



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

Timberlea Public School 2017-2020





Timberlea Public School Profile

“Re-visioning” Our School

Timberlea School is currently in a period of transition. We share the building with Fort McMurray Christian School. Christina Gordon and Dave McNeilly elementary schools have opened nearby, and 2 large Catholic elementary schools both offer options to parents and students. 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. To this end, we initiated a review of the school's vision and mission during the 2016-17 school year. The vision statement was revised and reinforced with 6 mission goals:

Vision

Timberlea Public School is a safe and caring community striving for excellence in learning

Mission

We are dedicated to supporting every child in becoming a successful and responsible citizen. We will achieve this by:

- motivating students to achieve academic excellence
- promoting healthy eating and active living
- nurturing creativity and imagination
- encouraging critical thinking
- honouring student diversity
- promoting respect and care for the natural world

With these 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. These goals can only be achieved with the support of all stakeholders placing student learning and wellness as their number one priority.

Timberlea Public School will continue to work towards realizing our school vision by implementing programs that support our mission goals:

Mission Goal #1 – Motivating Students to Achieve Academic Excellence

- French as a Second Language (Grades 4-6)
- Words Their Way spelling program
- Mathletics
- STEAM classes grades 1-6
- Science Fair
- Destination Conservation team
- Student operated fundraising activities (Gr. 6 year-end trip fundraisers, special event canteens)
- Howler prizes awarded monthly
- Reading Buddies with Division 1 and 2 students
- Monthly pizza lunch with the principal
- Year-end academic, environmental, citizenship, fine arts, and sports awards
- Learning Assistance Centre (LAC) teacher
- Levelled Literacy Intervention (LLI)
- Speech and Occupational Therapy
- Educational Assistants in each classroom
- School Counselor
- Mental Health supports through FSLW, CMHA, and SOS
- University of Alberta DiscoverE Science program



Mission Goal #2 – Promoting Healthy Eating and Active Living:

- School Health and Wellness Guidelines
- Daily Physical Activity (DPA)
- Lunchtime intramural sports and games
- Girls Inc., Girl Power & Mega Boyz
- Archery Club
- Golf Club
- Breakfast cart snacks each morning
- Apples available to students each day
- Healthy hot lunch program
- Floor hockey team
- Gr. 5-6 volleyball
- Grade 5-6 basketball
- Winter Walk
- Year-end Sports Day
- Snowshoeing
- Tubing trips to Vista Ridge
- Skiing trips to Vista Ridge
- Taste Tests

Mission Goal #3 – Nurturing Creativity and Imagination

- STEAM classes grades 1-6
- Knitting club
- 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
- Destination Conservation team
- Student Council (Gr. 5 & 6)
- Christmas Concert
- Science Fair
- Multicultural Week and Evening event
- Art Gallery of Alberta Travelling Exhibition Program
- Remembrance Day assembly,
- Guitar Club
- Words in Motion
- Learning Through The Arts Program (LTTA)

Mission Goal #4 – Encouraging Critical Thinking

- STEAM classes grades 1-6
- Learning Through The Arts Program (LTTA)
- Student Council
- Destination Conservation team
- Virtue of the Month promoted in class activities
- 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
- School Wide Recycling

Mission Goal #5 – Honouring Student Diversity



- WITS Anti-bullying program
- French as a Second Language (Grades 4-6)
- Inclusion of religious and cultural holidays in school calendar
- 7 Sacred Teachings incorporated into classroom lessons and virtue assemblies
- Celebration of Aboriginal Awareness Week
- Multicultural Week celebrations
- Christmas concert
- Cultural awareness presentations at PLF

Mission Goal #6 – Promoting Care and Respect for the Natural World

- Plants in every classroom
- Planters in the school atrium and front entrance
- Garden at front entrance
- Filtered water refill station
- Destination Conservation team
- Aquarium in main office
- Bottle and paper recycling

Facility

Maintenance: Replacement of classroom resources is near completion after the damage and loss caused by the wildfires of May 2016.

Utilization: Fort McMurray Christian School currently occupies 2 entire wings of portable classrooms. Two dedicated classroom spaces in Timberlea School serve as lunch rooms, 1 classroom space serves as a gross motor development room. We have one computer lab that serves as a STEAM (Science, Technology, Engineering, Arts, Math) room. 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 lunchroom, 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.

Staff

Administration	0.8 FTE Waleed Najmeddine
ATA	11 FTE Principal, teachers, LAC
CUPE	7.0 FTE Educational Assistants
	2.0 FTE Office and Library Support

Professional Learning

Timberlea School continues to participate in professional learning activities as part of our yearly district calendar. Staff maintains a cordial and collaborative work environment to establish goals, share teaching and learning strategies, and openly offer feedback in discussions. 2018-19 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.

