

School Education Plan and Results Report

2018-22

Year 2



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 Principal/Counsellor: Teri Pearn

Quick Facts:

- Woodbridge Farms (WBF) officially opened in April, 1980
- 319 students enrolled as of September 30, 2019
- 17 certificated and 14 classified staff
- 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:

- Average of 2 classes at each grade level, with 2 split classes
- District site for two system programs: Communication Skills & Elementary Transitions
- Two full-day Kindergarten programs (Monday/Wednesday and Tuesday/Thursday)
- Music instruction at all grades
- Numerous student leadership opportunities and activities including office helpers, student leadership team, sign team, recycling team, assembly set-up crew, garden team, spirit team, greeters, library leaders, milk helpers, track team/running club, basketball team and intramurals
- First Nations, Métis and Inuit program in its 6th year
- Well stocked library and book room
- Well equipped with technology to support and enhance learning

SECTION THREE: School Education Results Report (2019-20)

What were the greatest successes/challenges faced in 2018-19?

SUCCESES:

- Provincial Achievement Test Results
 - 98.3% acceptable standard in English Language Arts (Province = 91.9%)
 - 94.9% acceptable standard in Math (Province = 79.8%)
 - 92.1% acceptable standard in Science (Province = 85.5%)
 - 95.0% acceptable standard in Social Studies (Province = 84.1%)
- Targeted professional development for staff
 - Staff retreat to Metis Crossing
 - Teaching Quality Standard #5 (FNMI knowledge and classroom integration)
 - Math Equals Kit w/ Numeracy Consultant
 - Sandra Herbst formative assessment protocols
 - Development of Pyramids of Intervention
 - New Curriculum Overview and Analysis
 - Reader's Workshop Summer Institute (8 teachers)
- 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
- Development of a Collaborative Response Model
 - Benchmarking Data
 - Pyramids of Intervention
 - Collaborative Team Meetings
- School-wide Benchmarking in Literacy and Numeracy
 - Grade level writing rubrics utilized with consistent instructions and picture prompts
 - STAR and Guided Reading levels tracked

- MIPI test scores analyzed for patterns
- Purchase of Reader's Workshop kits for every classroom
- Purchase of Phonics kits for Kindergarten and grade one classrooms
- Leveled Literacy Intervention
 - 0.2 full time equivalent (FTE) equivalent for literacy intervention
- 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, diligence and music
- First Nations Elder Bert Auger working with students and staff to develop and apply Foundational Knowledge about First Nations, Métis, and Inuit culture, history and traditions
 - Staff professional development
 - Metis Crossing
 - Royal Alberta Museum
 - Purchase of *Under One Sun* resources to supplement Literacy Intervention
 - Elder Auger regular visits
 - Cree language basics
 - Treaties
 - Blanket exercises
 - National Indigenous Peoples' Day
 - First Nations, Metis and Inuit traditional games
 - Tea and bannock with Elder Auger
- Elk Island Public Schools (EIPS) Parent Survey Results
 - 87 parent responses
 - All measures of WBF responses above EIPS average
 - 98.8% of parents satisfied/very satisfied with the quality of teaching at their child's school (EIPS = 88.35%)
 - 98.8% of parents agree/strongly agree that school staff care for their child (EIPS = 89.85%)
 - 96.4% of parents satisfied/very satisfied with the leadership of your child's school (EIPS = 81.16%)
 - 86.2% of parents agree/strongly agree their child has an understanding of First Nations, Metis and Inuit culture and history (EIPS = 78.21%)
 - 89.6% of parents agree/strongly agree their child is being taught knowledge, skills and attitudes necessary to be successful in life (EIPS = 81.85)
 - 97.3% of parents satisfied/very satisfied with opportunities to be involved in decisions at their child's school (EIPS = 79.77%)
- Consistent updating of school website and social media accounts to provide current information and promote upcoming events
- Student leadership opportunities
 - Student Lighthouse team
 - WE ACT team
 - Assembly set-up team
 - Recycling Team
 - Office leaders
 - Milk helpers
- Consistent implementation/use of school wide rules and behavior expectations
- Secondment of a Strathcona County Solutions Navigator
 - Supporting individual and small groups of students
 - Social skills

- Self-regulation skills
 - Self Esteem
 - Connecting families to community resources
- Girl CODE - (Community, Optimism, Diversity, Empowerment) – teacher-led group

CHALLENGES:

- Improving Provincial Achievement Test (PAT) results:
 - English Language Arts – Writing Standard of Excellence (0.6% below the province)
 - Math Part B High Level of Complexity questions (at provincial average)
- New Teacher and Leadership Quality 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
- Providing embedded classified staff collaborative opportunities and professional development became challenging due to the number of students requiring constant support

How, and to what degree, did those successes/challenges impact planning for 2019-20?

