



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

SCHOOL: Bruderheim School / Castle School

PRINCIPAL: Cheryl Semeniuk

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	8.137	Salaries	\$898307
Classified	4.112	SES	\$39415
		Total	\$1198722
		End of Year Surplus	\$12238

SCHOOL PROFILE AND CONTEXT

Principal: Cheryl Semeniuk

Assistant Principal: N/A

Counselor: Jess Miskiw

Bruderheim Quick Facts

- The school was built in 1980
- K-6 Enrolment: 131
- 17 staff (Principal, 8 teachers, 7 support staff, and a part-time counselor)
- An excellent relationship with Town of Bruderheim
- Preschool program with a morning and afternoon class

Bruderheim Highlights:

- Music instruction Grade 1-6
- Character Education focus monthly
- First Nation, Metis, and Inuit lead teacher
- Well stocked library and teacher resources



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

- Wellness focus daily for brain/body break and movement
- Community Partnerships: Tiger Garden, Senior Centre visits, Christmas Hampers, Wee Read, Roots of Empathy, Lamont County FCSS Programs for boys/girls
- Extra-Curricular Activities
- Well equipped with technology to support and enhance learning: Chromebooks and IPADS

Castle School

Castle School is a two-room school located on the Scotford Hutterite Colony, 12 kilometers east of Fort Saskatchewan on Highway 15. This school has 23 students in grades 1-9. A staffing compliment of 1.0 full time equivalent teacher and 1.5 full time equivalent educational assistants provide the educational instruction. The two-room school building is part of a large building that is also used as the Colony Church and the German School. It was built and is owned by the Colony.

All students attend German school before and after regular English school hours and on Saturdays. Students attend school until their 15th birthday, and then leave school to work as an apprentice on the Colony farm. Due to the nature of the Colony, mathematics and language learning are identified as areas of priority in student learning, while other subject areas, although important, receive less emphasis. Delivery of programs is restricted to the use of text material, as technological tools are not embraced by the Colony as appropriate for student learning. Some of the regular school programs and activities are either altered or adapted to match the Hutterite culture/philosophy. All students enter school as English Language Learners, with German as their first language. For most of the students, Castle School is their first significant experience with adults from beyond the colony.

Castle School does not participate in surveys.



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

EIPS PRIORITY: Priority 1: Promote growth and success for all students.

SCHOOL GOAL: Students will achieve a minimum of one year's growth in literacy and numeracy. (Bruderheim School and Castle School)

STRATEGIES/ACTIONS IMPLEMENTED: (Bruderheim School)

- Utilized STAR reading assessment for consistent benchmarking across all grade levels in September, November and February
- Used research-based instructional programs with Number Talks, Reader's Workshop / Writer's Workshop.
- Leveled Literacy Benchmark Assessment and targeted instructional interventions to improve and track student progress throughout the year.
- MIPI screening for planning numeracy instruction and intervention.
- Leveled Literacy Intervention inside and outside of classroom instruction.
- Implemented Wee Read Program of volunteers for early literacy enhancement.
- Use of the EIPS Writing Continuum across all grades.
- Professional development for teachers in literacy and numeracy instruction.
- Provided opportunities for teachers to observe one another and collaborate in areas of literacy and numeracy.
- Partnered with EIPS literacy and numeracy consultants.
- Family Literacy and Numeracy evening with modeling of games and strategies that parents could use to support student learning.
- Implementation of a multi-tier literacy support system with a cross-grade focus on specific literacy skills and strategies.
- English Language Learner benchmarking and instructional strategies used to ensure that our English as a Second Language students were supported in literacy.
- Fostered a culture of literacy and numeracy throughout the school- Read in Week activities, bulletin boards, Buddy Reading, cross-grade literacy and math activities, Family Math and Literacy Night.

STRATEGIES/ACTIONS IMPLEMENTED: (Castle School)

- Use data from Fountas and Pinnell to guide teaching and learning.
- Levelled Literacy Intervention (LLI) strategies.



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

- Provide high interest reading selections (which meet the approval of the Hutterite community) for all students.
- Use data from MIPI to guide teaching and learning.
- Staff will generate assessment tools that will identify the strengths and weaknesses of each student as they communicate their problem-solving strategies.
- Staff will implement differentiated strategies to accommodate the diverse learning needs in the classrooms.
- Greater use of manipulatives in mathematics to increase students' understanding.
- Jump Math resource.

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.)

Bruderheim School

Quantitative Measures

- In September 2019, 59% of our school population were categorized as requiring intervention on the STAR. In February 2020, 43% of the school population were categorized as requiring intervention. We were unable to benchmark or assess students at the end of the school year due to the COVID-19 change to at home learning.
- We have a similar number of students at risk as measured on the MIPI tool from September 2019 to September 2020. 51% of the Grade 2-6 student population were at risk in September 2019. Given the school shutdown in March of 2020, we were unable to administer the MIPI in spring. 55% of the Grade 2-6 student population are at risk in September 2020.
- There were no PAT's administered in May/June 2020, therefore we have no data for comparison.

