



School: 1855 Timberlea Public School



## Combined 3-Year Strategic Education Plan (SEP) and Annual Education Results Report (AERR)

### Timberlea Public School 2016-2019





### **Accountability Statement**

Timberlea Public School's education plan for the three years commencing August 31, 2016 was prepared under the direction of Fort McMurray Public School Board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. It was developed in the context of the school district's business and fiscal plans. Timberlea School is committed to achieving the results laid out in this education plan.

This growth plan was developed with input from staff and parents and consists of school-based priorities, measures and targets related to student learning, staff development, program improvement, and facility enhancement. Where relevant, these are aligned with provincial and district priorities.

### **Timberlea Public School Profile**

#### **Mission Statement**

*"In partnership with the student, family, and community, Timberlea Public School is an inclusive, safe and caring learning community dedicated to the support of the whole child in becoming a responsible citizen and a successful lifelong learner"*

Timberlea School is currently in a period of transition. With new public schools opening nearby, along with 2 Catholic elementary schools, there is a real need to revisit our school's vision and mission so that we are better able to distinguish ourselves as an attractive choice for students and parents with many options. To this end, we have arranged for a planning session in December 2016 which will include staff, parent and student input.

#### **Statement of Beliefs**

At Timberlea School, we believe in:

- providing a safe and caring school climate as a key to success for staff, students, and parents
- teaching the whole child while providing all students opportunities to grow
- clearly defined behaviour expectations and teaching students skills necessary for success
- effective communication between the school and home
- working together as a team that includes students, parents, staff, and community members
- fostering an attitude of lifelong learning
- providing opportunities for parents to be partners in their children's education

#### **Educational Aims and Goals**

Timberlea School aims to respond to the intellectual, social, emotional, and physical needs of all students. We aim to nurture a love of learning and to provide numerous opportunities for all students to achieve their goals within the FMPSD framework of instruction, leadership, and learning supports. It is recognized that these goals can only be achieved with the support of all stakeholders placing student learning as their number one priority.

#### **Staff**

Administration	1.0 FTE	Principal - Waleed Najmeddine
ATA	17 FTE	
CUPE	8.5 FTE	Educational Assistants
	1.5 FTE	Office Support



## Students

Enrolment: Within the last 4 years, numerous public schools (i.e. Ecole McTavish Junior High, Walter and Gladys Hill Elementary, and Christina Gordon Elementary) have opened within Timberlea School's traditional catchment area. This has resulted in a steady decrease in student enrolment from well over 700 students in 2013, to our current enrollment of 288. Dave McNeily Elementary School is also scheduled to open in September 2017 which will likely result in a further decrease. We currently offer 1 morning and 1 afternoon session for each of our ECDP and Kindergarten classes, and 2 classrooms each for grades 1 to 6. Class sizes for grades 1 to 6 range from 16 to 22 students.

First Nations Metis Inuit (FNMI): 7 students are self-identified FNMI. The principal's duties include acting as FNMI Liaison for the school.

Special Education: We have 0.56 FTE dedicated to a Learning Assistance Centre teacher (LAC) with 0.65 FTE support serving 84 English Language Learners (ELL) students. 11 students are identified with severe learning disabilities (code 40), 13 students identified with mild/moderate learning disabilities (code 50).

### Performance on Provincial Achievement Tests (PAT):

Due to the May 2016 wildfires and evacuation of Fort McMurray, a very small number of grade 6 students wrote PAT's in June. Numbers vary from 7 students writing English Language Arts and Social Studies, and 9 students writing Math and Science tests. All students who wrote achieved the acceptable standard, and depending on the subject, 56% to 67% of students writing achieved the standard of excellence. Provincial averages for standard of excellence are in the range of 15 to 20%, therefore, the results are greatly skewed.

Although the future of PAT use in our province is uncertain for grade 6, we will continue to use results to inform our practice. We will also continue to seek ways to increase the number of students performing at the standard of excellence for as long as these tests are in use.

### Performance on Canadian Achievement Tests – Version 4 (CAT-4):

Due to wildfires in our region and the evacuation of Fort McMurray, CAT-4 was not administered in May 2016 as planned.

## Facility

Maintenance: The entire school building was cleaned from ceiling to floor as a result of smoke contamination from the wildfires in May. Ceiling tiles were replaced in the entire school. The vast majority of classroom resources that were not recoverable were discarded. Replacement of these resources is ongoing and not likely to be completed before the end of the 2016-17 school year. A new web-based surveillance camera system was installed last year. Intruders have been regularly accessing the roof of our building, so our district maintenance department has been asked to address this problem. One of our portable classrooms was renovated to accommodate offices for Christina Gordon School administration.

Utilization: Christina Gordon School currently occupies one entire wing of portable classrooms. Due to construction delays, their new building is now slated to open April 2017. Three of the remaining dedicated classroom spaces in Timberlea School serve as learning lounges, with 2 of them acting as storage rooms for surplus furniture and equipment. We have one computer lab that is shared by both schools and booked by classroom teachers for student use. With an increased reliance on mobile devices and wireless access to the internet, this lab space has not been utilized as much as in the past. The gymnasium and stage/music room are also learning spaces shared by both schools. Our multi-purpose room doubles as a Science, Art, and meeting room. The gymnasium stage has a removable wall that



allows for uses as a music classroom as well as a performance space for assemblies and concerts. The YMCA currently occupies 2 portable classrooms for their out of school and “Kindercare” programs.

### **School Council**

Timberlea Public School is very fortunate to have a School Council committed to supporting student learning. School Council members are highly dedicated to supporting student learning, school programs and staff, and continue to support our health and wellness guidelines, coordinate volunteers, communicate with families through class representatives, and encourage increased participation at monthly council meetings.

### **Parent Association**

Timberlea School Parent Association provides significant financial support to many instructional-based initiatives, material support for classrooms, library, drama, music and physical education programs. The primary focus of funds for this school year is to purchase new furniture for transitioning our library to become more of a learning commons that involves transforming the space with physical, virtual and, pedagogical changes and a shift in the mindset for all users away from viewing the space as a silent reading area. There is open dialogue and cooperation between staff and the Parent Association working to identify needs, and finding solutions, which contributes to our positive school culture.