- Collaborative opportunities between teachers helped to align programming between classes
 - Continue teacher collaboration, both inside and outside of the school
- Continual refinement of Collaborative Team Meetings to help support students
 - Regularly scheduled meetings to focus on supporting specific students as a grade level team
 - Areas of focus will be both academic and behavioral
 - Founded upon benchmarking and classroom data
 - Utilizing and refining Pyramids of Intervention
- Improving literacy results across grades, push towards greater alignment of programming
 - Implementation of Reader’s Workshop in every classroom
 - Ensuring classroom libraries are fully equipped with levelled books
- Focus on developing numeracy rich environments
 - Consultant support
 - Number talks
 - Math Fact Fluency
- Refining of benchmarking data and administration
- Continued supports such as Leveled Literacy Intervention and Guided Reading
- Continued learning with Elder Bert as well as a greater emphasis on gaining foundational knowledge about land-based learning
 - Staff excursion to Strathcona Wilderness Center & Elk Island National Park
 - Collaborative project with Strathcona Wilderness Center
 - Elder visits to the school
 - Greater integration of First Nations Métis and Inuit perspectives and culture into Music programming
- Focus on 7 Sacred Teachings as a school-wide character education focus
- Counsellor and Supports for Students consultant support to help with students’ mental health and academic needs

- A focus on developing a greater understanding of how trauma impacts children
- Secondment of Solutions Navigator through Strathcona County for the current school year
- High Levels of Parent Involvement – continue/enhance moving forward
 - Individual Awards at Assemblies – average around 70 parents/assembly
 - Classroom Volunteers
 - Positive Communication Home – phone calls, Wowzers
 - Wee Read Program
 - School Council & Parents Association involvement
 - Communication Home – website, social media, newsletters
- Positive effects of Leadership Opportunities on School Culture/Student Engagement

SECTION FOUR: School Goals, Strategies and Performance Measures

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
 - 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 student data
 - STAR, Guided Reading, Levelled Literacy Intervention, Writing Benchmarks
- Build capacity of staff to differentiate for students' needs
 - Continuation of Collaborative Response Model
 - Collaborative Team Meetings
 - Pyramids of Intervention
 - Benchmarking Data
 - Implementation of Reader's Workshop
 - Intentional use of small group reading
 - More teachers utilizing Writer's Workshop or Empowering Writers
 - Classroom strategies based upon benchmarking data
 - Literacy Consultant to provide coaching and professional development for teachers
 - 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
- Wee Read Together Program
- Regular cross-grade buddy reading opportunities throughout the school year

- Purchase and integration of all *Under One Sun* resources into literacy intervention programs

Performance Measures:

- Results:
 - Reading – STAR, Fountas & Pinnell, LLI, Reading Readiness Tool
 - 2018-19 Results:
 - +0.8 GE as a school growth in STAR
 - Writing – picture prompt response, growth shown in all classrooms
- PAT Scores:
 - Improvement in overall student achievement on Language Arts Provincial Achievement Test
 - 2018-19 Results:
 - 98.3% acceptable standard (100% in 17-18)
 - 23.7% standard of excellence (21.7% in 17-18)
 - Percentage of students achieving Standard of Excellence scores in writing above provincial average
 - 2018-19 Results:
 - 0.6% below provincial average (3.5% below in 17-18)
- EIPS Parent Survey:
 - 5% increase in parents’ belief that their child has shown growth in their literacy skills
 - 2018-19 Results:
 - 93.1% agree/strongly agree (84.1% in 17-18)

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, Math Fact Fluency
 - 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
 - Continuation of Collaborative Response Model
 - Collaborative Team Meetings
 - Pyramids of Intervention
 - Benchmarking Data
 - Classroom Strategies based upon benchmarking data
 - Math Consultant to provide coaching and professional development for teachers
 - Math Fact Fluency
 - Professional Development with Box Cars & One-eyed Jacks

