent Survey
	+ 5% increase in parents belief that their child has shown growth their numeracy skills
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| **School Goal 3:** Students will be better prepared for lifelong learning, the world of work and citizenship. **Division Outcome:** **Priority 2, GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**Outcome: Our learning and working environments are welcoming, caring, respectful, and safe**.****Strategies:** * Leader In Me: leadership opportunities for students, under the umbrella of Student Lighthouse Team
	+ Focus on leadership opportunities within the school
	+ Local humanitarianism a priority
	+ Me 2 We Organization & We Day Delegation
* Recognition of student achievements and contributions to school culture through
	+ Student awards at assemblies (academics, leadership, diligence and music)
	+ Wowzer awards – focused on the 7 Habits
* Girl CODE (Community, Optimism, Diversity, Empowerment) – teacher-led group
* Counsellor-led social group skills focused on friendship, community and self-regulation
* Continue to work closely with our parent stakeholders to support and enhance our parent engagement levels
* Wee Read Program
* Approach the local senior’s home to develop ongoing, mutually beneficial relationships
* Use of and support from outside resources including: Fire Safety, Saffron Centre, Drug Abuse Resistance Training (DARE) program, Academy of Tobacco Prevention
* Implementation of First Nations, Métis and Inuit projects throughout the school to promote acceptance of diversity within our student population
	+ Orange Shirt Day
	+ Shirley Hill Pow Wow and Hoop Dancing Workshops
	+ Moose Hide Campaign
	+ Blanket Exercise for Grade 6 students
	+ Cabane Sucre
	+ Metis Jigging
	+ Metis Fiddlers
	+ Bear Witness Day
	+ National Indigenous Peoples’ Day
* Staff will develop a greater understanding of foundational knowledge about First Nations, Metis, and Inuit culture and history
	+ Continuation of work with Elder Bert
	+ Staff retreat to Metis Crossing
	+ Professional Development at staff meetings
* Continuation of “Buddy Bench” initiative
	+ Intentional teaching about buddy bench
	+ Creation of a video for students to be played at assemblies

**Performance Measures:*** Accountability Pillar Survey:
	+ 3% increase in work preparation scores compared to three year average
	+ 3% increase in citizenship scores compared to three year average
* EIPS parent survey:
	+ 3% increase in percentage of parents who agree that their child is being taught the knowledge, skills and attitudes necessary to be successful in life
	+ 5% increase in the percentage of parents who agree/strongly agree that the rights and responsibilities of citizenship are reinforced at their child’s school
* Increase in the number of student leadership opportunities and clubs/activities
* Wowzer Tracking (Positive Referrals) compared to 2017-18 year
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**SECTION FIVE: Summary of Performance Measures**

Student Learning Measures

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| 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 6 | WBF | 88.5 | 26.2 | 92.9 | 21.4 | 87.7 | 21.1 | 90.4 | 19.2 | 90.2 | 19.6 | 92.0 | 21.0 |
| EIPS | 91.1 | 24.2 | 90.9 | 25.1 | 90.7 | 26.1 | 92.2 | 24.1 | 94.6 | 26.4 |  |  |
| Province | 81.9 | 17.6 | 82.8 | 19.5 | 82.9 | 20.4 | 82.5 | 18.9 | 83.5 | 17.9 |  |  |
| French Language Arts 6 | WBF | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| EIPS | 84.8 | 12.4 | 93.0 | 15.0 | 83.3 | 7.8 | 90.1 | 13.9 | 90.5 | 10.8 |  |  |
| Province | 88.0 | 15.6 | 87.5 | 13.6 | 87.7 | 14.2 | 85.1 | 13.5 | 85.2 | 12.3 |  |  |
| Mathematics 6 | WBF | 86.9 | 18.0 | 85.4 | 17.1 | 73.7 | 17.5 | 86.5 | 26.9 | 86.3 | 13.7 | 88.0 | 16.0 |
| EIPS | 83.6 | 19.1 | 83.3 | 19.0 | 81.6 | 16.9 | 80.7 | 17.8 | 87.0 | 20.9 |  |  |
| Province | 73.5 | 15.4 | 73.2 | 14.1 | 72.2 | 14.0 | 69.4 | 12.6 | 71.9 | 13.5 |  |  |
| Science 6 | WBF | 86.9 | 44.3 | 95.1 | 31.7 | 89.5 | 50.9 | 94.2 | 65.4 | 90.2 | 45.1 | 92.0 | 47.0 |
| EIPS | 87.2 | 35.3 | 87.0 | 34.3 | 88.7 | 39.7 | 88.4 | 42.0 | 91.3 | 45.0 |  |  |
| Province | 75.9 | 24.9 | 76.3 | 25.3 | 78.0 | 27.1 | 76.9 | 29.0 | 78.4 | 31.2 |  |  |
| Social Studies 6 | WBF | 82.0 | 23.0 | 87.8 | 19.5 | 80.7 | 31.6 | 92.3 | 42.3 | 80.4 | 35.3 | 85.0 | 37.0 |
| EIPS | 80.2 | 22.7 | 80.1 | 24.6 | 80.5 | 28.6 | 85.3 | 32.3 | 88.5 | 35.3 |  |  |
| Province | 70.4 | 16.6 | 69.8 | 18.1 | 71.4 | 22.0 | 72.9 | 21.7 | 74.9 | 23.7 |  |  |