### **Staff Professional Learning**

Timberlea School continues to participate in professional learning activities. Staff maintains a cordial and collaborative work environment and work together to establish goals, share teaching and learning strategies, and openly offer feedback in discussions. 2016-17 will see teachers planning and leading team building activities for each Collaborative Learning Network day.

Our main focus in professional learning activities will be to continue to learn best practices in literacy, numeracy, student mental health, and effective use of digital technologies.

### **Student Learning and Assessment**

Timberlea School staff applies a wide variety of formative and summative assessment strategies to assess student learning within a framework of differentiated instruction. This includes written and performance-based tasks, student-teacher conferences, observation, and peer coaching/feedback. Teachers work to engage students in learning activities that consider individual learner profiles, student interest, and student readiness. The *Fountas and Pinnell Benchmark System* is used to determine independent and instructional reading levels and for placing students on the *Fountas & Pinnell A-Z Text Gradient*. The *Leveled Literacy Intervention (LLI)* materials for early literacy and reading intervention are used with individual students and in small groups to help struggling readers to reach grade-level expectations.

Google Read and Write, Lexia Core5, and a variety of other software application are also employed to support struggling readers reach their goals of greater proficiency.

### **School Focus 2016-17**

Timberlea School staff will work towards achieving the following three goals for the 2016-17 school year:

- Primary focus on building capacity of staff in nurturing mental and physical health of students, especially considering the still unknown impact of the wildfires and evacuation on all members of Timberlea School community
- Improvement of student literacy and numeracy skills as measured by performance on CAT4, PAT's, benchmarks, and teacher formative and summative assessments. (FMPSD has chosen not to participate in the grade 3 Student Learning Assessment (SLA) pilot for 2016-17)
- Effective use of digital technologies with focus on Google Applications for educators to enhance student learning and engagement



**Engaged Thinkers:**

- French as a Second Language (Grade 4-6)
- Words Their Way spelling program
- Mathletics
- Science Fair
- School choir
- Destination Conservation team
- Student operated fundraising activities (Gr. 6 year-end trip fundraisers, special event canteens)
- DiscoverE Science Program

**Supporting Engaged Thinkers:**

- Learning Assistance Coordinator (LAC) for educational assistant support
- Early literacy intervention support
- Speech and Occupational Therapy
- Educational Assistants in classrooms
- School Counselor
- Mental Health Support (FSL and SOS workers)
- University of Alberta DiscoverE presenters
- Wood Buffalo Public library staff

**Entrepreneurial Spirit:**

- Student operated fundraising activities (Gr. 6 year-end field trip fundraisers, special event canteens)
- Talent Show
- Lego Robotics Club
- FNMI displays
- Celebration of Aboriginal Awareness Week
- Gr. 4 Attendance at Metis Days
- Monthly virtue assemblies recognizing student achievement and exemplary character
- School choir
- Destination Conservation team
- Student Council
- Christmas Concert
- Multicultural Week and Evening event
- Career Fair
- Jr. Tech Club
- Literacy Week
- Tech Trades Academy in collaboration with Christina Gordon

**Ethical Citizens:**

- Student Council
- Reading Buddies with Division 1 and 2 students
- Destination Conservation team
- Virtue of the Month promoted in class activities and at assemblies
- 7 Sacred Teachings incorporated into classroom lessons and virtue assemblies
- Fundraising – Terry Fox Run, Jump Rope for Heart, Centre of Hope/Toque Tuesday, Wood Buffalo Food Bank, Salvation Army Angel Tree, and supporting school community members in need
- Howler tickets awarded daily
- Year-end awards
- Monthly Virtue Classroom Awards
- Academic, environmental, citizenship, fine arts, and sports awards
- School Wide Recycling



**Recognition of Student Achievement:**

- Howler prizes awarded monthly
- Monthly pizza lunch with the principal
- Year-end awards
- Academic, environmental, citizenship, fine arts, and sports awards

**Celebration of the Arts:**

- Art Gallery of Alberta Travelling Exhibition Program
- Music program for grades K-6
- School choir
- Remembrance Day assembly, Christmas concert
- Talent shows
- Guitar Club
- Words in Motion
- Spring Fling art show participation at Ecole McTavish

**Healthy Eating and Active Living:**

- School Health and Wellness Guidelines
- Daily Physical Activity (DPA) part of each class' schedule
- Girls Inc., Girl Power & Mega Boyz
- Breakfast cart snacks each morning
- Apples available to students each day
- Healthy hot lunch program
- Healthy Fun Week
- Floor hockey team
- Gr. 5-6 volleyball teams in cooperation with Christina Gordon School
- Grade 5-6 basketball teams in cooperation with Christina Gordon School
- Winter Walk
- Year-end Sports Day
- Snowshoeing
- Gr. 2-4 Skipping Club
- Tubing trips to Vista Ridge
- Skiing trips to Vista Ridge
- Taste Tests



## Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Timberlea Public 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	Good	Safe and Caring	87.2	89.4	89.5	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	81.1	87.0	80.8	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	92.2	89.1	89.6	90.1	89.5	89.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	81.6	91.1	86.3	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	50.0	25.8	25.2	19.4	18.8	18.6	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	89.0	74.8	73.1	82.6	82.0	81.1	Very High	Improved	Excellent
		Citizenship	83.4	85.9	84.3	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.9	83.5	80.1	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	87.0	80.8	79.7	81.2	79.6	80.0	Very High	Improved	Excellent

**Notes:**

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Measure Evaluation Reference

#### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:



1. For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)





## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in <b>Grades 6</b> who achieved the <b>acceptable standard</b> on Provincial Achievement Tests (overall cohort results).	85.1	86.8	81.1	91.1	81.6	93	n/a	n/a	n/a	90	92	93
Overall percentage of students in <b>Grades 6</b> who achieved the <b>standard of excellence</b> on Provincial Achievement Tests (overall cohort results).	28.9	26.3	23.5	25.8	50.0	29	n/a	n/a	n/a	26	28	30

### Comment on Results

- Due to the May 2016 wildfires and evacuation of Fort McMurray, a very small number of grade 6 students wrote PAT's
- 7 students wrote English Language Arts and Social Studies, and 9 students wrote Math and Science tests.
- All students who wrote achieved the acceptable standard
- Of students who wrote PAT's, 57% achieved the standard of excellence in English Language Arts, 56% achieved the standard of excellence in Math, 67% achieved the standard of excellence in Science and Social Studies.
- Provincial average for standard of excellence for all tests was 19%, therefore, the results for Timberlea School are greatly skewed.