Students

Current enrolment 2017-18 – 208

Projected 2018-19 – 185



We currently offer 1 morning Kindergarten class and 1 afternoon ECDP class. Grades 1 to 3 students are served by 3.0 FTE teachers, and Grades 4 to 6 students are served by 4.0 FTE teachers. Class sizes are as follows:

Grade	Students	Grade	Students
ECDP	19	Kindergarten	24
Grade 1	25	Grade 2	25
Grade 3	23	Grade 4	28
Grade 5	30	Grade 6	34

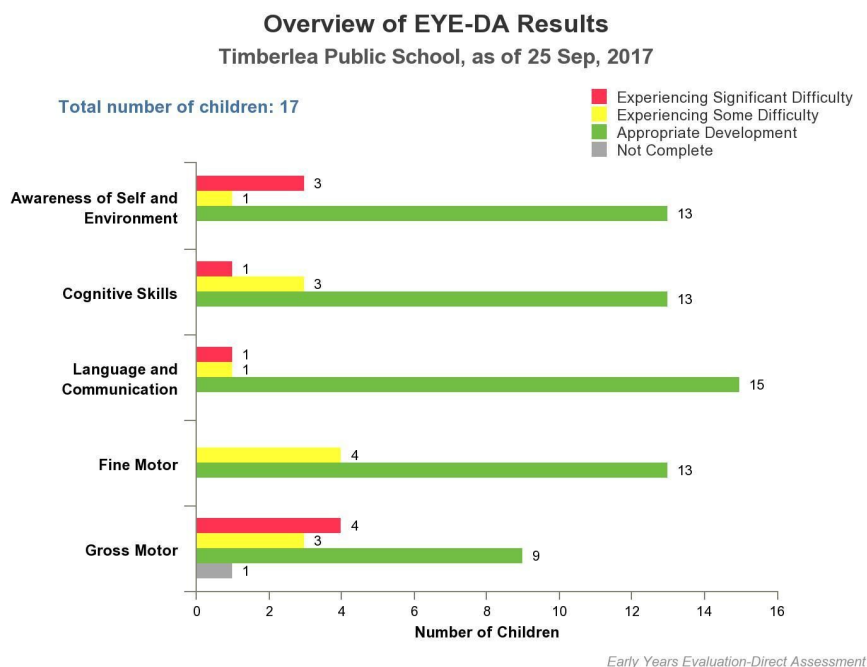
First Nations Metis Inuit (FNMI)

9 students are self-identified FNMI. The principal's duties include acting as FNMI Liaison for the school.

Special Education

0.4 FTE has been dedicated to a Learning Assistance Centre teacher (LAC) with 0.3 FTE support serving 36 English Language Learners (ELL) students. 11 students are identified with severe learning disabilities (code 40), 10 students identified with mild/moderate learning disabilities (code 50).

Early Years Evaluation (EYE) 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 they 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 in 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.
- Jolly Phonics program Kindergarten to grade 2 to support development of cognitive skills.
- Incorporating music and movement into daily activities and lessons through the incorporation of 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 display student growth and development in Kindergarten.

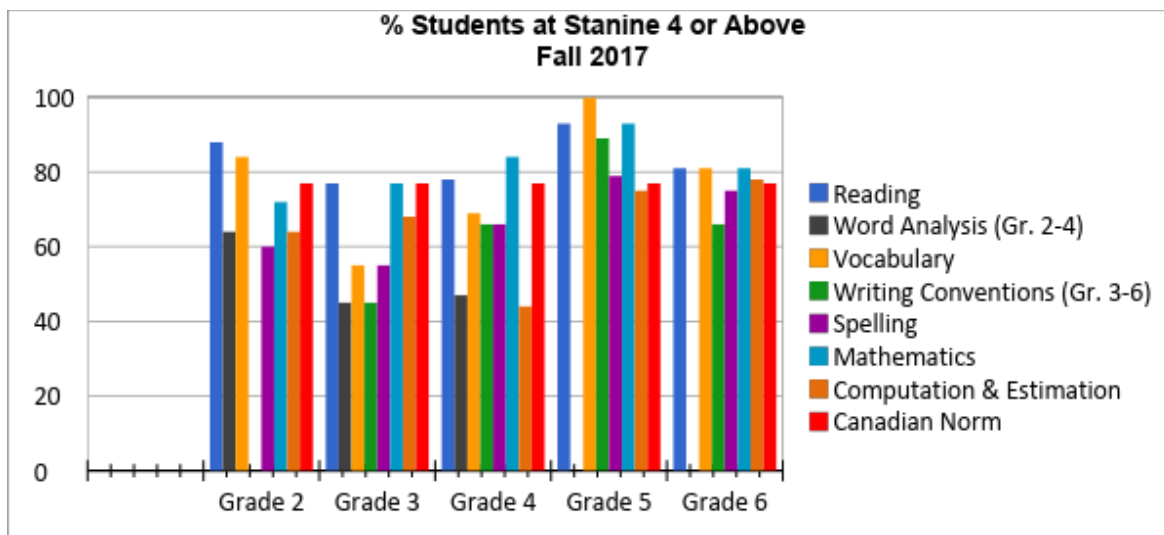
Provincial Achievement Tests (PAT)