- Math Equals Kit
- Software such as Prodigy, Sum Math and other iPad apps
- Focus on math vocabulary for consistency among grades
- 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
 - 2018-19 Results: 67.1% total school average (67.1% in 17-18)
- PAT Scores:
 - Improvement in overall student achievement on Math Provincial Achievement Tests
 - 2018-19 Results:
 - Acceptable Standard: 94.9% (95.7% in 17-18)
 - Standard of Excellence: 20.3% (15.2% in 17-18)
 - Increase in achievement on High Level of Complexity questions
 - 2018-19 Results: 2.2/4 questions correct (1.5/4 in 17-18)
 - Percentage of students achieving acceptable standard on Part A above provincial average
 - 2018-19 Results: 79.7% (71.7% in 17-18)
- EIPS Parent Survey:
 - Increase in parents’ belief that their child has shown growth their numeracy skills
 - 2018-19 Results: 89.6% (88.9% in 17-18)

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:

- Leadership opportunities for students:
 - Focus on leadership opportunities within the school
 - Local humanitarianism a priority
- 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 Sacred Teachings
- Girl CODE (Community, Optimism, Diversity, Empowerment) – teacher-led group
- Continue to work closely with our parent stakeholders to support and enhance our parent engagement levels
- Wee Read & Wee Read Together Program
- 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
 - Strathcona Wilderness Center Partnership
 - Orange Shirt Day
 - Moose Hide Campaign

- Blanket Exercise for Grade 6 students
- Bear Witness Day
- National Indigenous Peoples' Day
- Intentional teaching of the 7 Sacred Teachings
 - Health classes and at Assemblies
- 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 Strathcona Wilderness Center and Elk Island National Park
 - Professional Development at staff meetings
- Continuation of "Buddy Bench" initiative
 - Intentional teaching about buddy bench
- Secondment of Solutions Navigator one day per week
- Restorative Circles
 - 8 staff members trained in Spring
 - Building staff capacity and understanding at staff meetings
 - Community Circles at staff meetings and in classrooms

Performance Measures:

- Accountability Pillar Survey:
 - Increase in work preparation scores compared to three year average
 - 2018-19 Results: 88.2% (76.8% 3 year average)
 - Increase in citizenship scores compared to three year average
 - 2018-19 Results: 85.0% (82.7% 3 year average)
- EIPS parent survey:
 - Increase in percentage of parents who agree that their child is being taught the knowledge, skills and attitudes necessary to be successful in life
 - 2018-19 Results: 89.6% (90.2% in 17-18)
 - Increase in the percentage of parents who agree/strongly agree that the rights and responsibilities of citizenship are reinforced at their child's school
 - 2018-19 Results: 84.1% (91.2 in 17-18)
- Increase in the number of student leadership opportunities and clubs/activities
 - 2018-19 Results: Maintained number of opportunities through downsizing of school and aligning under the Student Lighthouse Team
- Wowzer Tracking (Positive Referrals) compared to 2017-18 year
 - 2018-19 Results: 472 wowzers (426 in 17-18)

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WBF	92.9	21.4	87.7	21.1	90.4	19.2	90.2	19.6	89.2	21.5	92.0	22.0
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
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	93.0	15.0	83.3	7.8	90.1	13.9	90.5	10.8	93.3	23.3		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		

Mathematics 6	WBF	85.4	17.1	73.7	17.5	86.5	26.9	86.3	13.7	86.2	18.5	88.0	19.0
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	71.9	13.5	72.5	15.0		
Science 6	WBF	95.1	31.7	89.5	50.9	94.2	65.4	90.2	45.1	89.2	69.2	91.0	60.0
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.4	31.2	77.6	28.6		
Social Studies 6	WBF	87.8	19.5	80.7	31.6	92.3	42.3	80.4	35.3	87.7	38.5	89.0	39.0
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	74.9	23.7	76.2	24.4		