### Strategies

Although the future of PAT use in our province is uncertain for grade 6, we will continue to conduct yearly PAT item analysis, examine PAT blueprints, and analyze individual student results to determine which knowledge, skills and attitudes require further attention. We will continue to seek ways to increase the number of students performing at the standard of excellence for as long as these tests are in use.

The most important work of schools is that which occurs in the classroom on a daily basis. Teachers' professional learning is driven by students' needs. To determine the needs and areas of growth for Timberlea students, teachers in their grade groups analyze data which includes PAT, CAT-4, classroom observations, Fountas and Pinnell Benchmarks in Reading, and analysis of student writing samples.

Informed by this data, teachers establish clear learning focus in grade groups in collaboration, and with the support of administration. The learning focus is ideally narrow enough to allow teachers to engage in a professional learning process that enhances depth of understanding. A strong collaborative learning network in our school, and throughout our district, revolves around learning as central to all interactions and conversations. By using flow charts, teachers drill deeper to narrow the focus. The following foci have been developed:

ECDP and Kindergarten : motor skills → gross motor → activities in gym/playground → balancing on bench, jumping, hopping, skipping → throwing, catching crossing midline → gross motor

Grade 1: Literacy → Reading → Sight Words → Decoding → Letter sounds

Grade 2: Literacy → Writing → Sentence Fluency → Parts of a Sentence → Build a Sentence

Grade 3: Numeracy → Multiplication → Understanding → Repeated Addition → Problem of the day

Grade 4: Numeracy → Number Sense → Subtraction whole numbers → Mental Math

Grade 5: Numeracy → Problem Solving → Basic Facts → Addition/Subtraction → Basic Skills

Grade 6: Literacy → Writing → Conventions → Spelling → Word Patterns

### Learning Support Strategies

- Teachers will continue to work with the Learning Support Team to assist in providing interventions and progress monitoring for students, two grade levels or more below in Literacy and Numeracy within the classroom. This includes LAC, literacy/numeracy support to organize student reading and writing data into colour-coded spreadsheets to track individual student progress.
- Literacy - Words their Way, Lexia Core5, Levelled Literacy Intervention, Key Links, Writing Prompt samples, CAT-4, running records
- Numeracy - Leaps and Bounds, Jump Math, Mathletics, Math Profile Assessments, CAT-4

### Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).



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2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that <b>students model the characteristics of active citizenship.</b>	82.3	76.6	90.2	85.9	83.4	91	Very High	Maintained	Excellent	85	87	90
Percentage of teachers and parents who agree that <b>students are taught attitudes and behaviours that will make them successful at work</b> when they finish school.	80.5	62.6	81.9	74.8	89.0	81	Very High	Improved	Excellent	85	87	90

**Comment on Results**

- Percentage of those satisfied that students model the characteristics of active citizenship has been consistently very high and maintained over the last 4 years. Timberlea School results for this performance measure were on par with both the School Authority and Provincial results.
- Percentage of those satisfied that students are taught the attitudes and behaviours that will make them successful at work in the future has been consistently very high and maintained over the last 4 years. Timberlea School results for this performance measure were higher than both the School Authority and Provincial results.

**Strategies**

- Frequent and effective communication between school and home via weekly parent emails from the principal, regular posts to social media (Facebook, Twitter, Instagram), regular posts on school website, numerous teachers using Remind app to communicate with parents, electronic sign, Mix 103 radio spots, and regular maintenance of teacher webpages
- Continue to encourage among Timberlea students and staff support for Terry Fox Foundation, MS read-a-thon, Stuff-A-Bus food bank drives, Jump Rope for Heart, Centre of Hope, SPCA, Choices Fort McMurray fundraiser for the Homeless, Angel Tree fundraiser for the Salvation Army, to name a few
- Encouragement of students to participate in Student Council, and to meet with executives to solicit ideas, and to address student concerns
- Zones of Regulation strategies will be employed across all grade levels to help students express their emotions in simple, yet meaningful language

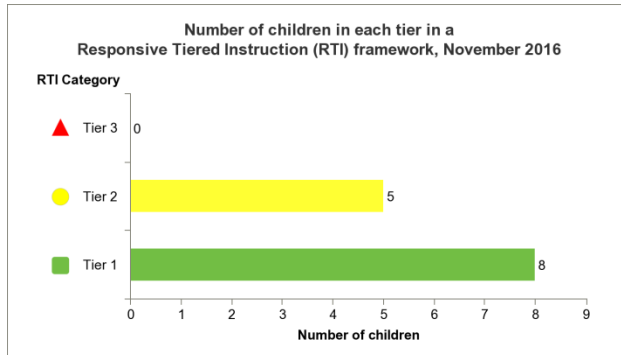
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. *Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).*

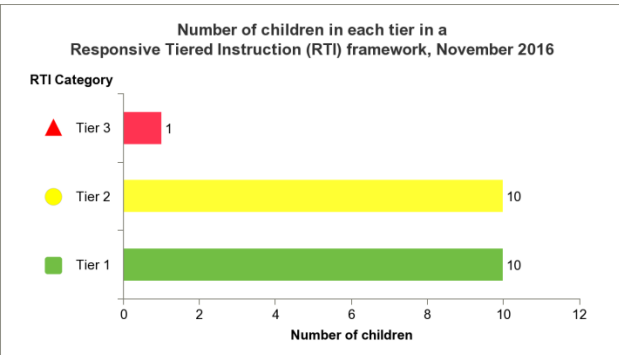


## Early Years Evaluation (EYE) Kindergarten data – November 2016

### AM Kindergarten



### PM Kindergarten



Research shows that children's EYE scores in kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Fine Motor skills, Awareness of Self and Environment, Social Skills and Approaches to Learning. Thus, we can use the EYE data to discern which children are most likely to require extra support developing their reading skills during the primary school years.