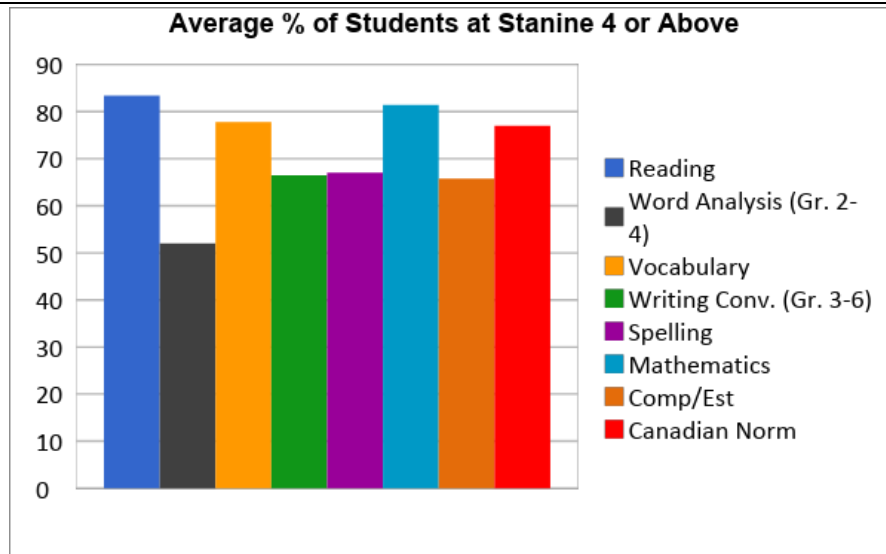
Overall, 92% of grade 6 students achieved the acceptable standard, with 38% achieving the standard of excellence. The provincial percentage of students achieving the acceptable standard was 73%, with 20% achieving the standard of excellence. We are very proud of the PAT results from June 2017.

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 have as many students as possible performing at the standard of excellence for as long as these tests are in use.

Canadian Achievement Tests – Version 4 (CAT-4)

CAT-4 assessments were administered to grades 2-6 over a 2 week period in October 2017. The following charts depict performance of students with reference to National Stanines. Students scoring 4 or above on a test category are considered to be “ahead of the curve” in comparison to students across the country. Word Analysis is only part of tests for grades 2-4; likewise for Writing Conventions grades 3-6.





CAT4 Results – Fall 2017

Reading, vocabulary, and mathematics scores for grades 2 through 6 were at or above Canadian norms. Computation and Estimation scores were lower than Canadian norms for grades 2-4, but significantly so for grade 4. Word Analysis scores for grades 2-4 were significantly lower than Canadian norms.

CAT4 Goals – Fall 2018

Continuous improvement for all students is always the goal. Fall 2017 results indicate a need to apply focused effort on improving student skills in Word Analysis and Spelling for gr. 2-4, and Writing Conventions and Computation/Estimation for grades 3-6.

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.

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*.

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.

Google Apps For Education (GAFE) will continue to be the software programs of choice for most Timberlea School staff. With parental consent received, we have acquired GAFE accounts for all students in grades 4-6. Teachers in Division 2 will develop their own skills and strategies in making these applications part of their everyday practice, as well as help students to develop skills they will need to succeed as they progress into junior and senior high schools in our district.



School Growth Goals 2018-19

1. Improvement of student literacy and numeracy skills as measured by performance on CAT4, PAT's, benchmarks, and teacher formative and summative assessments.
 - Core strategies – test preparation, basic skills development, daily/monthly recognition of achievement
2. Increasing student and staff engagement through the effective use of digital technologies.
 - Core strategies – STEAM education for grades 1-6, Mathletics, LexiaCore 5 literacy software, and increased use of Google Applications for Education for grades 4-6, as well as a move towards 1:1 Chromebook devices for all students grade 4-6.
3. Nurturing mental and physical health of students, especially considering the unknown full impact of the 2016 wildfires and evacuation on all members of the school community.
 - Core strategies – access to school counselor, extracurricular sports and clubs, student council

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.

Timberlea School Parent Association (TSPA)

Timberlea School Parent Association provides significant financial support in the form of classroom, library, music, and physical education resources. There is open dialogue and cooperation between staff and the Timberlea Public School Parent Association working to identify needs, and finding solutions, which contributes to our positive school culture.

National Archery in the Schools Program (NASP)

Beginning September 2017, Archery Club was established with the purpose of being an activity that does not discriminate based on popularity, athletic skill, gender, size, or academic ability. It is a different kind of team sport that is open to any student. School staff received training in May 2017 and became certified NASP instructors.

NASP is an extra-curricular program aimed at improving educational performance among students in grades 4 to 6. Through our archery program students are learning focus, self-control, discipline, patience, and the life lessons required to be successful in and out of the classroom.

STEAM Education

Beginning as well in September 2017, Timberlea School was the only FMPSD school to offer regular classroom programming that integrates Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum. It is a part of weekly programming for all students grade 1 to 6. We are excited to be pioneering this program in collaboration with our district's Technology Department, Elementary Educational Technology Coordinator, and numerous colleagues at district schools.

STEAM also engages all homeroom teachers in collaborative planning to develop hands-on experiential learning activities to enrich current curriculum and extend learning into real world applications. We aim to



School: 1855 Timberlea Public School

encourage students to take thoughtful risks, persist in problem-solving, embrace collaboration, and work through the creative process to design and complete STEAM projects.

