

School Education Plan and Results Report

2015-2018

Year 3



WOODBIDGE FARMS
elementary

Elk Island Public Schools



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: Staff are engaged in developing a school-wide assessment plan that promotes student growth and learning.
(EIPS Priority 2, Goal 4)

GOAL 2: More students demonstrate one year of growth in literacy and numeracy.
(EIPS Priority 1, Goal 2; EIPS Priority 2, Goal 4)

GOAL 3: More students and parents will feel safe and cared for in a positive school culture with enriching school activities supported by parents and the community.
(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: Sven Danzinger

Assistant Principal: Andy Cunningham

Counsellor: Michelle Smith

Woodbridge Farms Quick Facts

- 459 students enrolled as of September 30, 2017
- Woodbridge Farms is served by 25 certificated and 15 classified staff
- Average of 2.5 classes at each grade level
- District site for two special needs programs: CSP (Communication Skills Program, grades 1-3) and ETP (Elementary Transition Program, grades 4-6)
- Woodbridge Farms officially opened in April 1980
- 2017-2018 School Budget is \$3,146,806 with 95% of total budget dedicated to staffing
- The Out of School Care Program was operated by the WBF Parent Association until June 2016; it is now operated by the Boys' and Girls' Club of Strathcona County
- Active and engaged School Council and Parent Association

Programming Highlights

- Woodbridge Farms has an average of 2.5 classes at each grade level.
- District site for two special needs programs: CSP & ETP
- Music instruction at all grades
- Numerous student leadership opportunities and activities include: track team/running club (grades 3-6), intramurals, office helpers, school sign team, ECO team/recycling team, movers and shakers (gym and library set-up crews), garden team, WE act & student lighthouse teams, milk helpers/dairy queens
- First Nations, Metis and Inuit program in 4th year
- Well stocked library and teacher resources, including several books by Indigenous authors

- Well equipped with technology to support and enhance learning: iPods, iPads, Chromebooks, Smartboards
- Reading to Jack (itinerant therapy animal) – reluctant readers in grades 1-4 read to Jack; some classes also “teaching” Jack multiplication strategies
- Two full-day Kindergarten programs (Monday/Wednesday and Tuesday/Thursday) and one half-day (morning) program

SECTION THREE: School Education Results Report (2016-2017)

What were the greatest success/challenges faced in 2016-2017?

Successes:

- Targeted professional development for staff
 - Teachers attended Words their Way workshops
 - Piloted Spelling City for one class for Words their Way
 - Grades 1-3 teachers attended Writer’s Workshop
 - Teachers attended ongoing Levelled Literacy Intervention sessions held within the division
 - 6 staff members attended sessions with Sandra Herbst
 - All teachers in the school began co-constructing criteria in their classrooms
- Digging deeper into STEM
 - Grade 1-3 teachers received a Dow Chemical STEM grant
- Increased opportunities for staff collaboration
 - Scope and Sequence for grades 4-6 Language Arts writing
 - Common goals between grade levels embedded in grade 4-6 teachers’ Professional Growth Plans
 - Grade 1 teachers each had ½ day to test students using Fountas and Pinnell Benchmark assessment in November
 - Classified staff collaboration time – monthly professional learning embedded into the day, topics initially led by Supports For Students consultant, later presented by Assistant Principal, topics included supporting students with diverse needs, behavior supports
- Levelled Literacy Intervention – staff trained by EIPS Literacy Consultant in using LLI
 - 0.2 Full-time Equivalency teacher dedicated for LLI intervention
- Continued positive student recognition through monthly assemblies recognizing students for academics, leadership and diligence
- Increasing/improving parental involvement e.g. parent attendance at monthly assemblies and School Council/Parent Association meetings
 - Now regularly have parent attendance of 70-80 parents per assembly
 - Now regularly have parent attendance of 10-15 at School Council/Parent Association Meetings
 - Family Math Night
 - Communication through monthly e-mails, newsletters as well as the school website and social media accounts

- Increase in students/parents/staff agreeing that students are taught attitudes and behaviors that will make them successful at work when they finish school (75.8% vs. 73.8% previous year, 67.0% previous 3 year average) on Accountability Pillar survey
- Student leadership opportunities (Active Citizenship)
 - WE ACT team
 - Student Lighthouse team
 - Running club/track team
 - Scratch club
 - Office leaders
 - Milk helpers
 - Jump Rope for Heart
- Blanket Exercise for all grades 5 and 6 students, staff and parents
- Artist in Residency – Evergreen Theatre
 - \$10,000 A+ for Energy Grant awarded to school
 - Every class involved in final production
 - Performance for parents, community
- Provincial Achievement Test Result highlights (students who wrote):
 - 100% acceptable standard in English Language Arts Writing, 95.9% overall
 - 98% acceptable standard in Science, 68% standard of excellence
 - 90% acceptable standard in Math
 - 96% acceptable standard in Social Studies