All children receive Tier 1 instruction in the classroom, which means that all students receive research-based, quality instruction using universal strategies and a variety of approaches. Children with Tier 2 learning needs also receive targeted, small group instruction that can be provided within or outside the classroom. Children with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs.

#### Strategies:

- Students in tier three on the EYE results will receive support from teacher/educational assistants/Speech pathologists/occupational therapists/Physical Therapists through 1:1 interventions. This may be highlighted in the Individual Program Plan.
- Handwriting without tears program to support students.
- Jolly Phonics program to support student development of cognitive skills.
- Incorporating music and movement into daily activities and lessons through the incorporation of DancePlay, movement songs and activities during circle time, gross motor movements during transition times and daily routines.
- Modelling appropriate social interactions throughout the class during play and work times.
- Including targeted literacy, gross motor, fine motor, and math centres each week.
- Targeted whole group instruction during daily circle time.
- The EYE will be repeated in the spring to show student growth and development in Kindergarten.



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

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.9	85.4	*	*	n/a	*	n/a	n/a	n/a	*	*	*
Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.8	14.6	*	*	n/a	*	n/a	n/a	n/a	*	*	*

### Comment on Results

- No students who self-identified as FNMI wrote the PAT's in June
- Current FNMI enrollment at Timberlea School:
  - gr. 2 – 1 student
  - gr. 3 – 2 students
  - gr. 4 – 1 student
  - gr. 5 – 2 students
  - gr. 6 – 1 student

### Strategies

- Attendance of school representative at district FNMI Liaison meetings to learn strategies and share with Timberlea staff for infusing FNMI cultures/teachings into all subject areas and grade levels
- Invitation of students to meet with FNMI liaison on a regular basis at lunch breaks
- Invitation of parents to attend meeting with school principal to discuss important issues from their unique perspectives
- Acquisition, organization, and maintenance of FNMI teaching and learning resources
- Invitation of local elders to meet with staff and students to share knowledge, experiences, and stories
- Celebration of Aboriginal Awareness Week in May 2017
- School-wide commemoration of Orange Shirt Day
- Posting of FNMI community events on school social media accounts and website (Nistawoyou Friendship Centre, etc.)

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: <b>students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</b>	88.1	87.2	91.9	89.4	87.2	92	High	Maintained	Good	90	92	95

#### Comment on Results

- Timberlea School results for this performance measure were on par with both the School Authority and Provincial results.
- One of the main goals for Timberlea School is to provide support to all students who may be suffering adverse effects of the wildfires and evacuation of Fort McMurray. Timberlea Public School employs the services of a contracted counselor at 0.5 FTE. This counselor is also employed at Christina Gordon School for the 2016-17 school year.

#### Strategies

- Timberlea Public School is a member of Peaceful Schools International and one of 350 schools from more than 30 nations. We are committed to promoting peace at the school, local and international level. The Peaceful Schools International Flag was hung in the school gym as part of an official ceremony held in November 2014.
- This year we have introduced "The Zones of Regulation" program which is "a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones (which) provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts" <http://www.zonesofregulation.com/index.html>
- As part of our desire to shrink the achievement gap between FNMI students and others, we are incorporating the Seven Sacred Teachings into monthly Virtue Assemblies. These are student-led activities that incorporate anti-bullying messages, physical activity and recognition of students displaying good character. Prizes are awarded as well as a draw for a pizza lunch with the principal.
- Parents of Timberlea School students who are members of identifiable cultural, ethnic, or religious groups (eg. FNMI, Muslim, Indo/Pak communities) will be invited to meetings with the principal to share their thoughts and ideas, and to bring concerns that are unique to them as members of an identifiable group.
- Friends and Fun Friends program will be continued, along with a number of other emotional health and safety programs such as Be Safe and
- "Who do you Tell" program will again be provided by WayPoints to Grade 3 students and parents.
- Continue to promote our Healthy Family Fun Night, Healthy Family Challenges, Fine Arts Family Night, Multi-cultural Night/Week, and Aboriginal Awareness Week, of which major components are student performances.

#### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. **Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).**



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for <b>students to receive a broad program of studies</b> including fine arts, career, technology, and health and physical education.	75.5	75.6	79.7	87.0	81.1	89	High	Maintained	Good	82	84	86

### Comment on Results

- Decrease by 6% compared to 2015
- Timberlea School results for this performance measure were on par with both the School Authority and Provincial results.

### Strategies

- Continue to promote our Healthy Family Fun Night, Fine Arts Family Night, Multi-cultural Night/Week, traveling Alberta Art Exhibit, Literacy Week, Spirit Weeks, and Aboriginal Awareness Week, of which a major component is a student performance.
- Virtue assemblies
- Google Classrooms, Google Hangouts
- FNMI students will be invited to attend regular meetings with the school FNMI liaison to discuss issues important to them and share stories, engage in activities, etc.
- Continue communicating what is happening at Timberlea School through PowerSchool parent portal, teacher webpages, Facebook, Twitter, Instagram, SeeSaw web app, local radio spots, and electronic sign.
- Skipping Club provided by student teachers at lunch recess
- Joint school choir with students of Christina Gordon School
- Joint guitar club with students of Christina Gordon School
- Joint volleyball, basketball and other sports teams with students and staff of Christina Gordon School
- Junior Tech Club for grade 2/3 students, STEM club starting in January
- Introduction of Coding Club in collaboration with Westwood High School educators and students
- Field trips and community-based awareness and fundraising (Citizenship): skiing, tubing, swimming, stuff-the-bus, Raise the Roof (Centre of Hope), United Way, UNICEF, SPCA, etc

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. *Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).*



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Percentage of teachers, parents and students indicating that their <b>school and schools in their jurisdiction have improved or stayed the same</b> the last three years.	83.5	71.6	86.7	80.8	87.0	<b>87</b>	Very High	Improved	Excellent	88	90	91
Percentage of teachers and parents satisfied with <b>parental involvement in decisions about their child's education.</b>	74.4	72.0	85.0	83.5	84.9	<b>86</b>	Very High	Maintained	Excellent	85	87	88
Percentage of teachers, parents and students satisfied with the <b>overall quality of basic education.</b>	93.3	88.1	91.7	89.1	92.2	<b>94</b>	Very High	Maintained	Excellent	92	94	95

### Comment on Results

- Very high results maintained in all three measures over the last few years.
- Timberlea School results for parental involvement, school improvement, and quality of basic education were higher than both the School Authority and Provincial results.