PAT Course by Course Results by Students Writing the Test (Written in English)													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WBF	95.1	22.0	96.2	23.1	95.9	20.4	100	21.7	98.3	23.7	100	24.0
	EIPS	95.4	26.3	95.7	27.6	96.2	25.2	97.8	27.3	97.4	25.5		
	Province	91.3	21.5	91.5	22.6	91.5	20.9	92.2	19.7	91.9	19.6		
Mathematics 6	WBF	85.4	80.4	85.7	20.4	90	28	95.7	15.2	94.9	20.3	95.0	22.0
	EIPS	88.3	20.7	86.5	18.1	84.5	19.1	91.8	11.0	89.7	23.7		
	Province	17.1	15.3	79.0	15.2	76.2	13.7	79.5	15.0	79.8	16.6		
Science 6	WBF	95.1	31.7	96.2	54.7	98.0	68.0	92.0	46.0	92.1	71.4	94.0	52.0
	EIPS	92.3	38.0	94.4	43.6	93.6	46.0	94.3	46.5	91.4	46.0		
	Province	84.8	28.8	86.1	30.8	86.0	33.2	86.8	34.5	85.5	31.6		
Social Studies 6	WBF	87.8	19.5	88.5	34.6	96.0	44.0	91.1	40.0	95.0	41.7	94.0	42.0
	EIPS	85.4	28.0	85.8	32.2	90.2	35.9	91.8	36.6	90.7	36.4		
	Province	78.0	21.0	79.4	25.3	81.3	25.1	83.1	26.3	84.1	27.0		

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.9	89.2	82.4	87.4	87.7	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	89.0	91.7	87.0	88.6	100	95.6	94.8	95.1	95.8	87.1	95.4	95.4	95.3	95.0	89.7
Parent	76.4	90.0	71.4	94.0	84.9	87.7	87.4	87.3	86.9	82.9	89.3	89.8	89.9	89.4	82.3
Student	80.3	85.9	88.8	79.7	78.2	80.7	81.0	81.8	81.6	94.6	83.0	83.4	83.3	82.5	95.1

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WBF					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	76.5	87.5	77.4	83.0	85.0	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	84.0	93.6	89.9	92.1	95.6	94.1	94.1	94.1	94.1	75.1	94.2	94.5	94.0	93.4	81.9
Parent	67.3	78.0	60.0	82.0	76.2	76.5	75.0	75.4	75.4	71.7	82.1	82.9	82.7	81.7	73.5
Student	78.4	91.0	82.4	75.0	83.3	68.8	70.3	70.6	72.0	94.2	74.2	74.5	74.4	73.9	93.2

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	60.0	73.8	75.8	80.7	88.2	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	70.0	81.0	85.0	91.3	100	89.8	89.0	90.7	89.4	72.1	89.7	90.5	90.4	90.3	75.2
Parent	50.0	66.7	66.7	70.0	76.5	68.1	66.6	67.3	66.2	89.4	74.2	74.8	75.1	74.6	90.8

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WBF					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.2	92.9	87.8	86.0	97.4	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	90.8	91.6	90.0	92.8	100	96.3	95.9	96.4	96.2	85.7	95.9	96.0	95.9	95.8	86.4
Parent	78.8	90.0	78.0	78.3	98.8	84.5	84.1	85.7	83.6	87.6	85.4	86.1	86.4	86.0	88.1
Student	98.1	97.0	95.4	86.9	93.5	84.6	85.4	85.8	86.8	96.4	87.4	88.0	88.1	88.2	96.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.2	86.3	82.0	85.8	85.7	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	89.9	88.8	82.3	86.9	80.6	91.2	91.0	90.4	90.0	78.4	87.2	88.1	88.0	88.4	80.1
Parent	88.4	83.8	81.8	84.8	90.8	79.8	81.0	80.0	79.0	79.6	79.9	80.1	80.1	79.9	77.4
Student	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	90.7	76.9	77.5	77.7	77.2	89.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.9	79.5	79.2	83.3	79.3	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	73.7	86.4	72.2	78.3	88.9	83.1	82.9	84.3	81.8	79.5	79.8	82.3	82.2	81.5	80.3
Parent	72.7	70.0	71.4	80.0	87.8	74.6	77.5	76.7	76.1	82.7	78.5	79.7	80.8	79.3	79.4
Student	90.4	82.0	93.9	91.7	61.1	79.5	79.5	79.5	80.7	80.8	80.7	81.5	81.1	80.2	83.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	69.8	82.5	67.1	86.5	81.0	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	78.6	92.7	80.0	87.0	78.6	88.0	88.2	89.2	89.7	66.7	88.1	88.4	88.5	88.9	73.6
Parent	61.1	72.3	54.3	86.0	83.3	66.2	67.9	67.0	67.2	88.7	73.4	73.5	73.9	73.4	89.0

Communication of Plan

During the October School Council/Parent Association the School Education Plan was discussed. Updated planning for the 2019-20 school year along with results from the 2018-19 school year were discussed. 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.