EIPS Parent Survey 2019-20 (10 respondents)

- On the EIPS Parent Survey, 87.5% of parents agree/strongly agree that "my child is demonstrating growth in literacy."
- On the EIPS Parent Survey, 87.5% of parents agree/strongly agree that "my child is demonstrating growth in numeracy."
- 100% of parents agree/strongly agree that "my child is encouraged at school to do his or her best."



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

Accountability Pillar Survey 2019-20 (22 respondents)

- Overall quality of basic education performance measures on the Accountability Pillar Survey increased from 87.9% in 2019 to 96.3% in 2020.

Qualitative Measures:

- Students that were identified on the MIPI to be requiring intervention, received support with universal strategies, research-based curriculum materials and individual support with educational assistants.
- All students participated in eight-week cycles of literacy intervention between September and March. Individual students received targeted intervention on a one to one basis.
- Our accountability pillar participation rate is trending upward.
- Students and staff reported increased instructional engagement with our cross-grade literacy strategy sessions as well as the literacy book battle.

Castle School

- 74% of Castle students at risk on the MIPI screening tool. (September 2019). Due to the COVID closure, the MIPI was not administered in spring to measure growth.

EIPS PRIORITY: Enhance high-quality learning and working environments.

SCHOOL GOAL: Students will apply positive mental health, physical health, and social skills strategies to increase engagement and build a strong and safe and caring school community. (Bruderheim School and Castle School)

STRATEGIES/ACTIONS IMPLEMENTED: (Bruderheim School)

- Strength-based character traits focus delivered through assemblies, classroom instruction, and positive referrals.
- Wellness focus daily to actively teach pro-social and health strategies through movement and play.



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

- Students accessed self-regulation room and in-class tools to support mental health and social skills development.
- MindUp Curriculum in health instruction was used by all classes for brain-focused strategies for learning and living.
- First Nation Metis Inuit lead teacher guided activities and visits with Elder Wilson encouraged understanding, acceptance, and knowledge.
- Staff wore high visibility vests during recess supervision to ensure students can quickly access support if needed.
- Tracking of positive referrals for character traits (Caught you showing good character!)
- Provided students with leadership opportunities within the school and community.
- Partnership with Lamont Elementary with grant funding received on the Nutrition Program for all students. Students received free, nutritious healthy lunches and snacks five days a week.

STRATEGIES/ACTIONS IMPLEMENTED: (Castle School)

- Continued use of discussion and encouragement for positive, empathetic behavior
- Provide opportunities for older students to help younger students in a leadership role
- Character education embedded in instruction

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.)

Bruderheim School

- 209 students received “Caught you showing good character” recognition slips between October and March.

EIPS Parent Survey 2019-20 (10 respondents)

- 100% of parents agree/strongly agree that “my child’s individual needs are met.”
- 87.5% of parents agree/strongly agree that my child understands First Nations, Metis and Inuit culture and history. (8 respondents)

Accountability Pillar Survey 2019-20 (22 respondents)

- 94.7% 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 EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

- Parental results increased on the safe and caring measure from 60% satisfied in 2019 to 97.1% satisfied in 2020. This is the highest result in five-year trend.

Qualitative Measures:

- All Grade 6 students led a cross-grade collaborative talking circle each month which they co-planned with the counselor.

EIPS PRIORITY: Enhance public education through effective engagement, partnerships, and communication.

Priority 1: Promote growth and success for all students. (Bruderheim School)

SCHOOL GOAL: Students will be better prepared for lifelong learning, the world of work and citizenship through enhanced parent engagement and community partnerships.

STRATEGIES/ACTIONS IMPLEMENTED:

- Used a variety of communication tools to connect with parents/guardians such as website, Facebook, Twitter, phone calls, parent council reports, teacher communications in agendas, teacher conferences, family night for math/literacy, weekly news bulletins, Mid-Point Review in February.
- Checked with parents via school council meetings to determine if levels of communication were working and to ask for suggestions on improving communication so that it is effective.
- Involved more parents/guardians to support learning and events in the school
- Provided information on community supports available to families in our area through our partnership with FCSS, articles posted in the newsletter, and counsellor meetings with parents.
- Continued to leverage partnerships with outside agencies (Family and Community Services, RCMP, Town of Bruderheim volunteers) as well as other community members.



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

- Encouraged guest speakers and involvement of parents and community members for special events and creating real-world classroom connections on curricular areas. Example was our Bruderheim Meteorite event.
- Partnership with Lamont Elementary with grant funding received on the Nutrition Program for all students. Students received free, nutritious healthy lunches and snacks five days a week.

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.)