Challenges:

- Lowest number of parent responses in the last 5 years (7 for some questions, only 6 for others)
- Accountability Pillar results had conflicting results in some areas, particularly parental involvement
 - Measure C.1 asks parents “To what extent are you involved in decisions at your child’s school?”
 - 7 Parent Responses: 29% A lot, 14% Some, 0% Very Little, 29% Not at All, 29% Don’t Know
 - Measure C.1 asks teachers “to what extent are parents or guardians involved...”: 70% A lot, 10% Some, 15% Very Little, 0% Not at All, 5% Don’t Know
 - Measure C.1 asks parents “To what extent are you involved in decisions about your child’s education?”
 - 7 Parent Responses: 14% A lot, 43% Some, 43% Very Little, 0% Not at All, 0% Don’t Know
 - NOTE: EIPS Parent Survey January 2017: 58 responses asks “How satisfied are you with the opportunity to be involved in decisions at your child’s school? 34.5% Very Satisfied, 55.2% Satisfied, 5.2% Dissatisfied, 3.56% Strongly Dissatisfied, 1.7% Don’t know.
- Number of students/parents/staff agreeing that students are safe at school; current result 82.4% vs, 89.2 previous, vs 86.8% previous 3 year average (Accountability Pillar)

- Improving PAT results in Math, particularly Part A (computation) and High Level of Complexity questions
- 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
 - Levelled Literacy Intervention program worked with “At Promise” girls
 - Students with anxiety
 - Distribution of counselling and speech-language pathologist services
 - Balance between supporting academics and behavior
- New Draft Teacher and Principal Quality Practice Standards: Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit
- Time and sustainability of new ideas/initiatives including new report card, PBL (Project Based Learning), collaboration for grade levels, field testing of Highest Level of Achievement Tests (HLATs), Mathematics Intervention/Programming Instrument Test (MIPI), STAR literacy assessment
- Communication with home: Canadian Anti-spam Legislation
- Uncertainty over new boundaries for both parents and staff

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

- Developing grade level writing rubrics collaboratively as well as consistent instructions and picture prompts for writing benchmarking tools
- Use of School Improvement Fund to hire additional teacher FTE for LLI Intervention
- Work with EIPS Literacy Consultant to train staff on use of Fountas and Pinnell Benchmarking System and Levelled Literacy Intervention, and explore writing interventions
- Use of school budget to hire additional staff for student support
- Literacy – purchase of additional booster packs and kits for LLI systems
- Continue with Classified staff collaboration time once/month; topics including supporting students with diverse needs, behavior supports, and topics classified staff request, e.g. reading strategies
- Continue recognition of students during regular monthly assemblies in academics, leadership and diligence, with the addition of a music award
- Continuation of two year end awards: Spelling Excellence for grades 1-6 and Mathematics Achievement based on the Canadian National Mathematics League Math Contest
- Continued implementation/use of school wide rules and behavior expectations
- Student Lighthouse team focusing and directing Leader in Me activities
- First Nations Elders Bert Auger and Wilson Bearhead working with students and staff to develop and apply “Foundational Knowledge about First Nations, Metis, and Inuit” culture, history and traditions
- Consistently updating school website and social media accounts to provide current information and promote upcoming events
- Staff empowerment to create technology sharing plan

- Uncertainty over new boundaries – we will share district information with all stakeholders as it becomes available.
 - Will work with other schools on transition plan(s)

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

Staff are engaged in developing a school-wide assessment plan that promotes student growth and learning.

Division Outcome:

EIPS Priority 2, Goal 4 The division uses evidence based practices to improve student engagement and achievement.

Strategies:

1. Aligning School Assessment Scale to the new 5 point CSL document.
2. Communicating with and engaging parents and students in new assessment practices.
3. Teacher collaborative work focusing on innovative and engaging learning environments.
 - a. Targeted professional learning *re* assessment with Sandra Herbst
 - b. Co-Construct Criteria: Based on the work of Sandra Herbst, each class will co-construct criteria in an instructionally significant area at least once per term this school year. This may be linked to citizenship (e.g. learner attributes of the CSL report card), literacy (e.g. writing) or numeracy (e.g. problem solving)
 - c. Teacher collaborative work focusing on writing assessment and working towards development of a “writing continuum” for student assessment, feedback, and reflection
4. Use of benchmarking assessments to identify areas of strength and areas for growth as a class as well as individual students who will require intervention.
 - a. STAR, MIPI, WBF Writing Benchmark
5. School Assessment Plan (Guide to Reporting Student Achievement) to be posted to the school website in September
6. Purchase Grading, Reporting, and Professional Judgment in Elementary Classrooms by Sandra Herbst and Anne Davies, and Knowing What Counts Collecting Evidence and Portfolios: Engaging Students in Pedagogical Documentation by Anne Davies, Sandra Herbst and Brenda Augusta as a resource/reference material for all staff
7. Purchase Knowing What Counts Conferencing and Reporting 2nd Ed., Knowing What Counts Self-Assessment and Goal Setting 2nd Ed., and Knowing What Counts Setting and Using Criteria by Kathleen Gregory, Caren Cameron and Anne Davies as a resource/reference material for all certificated staff