Kindergarten Expanded Education Program (KEEP) 2018-19

Timberlea School is one of 5 FMPSD schools that will be offering this exciting new program in September 2018.

KEEP will have a maximum charge of \$200 per month and is designed for students residing in Timberlea School's attendance area. The program will supplement our existing half-day Kindergarten program. Those wishing to register for Timberlea KEEP 2018-19 but living outside our attendance area will be added to a waiting list. A district review of KEEP's feasibility and benefits will occur in the Spring of 2019.

YMCA offers before and after school care at our school, as well as a "Kindercare" program (child care for half-day Kindergarten students). These programs will continue to be available to families at Timberlea School for 2018-19.



Combined 2017 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	94.9	87.2	89.5	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.9	81.1	82.6	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	92.4	92.2	91.0	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	92.4	81.6	86.1	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	37.5	50.0	24.7	19.5	19.4	18.8	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	88.3	89.0	81.9	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	90.8	83.4	86.5	83.7	83.9	83.6	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	88.7	84.9	84.4	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.2	87.0	84.8	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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); and 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.

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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.8	81.1	91.1	81.6	92.4	90	Very High	Maintained	Excellent	93	94	95
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	26.3	23.5	25.8	50.0	37.5	26	Very High	Improved	Excellent	28	30	32

Comment on Results

- Provincial average for acceptable standard was 73%, with 20% achieving the standard of excellence
- Timberlea School students performed at or better than provincial average on almost every test item on all 4 tests

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.

Teachers' professional learning is driven by students' needs. To determine the needs and areas of growth for Timberlea students, teachers analyze PAT, and CAT-4 data, classroom observations, Fountas and Pinnell Benchmarks in Reading, and analysis of student writing samples. Informed by this data, teachers establish clear learning focuses with the support of school administration:

PAT Test Item Analysis – Areas for Growth

Science – Identifying a responding variable; applying knowledge of Bernoulli's principle

Social Studies – Influencing Alberta government decision making, Identifying activities regulated by municipal bylaws

Math – no areas of concern

Language Arts – punctuation, identification of literary devices, story character types,

CAT-4 Basic Skills – Areas for Growth 2018-19

1. Word Analysis (Gr. 2-4)
 - a. Rhyming words
 - b. Compound words
 - c. Contractions
 - d. Roots and affixes
 - e. Syllables
2. Spelling (Gr. 2-4)
 - a. Consonants and consonant blends
 - b. Digraphs
 - c. Clusters
 - d. Vowels
 - e. Vowel combinations
3. Writing Conventions (Gr. 3-6)
 - a. Capitalization and punctuation
 - b. Sentence structure
 - c. Paragraph structure
4. Computation and Estimation (Gr. 3-6)
 - a. Whole number operations
 - b. Decimal operations
 - c. Estimation and number operations

Learning Support Strategies

- This includes LAC literacy/numeracy support by organizing 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 - Mathletics, CAT-4, PAT preparation



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Notes:

- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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); and 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.6	90.2	85.9	83.4	90.8	85	Very High	Improved	Excellent	85	87	90
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.	62.6	81.9	74.8	89.0	88.3	85	Very High	Maintained	Excellent	90	91	92

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 3 years. Timberlea School results for this performance measure were at or above 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. Timberlea School results for this performance measure were higher than Provincial results over the last 3 years.

- 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 school administration to solicit ideas, and to address student concerns
- Zones of Regulation strategies will continue to be employed across all grade levels to help students express their emotions in simple, yet meaningful language
- Lunch time intramurals lead by grade 5 and 6 students under teacher supervision.
- Library helpers at lunch and indoor recess breaks
- Buddy reading programs between Division 2 and Division 1 students

Notes:

- 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.



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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

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

Comment on Results

- 1 student who self-identified as FNMI wrote PAT's in June 2017
- Current FNMI enrollment at Timberlea School:
 - Kindergarten – 1 student
 - gr. 2 – 2 students
 - gr. 3 – 1 student
 - gr. 4 – 2 students
 - gr. 5 – 2 students
 - gr. 6 – 1 student

- Attendance of school representative at district FNMI Liaison meetings, Walking Together training, and other relevant professional learning opportunities to learn strategies and share with Timberlea staff
- Promote adoption of FNMI ways of learning into all classrooms
- 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 each year
- School-wide commemoration of Orange Shirt Day to acknowledge the trauma experienced in residential schools
- Posting of FNMI community events on school social media accounts and website

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.



Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	87.2	91.9	89.4	87.2	94.9	90	Very High	Improved	Excellent	88	90	92

Comment on Results

- Timberlea School results for this performance measure were on par or above Provincial results over the last 3 years.
- One of the top priorities of Timberlea School is to provide emotional and psychological support to all students. We continue to employ the services of a contracted counselor at 0.4 FTE. This counselor is also employed at Christina Gordon School for the 2017-18 school year.