### Strategies

- As part of our strategies to shrink the achievement gap between FNMI students and others, we are incorporating the Seven Sacred Teachings into monthly "Virtue Assemblies". These are student-led assemblies that incorporate anti-bullying messages, physical activity and recognition of students displaying good character. Prizes are awarded as well as a draw for a pizza lunch with the principal.
- OurSchool survey results shared with students, staff and parents to establish areas for growth and to plan for meaningful changes to school culture.
- Parents of Timberlea School students who are members of identifiable cultural, ethnic, or religious groups (eg. FNMI, Muslim, Indo/Pak communities) will be invited to meetings with the principal to share their thoughts and ideas, and to bring concerns that are unique to them as members of an identifiable group.
- Continue to work with School Council and Parent Association to explore ways to increase meaningful parental involvement in the school.

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. **Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).**

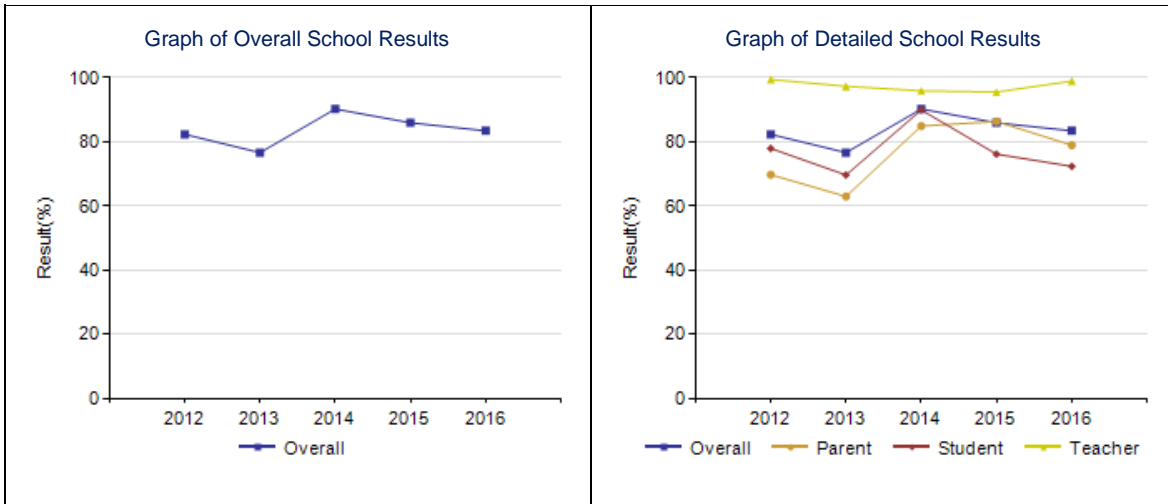


**APPENDIX – Measure Details**

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.3	76.6	90.2	85.9	83.4	80.1	82.2	80.9	81.8	81.8	82.5	83.4	83.4	83.5	83.9
Teacher	99.4	97.3	95.9	95.5	98.9	91.5	93.7	95.6	95.4	96.4	93.1	93.6	93.8	94.2	94.5
Parent	69.7	62.9	84.9	86.3	78.9	77.9	79.3	80.7	81.0	81.0	79.4	80.3	81.9	82.1	82.9
Student	77.9	69.6	89.9	76.1	72.3	70.8	73.6	66.5	69.1	67.9	75.0	76.2	74.5	74.2	74.5



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

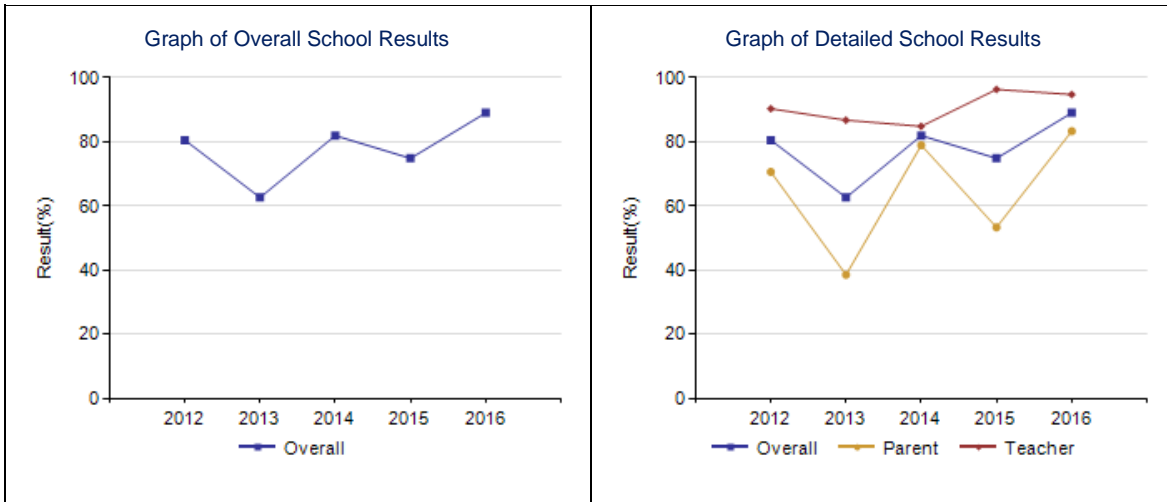




**Work Preparation – Measure Details**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	80.5	62.6	81.9	74.8	89.0	77.2	79.6	83.0	80.4	85.4	79.7	80.3	81.2	82.0	82.6
Teacher	90.3	86.7	84.8	96.3	94.7	87.7	89.8	89.3	91.5	93.6	89.5	89.4	89.3	89.7	90.5
Parent	70.6	38.5	78.9	53.3	83.3	66.7	69.4	76.8	69.3	77.1	69.9	71.1	73.1	74.2	74.8



Notes:

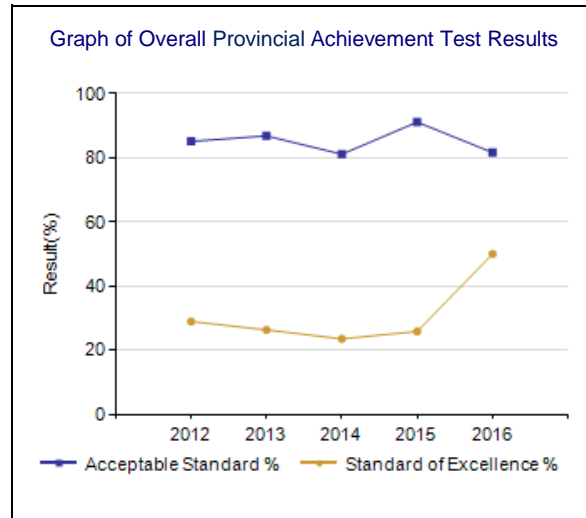
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	87.6	25.8	90.0	16.0	91.9	17.4	94.9	20.3	53.8	30.8	95	21
	Authority	84.5	20.3	88.0	13.7	84.5	15.2	86.1	19.4	42.2	18.8		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	School	83.1	22.5	83.0	24.0	77.9	31.4	91.5	20.3	100.0	55.6	92	21
	Authority	78.5	17.7	73.7	17.3	73.8	15.0	78.7	17.3	90.0	32.5		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	School	89.9	37.1	89.0	38.0	79.1	29.1	91.5	33.9	88.9	66.7	92	34
	Authority	82.5	28.9	78.4	20.8	72.3	15.6	76.9	21.5	93.9	42.4		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	School	79.8	30.3	85.0	27.0	75.6	16.3	86.4	28.8	100.0	57.1	87	29
	Authority	73.1	21.2	75.3	16.4	62.8	8.4	70.6	15.2	96.7	33.3		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		

Notes:

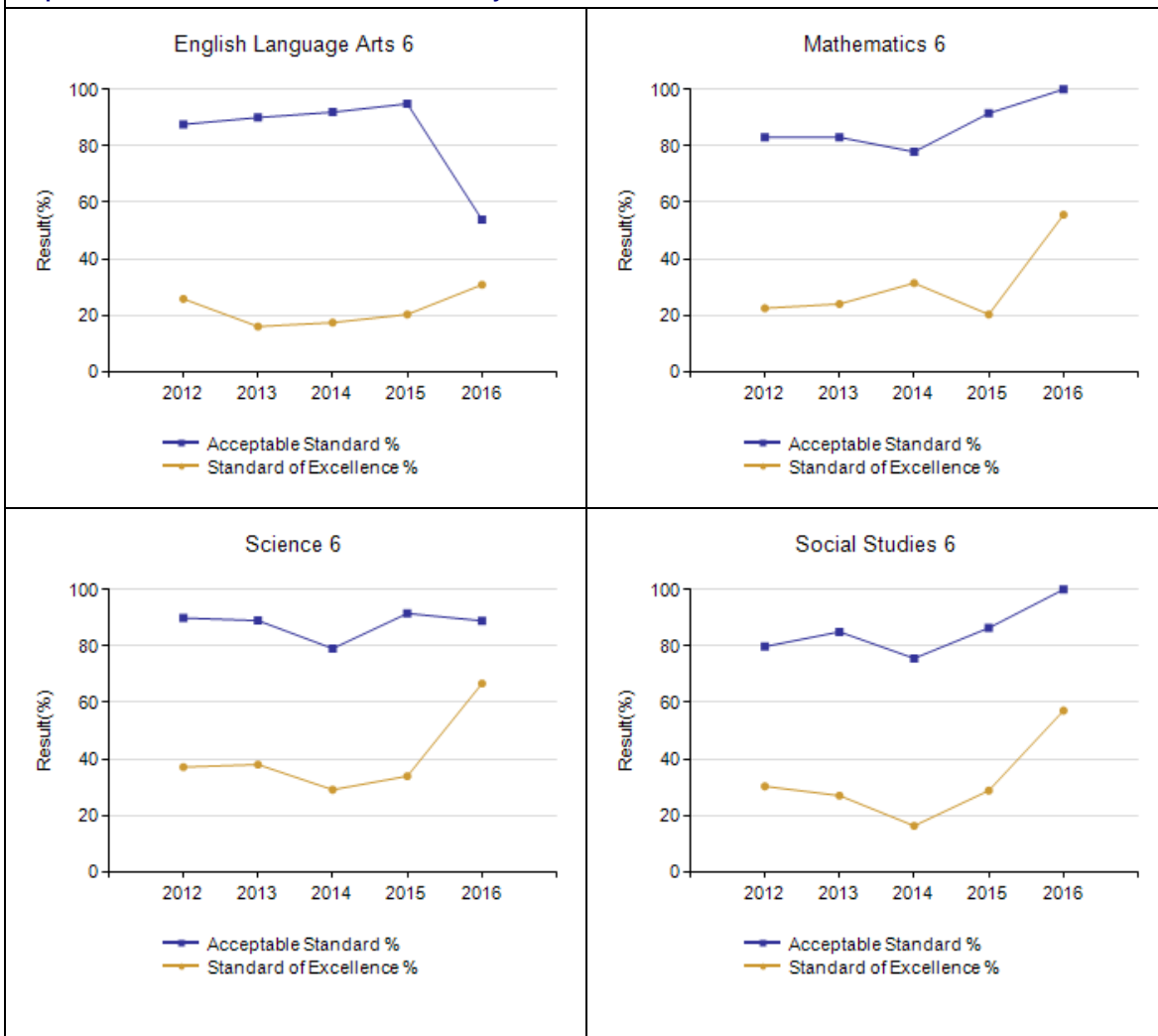
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course





Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**PAT Results Course By Course Summary By Enrolled With Measure Evaluation**

		Timberlea Public School							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	13	53.8	82	92.3	47,606	82.9	45,843	82.4
	Standard of Excellence	n/a	n/a	n/a	13	30.8	82	17.9	47,606	20.4	45,843	17.8
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	9	100.0	82	84.1	47,512	72.2	45,774	73.2
	Standard of Excellence	n/a	n/a	n/a	9	55.6	82	25.2	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	n/a	n/a	n/a	9	88.9	82	86.5	47,543	78.0	45,788	76.6
	Standard of Excellence	n/a	n/a	n/a	9	66.7	82	33.7	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	7	100.0	82	82.3	47,522	71.4	45,710	71.0
	Standard of Excellence	n/a	n/a	n/a	7	57.1	82	24.0	47,522	22.0	45,710	17.9

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.