Performance Measures:

1. Fountas & Pinnell literacy benchmarking system
2. Schonell Spelling test
3. WBF student writing prompts 3 times per year in grades 2-6, 2 times per year in grade 1
 - a. Student letter recognition in Kindergarten

- b. Writing assessment/benchmark sequence to be developed and implemented collaboratively by grade 1 teachers
- 4. Literacy & Numeracy benchmarks:
 - a. STAR literacy assessment
 - b. MIPI assessment
 - c. WBF Writing Benchmark
- 5. Each class has at least one exemplar of co-constructed criteria in an instructionally significant area per term

School Goal 2

More students demonstrate one year of growth in literacy and numeracy.

Division Outcome:

EIPS Priority 1, Goal 2 More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

1. Build capacity of teachers to differentiate for students' needs
 - a. "Words Their Way" spelling for grades 1-6 students
 - b. Balanced Literacy, Daily 5/Café, LLI
 - c. Imagine software for English as a Second Language students
 - d. Use of software supports including Raz-Kids, Read and Write for Google, Read Theory, Epic, Prodigy
 - e. Professional Development: Classroom Strategies based upon benchmarking data
 - f. All grades 4-6 and many grades 1-3 teachers attending and implementing Empowering Writers professional learning
2. Certificated staff will be trained in use of Fountas & Pinnell benchmarking system.
3. Creating a school-wide scope and sequence for writing continuum based on work of Sandra Herbst
4. Teacher collaborative work in selecting and implementing use of performance measures for literacy and numeracy
 - a. Reading: STAR, Fountas & Pinnell, LLI
 - b. Writing: Picture prompt (HLAT)
 - c. Mathematics: MIPI
5. Intentional focus on basic facts and Math terminology
6. School wide tracking of Fountas and Pinnell benchmark system
7. School wide tracking of students with LLI pullout
8. Provide in-class supports/targeted interventions for "at risk/at promise" students
 - a. Direct instruction of math facts, vocabulary and problem solving strategies
 - b. Use of Prodigy and Canadian National Mathematics League Adaptive Learning System
9. Aligning educational assistants with whole class support
10. Teachers non-instructional time blocked together on Tuesdays to enable teachers to collaborate

Performance Measures

1. Use of and results from indicators
 - a. Reading – STAR, Fountas & Pinnell, LLI
 - b. Writing – picture prompt response
 - c. Numeracy - MIPI
2. 5% improvement in overall student achievement on Provincial Achievement Tests over the next two years
3. For 2017-2018 more students will achieve
 - a. at minimum of one year's growth in reading
 - b. more students will score 3-5 in the CSL categories of
 - i. "Creates writing which conveys meaning"
 - ii. "Uses strategies to revise and edit writing"
 - iii. "Demonstrates foundational math skills"
 - iv. "Solves mathematical problems"
 - c. We will need to develop a way to efficiently track CSL scores

School Goal 3

More students and parents will feel safe and cared for in a positive school culture with enriching school activities supported by parents and the community.

Division Outcome:

- Our learning environments are welcoming, caring, respectful, and safe.
- Student learning is supported and enhanced through parent engagement.

Strategies

1. Leader In Me school wide use including leadership opportunities for students, including "Me to We" and Student Lighthouse team
2. Raise awareness of student achievements and contributions to school culture through
 - a. Student recognition at assemblies (academics, leadership, diligence and music)
 - b. Student created video announcements
3. Continue to work closely with our parent stakeholders to support and enhance our parent engagement levels
4. Continued implementation of school Rules and Expectations including a unified method of conflict resolution (5 Step Problem Solving Process)
5. Use of and support from outside resources including: fire safety, Saffron Centre, and The Bully Project
6. Implementation of First Nations, Metis and Inuit projects throughout the school to promote acceptance of diversity within our student population
7. Work with Elders Bert Auger and Wilson Bearhead to help staff develop and apply foundational knowledge about First Nations, Metis, and Inuit culture and history
8. Continuation of "Buddy Bench" initiative
9. Collaboration time for Classified Staff - topics including supporting students with diverse needs, behavior supports, and topics identified by Classified Staff
10. Leader in Me/7 Habits foundational training for staff not yet trained