- Introduction of WITS program. Visitors from RCMP and Canadian Mental Health Association read anti-bullying related books once a month.
- Continuation of "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, Seven Sacred Teachings have become the focus of "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.
- Monthly Student Support Team meeting including school principal, LAC teacher, counselor, and FSLW to assess needs for supports and to monitor progress of students and families at risk.
- Friends and Fun Friends program will be continued, along with a number of other emotional health and safety programs such as Be Safe
- "Who do you Tell" program provided by WayPoints
- Continue to promote our Multi-cultural Night/Week, and Aboriginal Awareness Week, of which major components are student performances.

Notes:

1. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	75.6	79.7	87.0	81.1	87.9	82	Very High	Maintained	Excellent	88	89	90

Comment on Results

- Timberlea School results for this performance measure were on par or above Provincial results over the last 3 years.



- STEAM program to continue for 2018-19
- Archery Club to continue for 2018-19
- KEEP to be introduced for 2018-19
- Guitar Club will continue for 2018-19
- Volleyball, basketball and badminton teams
- Knitting Club will continue for 2018-19
- Art Club to continue for 2018-19
- Multicultural Night/Week, traveling Alberta Art Exhibit, Literacy Week, Spirit Weeks, and Aboriginal Awareness Week
- Virtue assemblies with 7 Sacred Teachings as the focus (Respect, Love, Wisdom, Courage, Honesty, Truth, Humility)
- Integration of Google Apps for Education grades 4-6
- 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.
- 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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	71.6	86.7	80.8	87.0	86.2	88	Very High	Maintained	Excellent	87	88	89
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	72.0	85.0	83.5	84.9	88.7	85	Very High	Maintained	Excellent	88	89	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.1	91.7	89.1	92.2	92.4	92	Very High	Maintained	Excellent	92	94	95

Comment on Results

- Very high results maintained in all three measures over the last 4 years.
- Timberlea School results for parental involvement, school improvement, and quality of basic education were higher than Provincial results.



School: 1855 Timberlea Public School

- Continue to keep school website and social media accounts up to date, with frequent publicizing of classroom activities and special events.
- Incorporation of the Seven Sacred Teachings into monthly “Virtue Assemblies”.
- OurSchool survey results shared with students, staff and parents to establish areas for growth and to plan for meaningful changes to school culture.
- Continue to work with School Council and Timberlea School Parent Association to explore ways to increase meaningful parental involvement in the school.

Notes:

1. 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.



APPENDIX – Measure Details

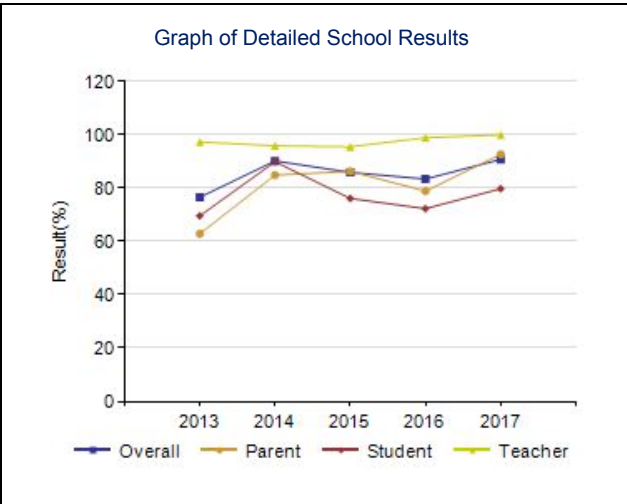
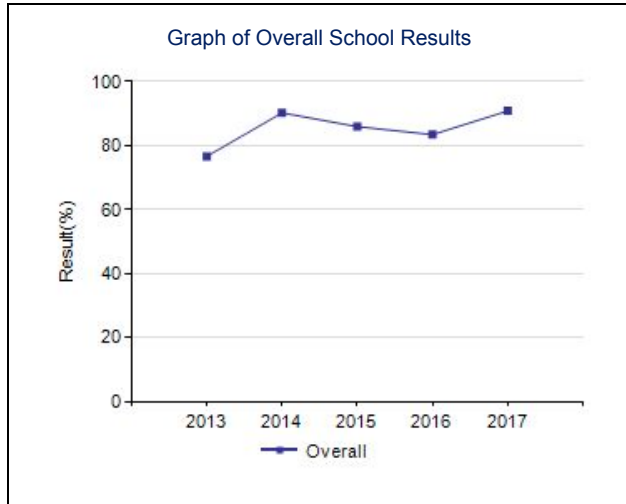
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.



Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.6	90.2	85.9	83.4	90.8	82.2	80.9	81.8	81.8	84.9	83.4	83.4	83.5	83.9	83.7
Teacher	97.3	95.9	95.5	98.9	100.0	93.7	95.6	95.4	96.4	96.3	93.6	93.8	94.2	94.5	94.0
Parent	62.9	84.9	86.3	78.9	92.7	79.3	80.7	81.0	81.0	84.0	80.3	81.9	82.1	82.9	82.7
Student	69.6	89.9	76.1	72.3	79.8	73.6	66.5	69.1	67.9	74.6	76.2	74.5	74.2	74.5	74.4



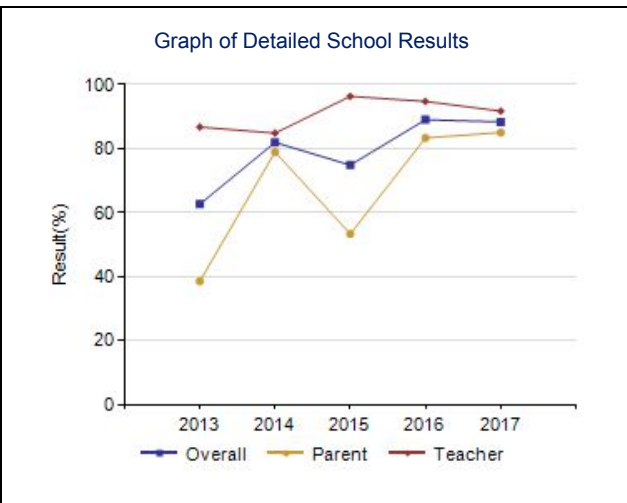
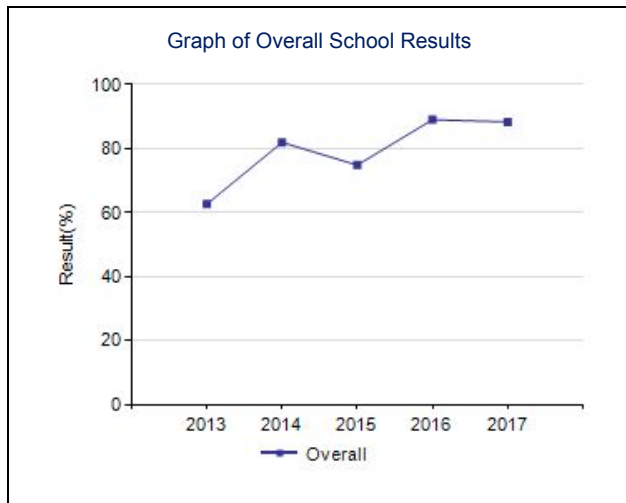
Notes:

- 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.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	62.6	81.9	74.8	89.0	88.3	79.6	83.0	80.4	85.4	84.5	80.3	81.2	82.0	82.6	82.7
Teacher	86.7	84.8	96.3	94.7	91.7	89.8	89.3	91.5	93.6	93.9	89.4	89.3	89.7	90.5	90.4
Parent	38.5	78.9	53.3	83.3	85.0	69.4	76.8	69.3	77.1	75.0	71.1	73.1	74.2	74.8	75.1