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| PAT Course by Course Results by Students Writing the Test (Written in English) |
|  | **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 6 | WBF | 96.4 | 28.6 | 95.1 | 22.0 | 96.2 | 23.1 | 95.9 | 20.4 | 100 | 21.7 | 100 | 24.0 |
| EIPS | 96.1 | 25.6 | 95.4 | 26.3 | 95.7 | 27.6 | 96.2 | 25.2 | 97.8 | 27.3 |  |  |
| Province | 90.6 | 19.5 | 91.3 | 21.5 | 91.5 | 22.6 | 91.5 | 20.9 | 92.2 | 19.7 |  |  |
| Mathematics 6 | WBF | 93.0 | 19.3 | 85.4 | 80.4 | 85.7 | 20.4 | 90 | 28 | 95.7 | 15.2 | 95.0 | 18.0 |
| EIPS | 88.8 | 21.0 | 88.3 | 20.7 | 86.5 | 18.1 | 84.5 | 19.1 | 91.8 | 11.0 |  |  |
| Province | 80.7 | 17.0 | 17.1 | 15.3 | 79.0 | 15.2 | 76.2 | 13.7 | 79.5 | 15.0 |  |  |
| Science 6 | WBF | 93.0 | 84.2 | 95.1 | 31.7 | 96.2 | 54.7 | 98.0 | 68.0 | 92.0 | 46.0 | 94.0 | 48.0 |
| EIPS | 93.5 | 39.4 | 92.3 | 38.0 | 94.4 | 43.6 | 93.6 | 46.0 | 94.3 | 46.5 |  |  |
| Province | 47.4 | 28.2 | 84.8 | 28.8 | 86.1 | 30.8 | 86.0 | 33.2 | 86.8 | 34.5 |  |  |
| Social Studies 6 | WBF | 90.9 | 25.5 | 87.8 | 19.5 | 88.5 | 34.6 | 96.0 | 44.0 | 91.1 | 40.0 | 93.0 | 42.0 |
| EIPS | 87.2 | 26.2 | 85.4 | 28.0 | 85.8 | 32.2 | 90.2 | 35.9 | 91.8 | 36.6 |  |  |
| Province | 78.9 | 19.2 | 78.0 | 21.0 | 79.4 | 25.3 | 81.3 | 25.1 | 83.1 | 26.3 |  |  |

Student Engagement Indicators

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| 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. |
|  | **WBF** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 89.2 | 81.9 | 89.2 | 82.4 | 87.4 | 88.1 | 88.0 | 87.7 | 88.1 | 88.1 | 89.1 | 89.2 | 89.5 | 89.5 | 89.0 |
| Teacher | 88.9 | 89.0 | 91.7 | 87.0 | 88.6 | 95.9 | 95.6 | 94.8 | 95.1 | 95.8 | 95.3 | 95.4 | 95.4 | 95.3 | 95.0 |
| Parent | 93.3 | 76.4 | 90.0 | 71.4 | 94.0 | 87.2 | 87.7 | 87.4 | 87.3 | 86.9 | 88.9 | 89.3 | 89.8 | 89.9 | 89.4 |
| Student | 85.5 | 80.3 | 85.9 | 88.8 | 79.7 | 81.1 | 80.7 | 81.0 | 81.8 | 81.6 | 83.1 | 83.0 | 83.4 | 83.3 | 82.5 |

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| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |
|  | **WBF** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 86.2 | 76.5 | 87.5 | 77.4 | 83.0 | 80.4 | 79.8 | 79.8 | 80.1 | 80.5 | 83.4 | 83.5 | 83.9 | 83.7 | 83.0 |
| Teacher | 94.4 | 84.0 | 93.6 | 89.9 | 92.1 | 94.2 | 94.1 | 94.1 | 94.1 | 94.1 | 93.8 | 94.2 | 94.5 | 94.0 | 93.4 |
| Parent | 84.4 | 67.3 | 78.0 | 60.0 | 82.0 | 76.9 | 76.5 | 75.0 | 75.4 | 75.4 | 81.9 | 82.1 | 82.9 | 82.7 | 81.7 |
| Student | 79.7 | 78.4 | 91.0 | 82.4 | 75.0 | 70.0 | 68.8 | 70.3 | 70.6 | 72.0 | 74.5 | 74.2 | 74.5 | 74.4 | 73.9 |