**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

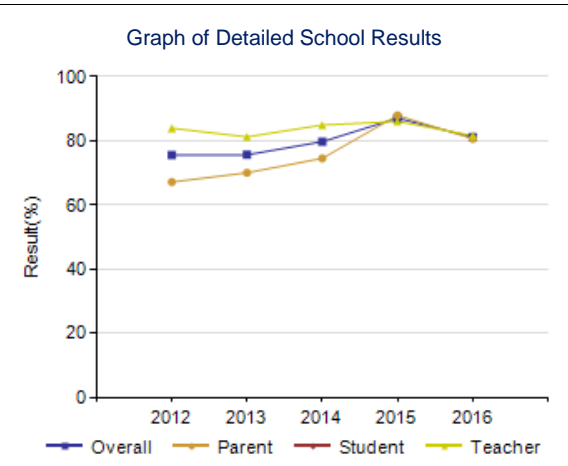
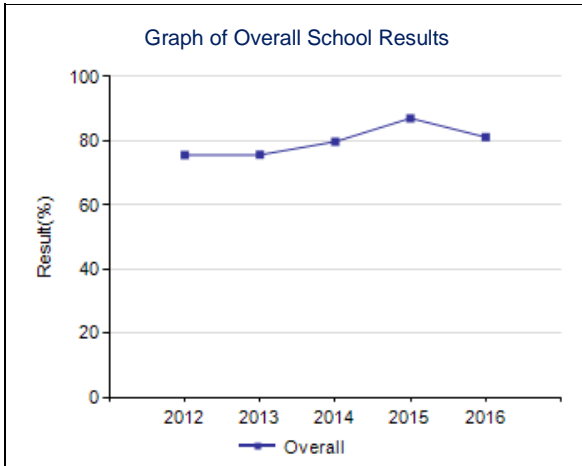
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	75.5	75.6	79.7	87.0	81.1	80.8	78.5	79.2	81.0	81.4	80.7	81.5	81.3	81.3	81.9
Teacher	83.9	81.2	84.9	86.0	81.6	86.2	83.0	87.0	85.4	88.6	87.3	87.9	87.5	87.2	88.1
Parent	67.1	70.0	74.5	87.9	80.6	80.1	76.4	76.1	82.9	79.3	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	76.2	76.2	74.5	74.6	76.2	76.9	77.8	76.6	76.9	77.5



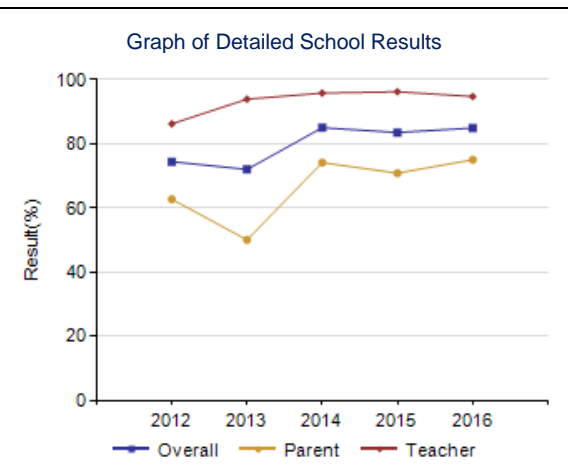
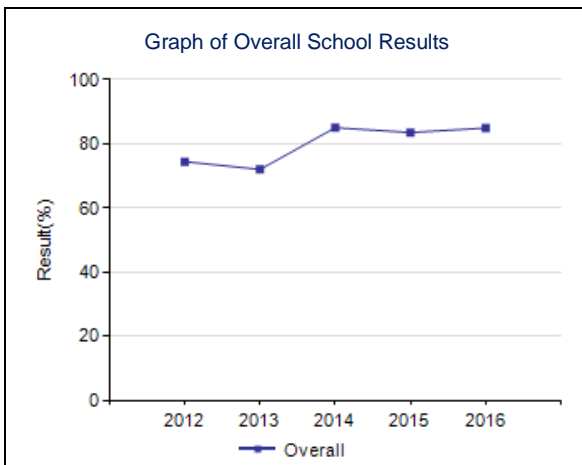
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	74.4	72.0	85.0	83.5	84.9	77.4	81.1	84.3	82.6	82.2	79.7	80.3	80.6	80.7	80.9
Teacher	86.2	93.9	95.8	96.2	94.7	88.5	87.7	90.6	91.0	91.5	88.0	88.5	88.0	88.1	88.4
Parent	62.7	50.0	74.1	70.8	75.0	66.2	74.4	78.1	74.1	72.9	71.4	72.2	73.1	73.4	73.5