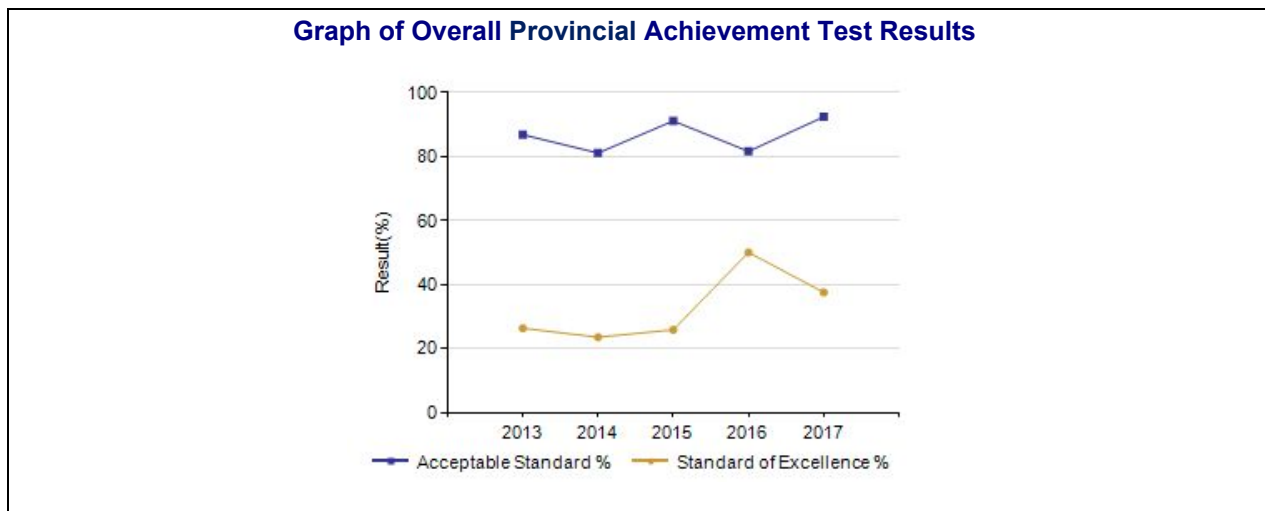


Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled		Results (in percentages)										Targets			
		2013		2014		2015		2016		2017		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	90.0	16.0	91.9	17.4	94.9	20.3	53.8	30.8	94.4	25.0	-	-	95	26
	Authority	88.0	13.7	84.5	15.2	86.1	19.4	42.2	18.8	85.1	14.6				
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9				
Mathematics 6	School	83.0	24.0	77.9	31.4	91.5	20.3	100.0	55.6	88.9	30.6	-	-	90	32
	Authority	73.7	17.3	73.8	15.0	78.7	17.3	90.0	32.5	67.0	9.7				
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6				
Science 6	School	89.0	38.0	79.1	29.1	91.5	33.9	88.9	66.7	94.4	52.8	-	-	95	53
	Authority	78.4	20.8	72.3	15.6	76.9	21.5	93.9	42.4	72.9	20.2				
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0				
Social Studies 6	School	85.0	27.0	75.6	16.3	86.4	28.8	100.0	57.1	91.7	41.7	-	-	93	43
	Authority	75.3	16.4	62.8	8.4	70.6	15.2	96.7	33.3	69.8	17.1				
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7				

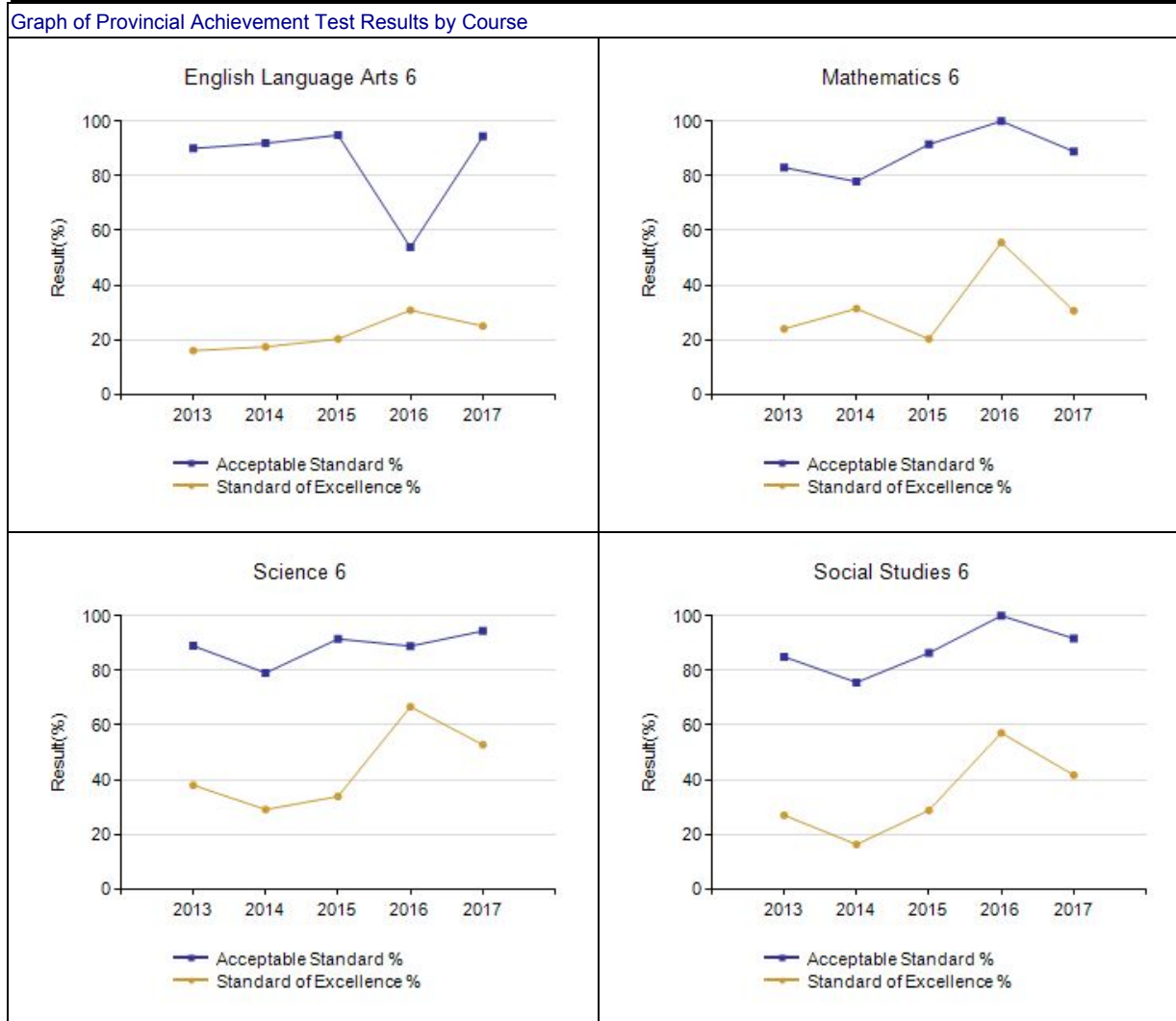
Notes:

1. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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.



Notes:

1. 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.