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| 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. |
|  | **WBF** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 67.1 | 60.0 | 73.8 | 75.8 | 80.7 | 76.4 | 79.0 | 77.8 | 79.0 | 77.8 | 81.2 | 82.0 | 82.6 | 82.7 | 82.4 |
| Teacher | 78.6 | 70.0 | 81.0 | 85.0 | 91.3 | 86.3 | 89.8 | 89.0 | 90.7 | 89.4 | 89.3 | 89.7 | 90.5 | 90.4 | 90.3 |
| Parent | 55.6 | 50.0 | 66.7 | 66.7 | 70.0 | 66.4 | 68.1 | 66.6 | 67.3 | 66.2 | 73.1 | 74.2 | 74.8 | 75.1 | 74.6 |

Overall School Culture Performance Measures

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| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |
|  | **WBF** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 93.4 | 89.2 | 92.9 | 87.8 | 86.0 | 87.1 | 88.5 | 88.5 | 89.3 | 88.9 | 89.2 | 89.5 | 90.1 | 90.1 | 90.0 |
| Teacher | 94.0 | 90.8 | 91.6 | 90.0 | 92.8 | 95.5 | 96.3 | 95.9 | 96.4 | 96.2 | 95.5 | 95.9 | 96.0 | 95.9 | 95.8 |
| Parent | 88.7 | 78.8 | 90.0 | 78.0 | 78.3 | 81.6 | 84.5 | 84.1 | 85.7 | 83.6 | 84.7 | 85.4 | 86.1 | 86.4 | 86.0 |
| Student | 97.6 | 98.1 | 97.0 | 95.4 | 86.9 | 84.3 | 84.6 | 85.4 | 85.8 | 86.8 | 87.3 | 87.4 | 88.0 | 88.1 | 88.2 |

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| 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. |
|  | **WBF** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 85.7 | 89.2 | 86.3 | 82.0 | 85.8 | 82.0 | 82.8 | 83.4 | 83.3 | 82.7 | 81.3 | 81.3 | 81.9 | 81.9 | 81.8 |
| Teacher | 85.7 | 89.9 | 88.8 | 82.3 | 86.9 | 90.5 | 91.2 | 91.0 | 90.4 | 90.0 | 87.5 | 87.2 | 88.1 | 88.0 | 88.4 |
| Parent | 85.7 | 88.4 | 83.8 | 81.8 | 84.8 | 79.9 | 79.8 | 81.0 | 80.0 | 79.0 | 79.9 | 79.9 | 80.1 | 80.1 | 79.9 |
| Student | n/a | n/a | n/a | n/a | n/a | 75.7 | 77.6 | 78.3 | 79.5 | 79.2 | 76.6 | 76.9 | 77.5 | 77.7 | 77.2 |

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| 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. |
|  | **WBF** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 80.0 | 78.9 | 79.5 | 79.2 | 83.3 | 77.9 | 79.1 | 80.0 | 80.2 | 79.5 | 79.8 | 79.6 | 81.2 | 81.4 | 80.3 |
| Teacher | 71.4 | 73.7 | 86.4 | 72.2 | 78.3 | 80.6 | 83.1 | 82.9 | 84.3 | 81.8 | 81.3 | 79.8 | 82.3 | 82.2 | 81.5 |
| Parent | 77.8 | 72.7 | 70.0 | 71.4 | 80.0 | 73.7 | 74.6 | 77.5 | 76.7 | 76.1 | 77.0 | 78.5 | 79.7 | 80.8 | 79.3 |
| Student | 90.7 | 90.4 | 82.0 | 93.9 | 91.7 | 79.4 | 79.5 | 79.5 | 79.5 | 80.7 | 81.2 | 80.7 | 81.5 | 81.1 | 80.2 |

**SECTION SIX: Additional Information**

Parent Involvement and Communication of Plan

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| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |
|  | **WBF** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 80.4 | 69.8 | 82.5 | 67.1 | 86.5 | 76.9 | 77.1 | 78.1 | 78.1 | 78.4 | 80.6 | 80.7 | 80.9 | 81.2 | 81.2 |
| Teacher | 85.3 | 78.6 | 92.7 | 80.0 | 87.0 | 87.2 | 88.0 | 88.2 | 89.2 | 89.7 | 88.0 | 88.1 | 88.4 | 88.5 | 88.9 |
| Parent | 75.6 | 61.1 | 72.3 | 54.3 | 86.0 | 66.5 | 66.2 | 67.9 | 67.0 | 67.2 | 73.1 | 73.4 | 73.5 | 73.9 | 73.4 |

**Communication of Plan**

During the September School Council/Parent Association meeting the October due date for the School Education Plan was discussed. 2018/2019 results will be discussed at the October 24, 2018 School Council and Parent Association meetings. Parents were invited to give feedback and insight to the school.

Parents are always encouraged to make suggestions about school policies and directions at School Council meetings, through newsletters and through formal/informal meetings with staff.