Quantitative Measures:

- 100% of grade 4-6 students participated in our Senior Care Visits
- 100% of Grade 6 students partnered with the Town of Bruderheim on the hamper program

EIPS Parent Survey 2019-20 (10 respondents)

- 87.5% of respondents agree/strongly agree that “my child is being taught knowledge, skills and attitudes necessary to be successful in life. (8 respondents)
- 100% of respondents agree/strongly agree that “the rights and responsibilities of citizenship are reinforced in my child’s school. (7 respondents)
- 85.7% of respondents are satisfied/strongly satisfied with the community partnerships established at the school. 14.29% disagree. (7 respondents)
- Of the 7 respondents, 6 parents were satisfied/strongly satisfied with the opportunity to be involved in decisions at the school.
- Of the 7 respondents, 6 parents were satisfied/strongly satisfied that there is open and honest communication within my child’s school.



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

Accountability Pillar Survey 2019-20 (22 respondents)

- 83.7% of parents were satisfied with parental involvement in decisions about their child's education. This is an increase of 20% from 2019.
- 85.0% of parents agreed that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Qualitative Measure:

- Parents and Town of Bruderheim employees/councilors participated in our Bruderheim Meteorite Makerspace Challenge. This provided an authentic audience and engagement opportunity.
- Our Mid-Point Review, outlining our goals and the strategies and progress experienced, was circulated to our stakeholders in February and was well received.

Reflecting on your data, what was your greatest success?

We had a successful results and feedback implementing our Multi-Tiered System of Support for literacy. Staff collaboratively built our tiers of intervention for research-based literacy instruction strategies in the fall and then designed our system of support

The system implemented consisted of:

- Setting individual expectations for literacy progress
- Digging deep into STAR, classroom-based assessments, Fountas and Pinnell data and identifying which students would benefit from extra support on specific strategies
- Providing staff collaborative time to define, plan, implement, and evaluate our success.
- We aligned a block of time in our schedule (30 minutes) where all students and teachers participated in enrichment and the tiers of intervention strategies
- We completed 8-week cycles of intervention.

Our STAR data was measured three times between September and February, and we noticed substantial growth and improvement between these time frames.

Many significant improvements were noticed on our safe and caring measures.



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

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

It is important for us to continue to work on increasing student achievement and growth in literacy and numeracy. The COVID closure greatly impacted the momentum for our literacy and numeracy collaborative supports and intervention strategies and the extended absence from classroom, in person learning, has greatly impacted our students' progress. Based on the STAR and MIPI data between September 2019 to September 2020, a greater percentage of students need intervention this fall.

The percentage of parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning is historically low in our school results on the Accountability Pillar. This is an area for inquiry discussion and analysis at staff meeting and through parent council.



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

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Bruderheim Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.7	74.8	86.1	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	88.7	82.6	90.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.3	89.7	94.1	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	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	75.0	84.3	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	12.5	18.3	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	92.5	70.0	83.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	92.1	70.8	85.1	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	85.5	75.2	85.9	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.0	63.9	79.4	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	88.9	5.6	89.5	15.8	100.0	18.2	100.0	8.3	n/a	n/a
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a
Mathematics 6	School	70.6	0.0	57.9	15.8	100.0	18.2	58.3	8.3	n/a	n/a
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a
Science 6	School	100.0	11.8	84.2	21.1	90.9	27.3	75.0	16.7	n/a	n/a
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a
Social Studies 6	School	58.8	0.0	89.5	26.3	100.0	27.3	66.7	16.7	n/a	n/a
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a

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	83.2	91.2	93.4	70.8	92.1	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	97.5	100.0	94.9	100.0	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	77.1	*	93.3	56.4	92.4	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	72.4	84.9	86.9	61.0	83.8	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

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	83.3	100.0	81.3	70.0	92.5	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	100.0	100.0	100.0	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	66.7	*	62.5	40.0	85.0	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

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	62.5	87.5	62.5	43.8	69.7	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	75.0	87.5	68.8	62.5	81.0	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	50.0	*	56.3	25.0	58.5	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

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	84.8	100.0	89.4	82.6	88.7	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	84.5	100.0	90.6	88.4	94.3	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	85.2	*	88.2	76.7	83.2	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

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	93.8	90.0	92.4	75.2	85.5	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	93.3	90.0	94.9	86.7	87.3	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	94.3	*	90.0	63.6	83.7	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

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	91.8	95.9	96.7	89.7	96.3	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	98.1	100.0	97.9	100.0	100.0	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	83.3	*	94.4	81.3	89.7	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	93.9	91.9	97.7	87.9	99.1	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

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	89.1	89.7	93.9	74.8	94.7	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	97.8	97.5	100.0	91.4	98.2	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	91.4	*	91.1	60.0	97.1	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	78.1	81.9	90.5	73.0	88.7	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

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	84.3	90.7	83.7	63.9	83.0	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	87.5	100.0	87.5	66.7	81.8	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	85.7	*	75.0	54.5	76.2	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	79.6	81.4	88.6	70.4	91.1	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6