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

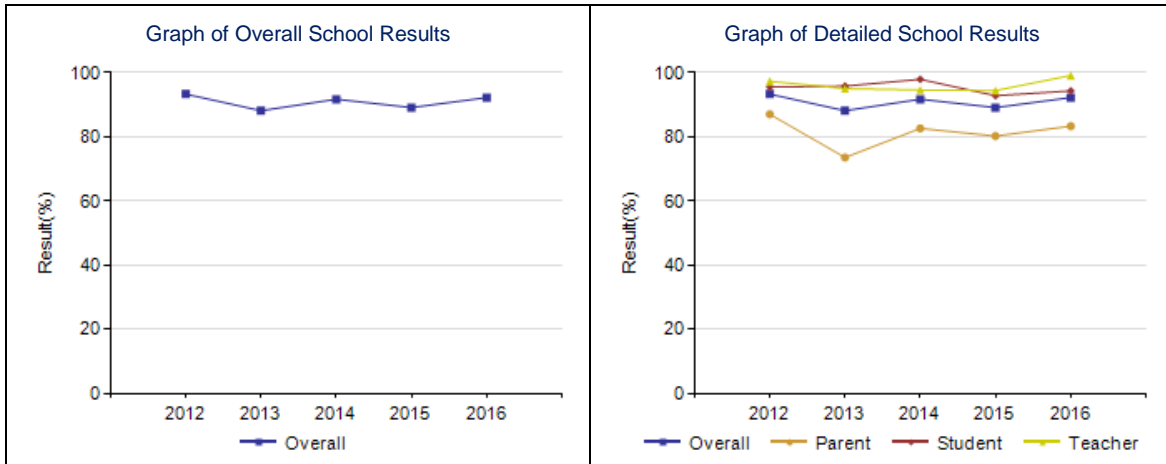


**School: 1855 Timberlea Public School**

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

**Education Quality – Measure Details**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	93.3	88.1	91.7	89.1	92.2	87.4	89.2	88.2	88.2	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	97.3	95.0	94.6	94.4	99.1	95.0	96.0	97.1	96.2	97.6	95.4	95.7	95.5	95.9	96.0
Parent	87.0	73.5	82.6	80.2	83.3	80.5	82.9	83.9	85.7	84.5	84.2	84.9	84.7	85.4	86.1
Student	95.5	95.8	97.9	92.8	94.3	86.6	88.6	83.7	82.8	83.5	88.6	88.7	87.3	87.4	88.0

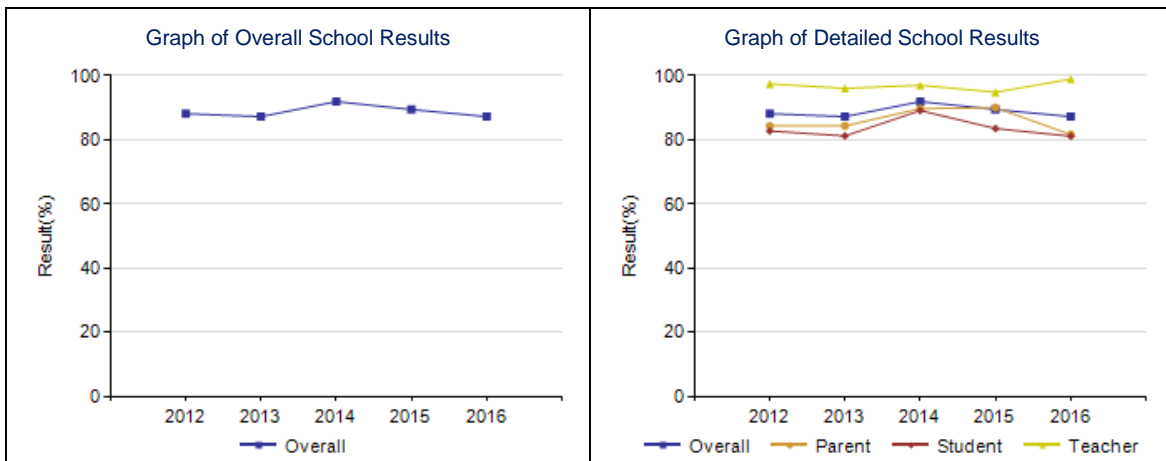


**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.1	87.2	91.9	89.4	87.2	86.0	88.7	86.8	87.5	88.3	88.6	89.0	89.1	89.2	89.5
Teacher	97.4	96.0	97.0	94.8	98.9	94.9	94.8	96.9	95.6	97.2	94.8	95.0	95.3	95.4	95.4
Parent	84.3	84.3	89.7	90.0	81.6	84.1	87.7	86.0	87.5	88.3	87.4	87.8	88.9	89.3	89.8
Student	82.7	81.2	89.1	83.5	81.1	79.0	83.6	77.5	79.5	79.4	83.7	84.2	83.1	83.0	83.4





**School: 1855 Timberlea Public School**

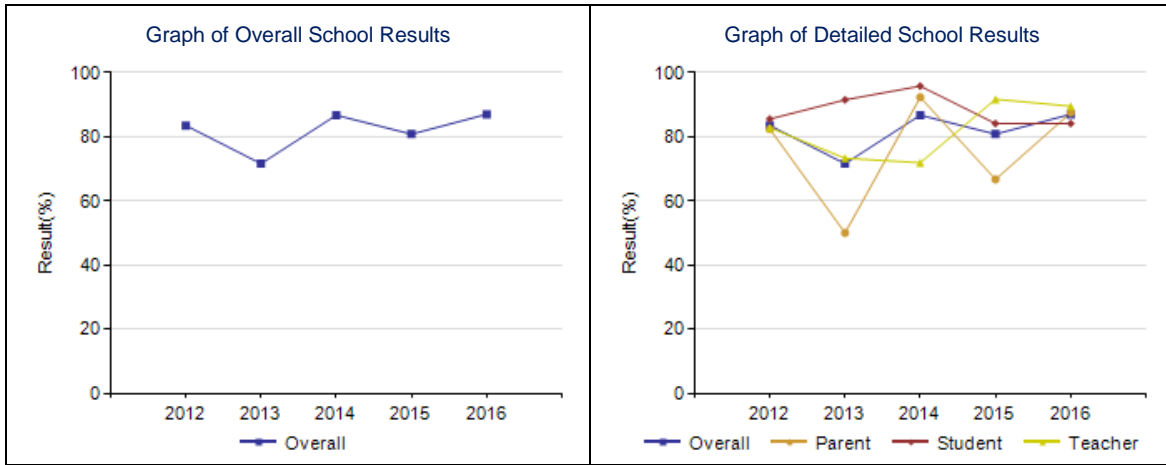
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

*School Improvement – Measure Details*

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.5	71.6	86.7	80.8	87.0	80.5	80.6	81.7	79.9	80.2	80.0	80.6	79.8	79.6	81.2
Teacher	82.8	73.3	71.9	91.7	89.5	77.5	75.8	84.3	80.9	88.0	81.1	80.9	81.3	79.8	82.3
Parent	82.4	50.0	92.3	66.7	87.5	80.6	79.1	81.6	79.3	73.9	76.2	77.9	77.0	78.5	79.7
Student	85.5	91.5	95.8	84.1	84.1	83.4	86.9	79.2	79.6	78.8	82.7	82.9	81.2	80.7	81.5



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).