11. NVCI (Non-Violent Crisis Intervention) for staff working with students potentially needing behavioural intervention

Performance Measures

1. Increase in students' satisfaction on both "Safe and Caring" and "Active Citizenship" Accountability Pillar survey measures
2. Increase in parents' satisfaction in both "Safe and Caring" and "Parental Involvement" Accountability Pillar survey measures
3. Increase in the number of student leadership opportunities and clubs/activities
4. School survey including students in grades 2-6
5. EIPS Parent survey including all parents
6. Anecdotal notes including number of student office referrals
7. Parental involvement opportunities:
 - a. Number of parents attending Parent Council / Parent Association meetings
 - b. Number of parents attending parent/student/teacher conferences (by class and whole school)
 - c. Number of families attending Meet the Teacher BBQ
 - d. Events organized by WBF Parent Association e.g. I've Outgrown It Sale, Fall (Halloween) and Spring Family Dances, various fundraising activities

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WBF	87.2	23.4	88.5	26.2	92.9	21.4	87.7	21.1	90.4	19.2	92	23
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
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	85.5	13.3	84.8	12.4	93.0	15.0	83.3	7.8	90.1	13.9		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Mathematics 6	WBF	78.7	14.9	86.9	18.0	85.4	17.1	73.7	17.5	86.5	26.9	90	25
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	WBF	83.0	34.0	86.9	44.3	95.1	31.7	89.5	50.9	94.2	65.4	92	50
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	WBF	85.1	27.7	82.0	23.0	87.8	19.5	80.7	31.6	92.3	42.3	90	35
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		

PAT Course by Course Results by Students Writing the Test (Written in English)													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WBF	100.0	26.8	96.4	28.6	95.1	22.0	96.2	23.1	95.9	20.4	92	23
	EIPS	94.6	21.9	96.1	25.6	95.4	26.3	95.7	27.6	96.2	25.2		
	Province	90.9	18.0	90.6	19.5	91.3	21.5	91.5	22.6	91.5	20.9		
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												
	Province												
Mathematics 6	WBF	90.2	17.1	93.0	19.3	85.4	80.4	85.7	20.4	90	28	90	25
	EIPS	86.8	25.1	88.8	21.0	88.3	20.7	86.5	18.1	84.5	19.1		
	Province	79.8	18.0	80.7	17.0	17.1	15.3	79.0	15.2	76.2	13.7		
Science 6	WBF	92.9	38.1	93.0	84.2	95.1	31.7	96.2	54.7	98.0	68.0	92	50
	EIPS	91.7	38.4	93.5	39.4	92.3	38.0	94.4	43.6	93.6	46.0		
	Province	85.4	29.0	47.4	28.2	84.8	28.8	86.1	30.8	86.0	33.2		
Social Studies 6	WBF	100.0	32.5	90.9	25.5	87.8	19.5	88.5	34.6	96.0	44.0	90	35
	EIPS	89.5	26.8	87.2	26.2	85.4	28.0	85.8	32.2	90.2	35.9		
	Province	80.7	19.3	78.9	19.2	78.0	21.0	79.4	25.3	81.3	25.1		

Student Engagement Indicators

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.1	89.2	81.9	89.2	82.4	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	80.9	88.9	89.0	91.7	87.0	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	87.5	93.3	76.4	90.0	71.4	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	75.0	85.5	80.3	85.9	88.8	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WBF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	75.9	86.2	76.5	87.5	77.4	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	84.2	94.4	84.0	93.6	89.9	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	77.5	84.4	67.3	78.0	60.0	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	66.1	79.7	78.4	91.0	82.4	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	60.2	67.1	60.0	73.8	75.8	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	57.9	78.6	70.0	81.0	85.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	62.5	55.6	50.0	66.7	66.7	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WBF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.1	93.4	89.2	92.9	87.8	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	74.3	94.0	90.8	91.6	90.0	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	97.9	88.7	78.8	90.0	78.0	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	80.0	97.6	98.1	97.0	95.4	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.9	85.7	89.2	86.3	82.0	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	72.4	85.7	89.9	88.8	82.3	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	87.5	85.7	88.4	83.8	81.8	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	75.2	80.0	78.9	79.5	79.2	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	66.7	71.4	73.7	86.4	72.2	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	87.5	77.8	72.7	70.0	71.4	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	71.4	90.7	90.4	82.0	93.9	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	WBF					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	64.9	80.4	69.8	82.5	67.1	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	74.7	85.3	78.6	92.7	80.0	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	55.0	75.6	61.1	72.3	54.3	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

School Council Involvement and Communication of Plan

During the September School Council/Parent Association meeting the October due date for the School Education Plan was discussed. Parents were invited to give feedback and insight to the school. 2016/2017 results will be discussed at the October 27, 2017 School Council and Parent Association meetings.

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.

Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.