Notes:

1. 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	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	36	94.4	73	93.4	49,572	82.5	46,989	82.5
	Standard of Excellence	Very High	Maintained	Excellent	36	25.0	73	18.9	49,572	18.9	46,989	19.2
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	36	88.9	73	84.7	49,507	69.4	46,906	73.0
	Standard of Excellence	Very High	Maintained	Excellent	36	30.6	73	25.9	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very High	Improved	Excellent	36	94.4	73	85.3	49,501	76.9	46,914	76.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	36	52.8	73	31.5	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	36	91.7	73	81.0	49,485	72.9	46,903	70.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	36	41.7	73	22.5	49,485	21.7	46,903	18.9

Notes:

- 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
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 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
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- 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%.
- 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.
- 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

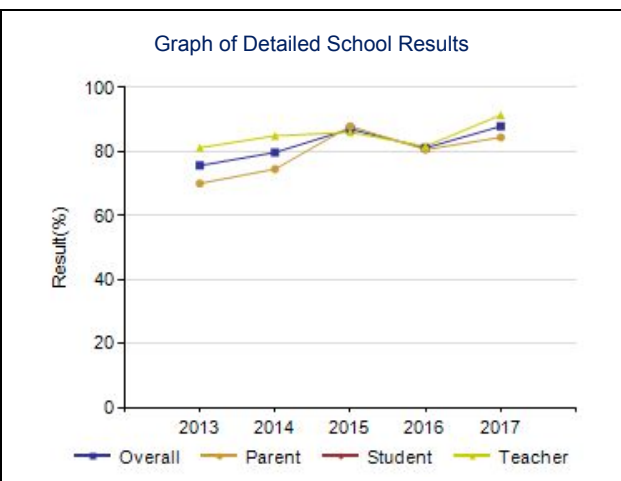
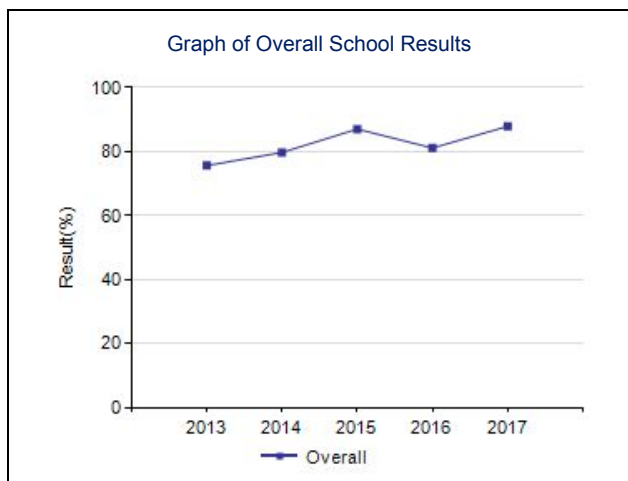
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	75.6	79.7	87.0	81.1	87.9	78.5	79.2	81.0	81.4	84.1	81.5	81.3	81.3	81.9	81.9
Teacher	81.2	84.9	86.0	81.6	91.4	83.0	87.0	85.4	88.6	89.7	87.9	87.5	87.2	88.1	88.0
Parent	70.0	74.5	87.9	80.6	84.4	76.4	76.1	82.9	79.3	82.7	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	76.2	74.5	74.6	76.2	79.9	77.8	76.6	76.9	77.5	77.7



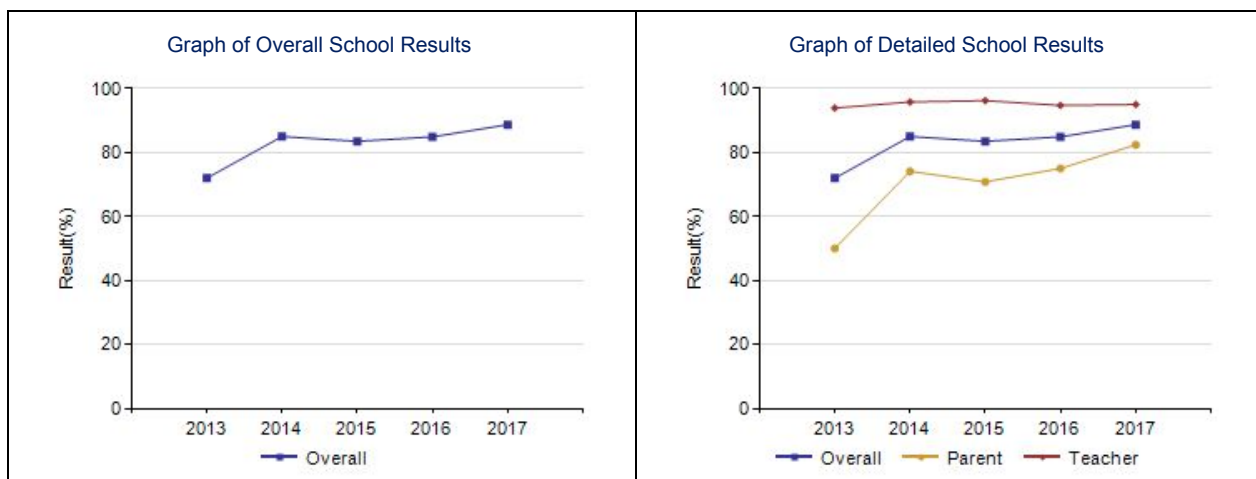
Notes:

- 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.



Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	72.0	85.0	83.5	84.9	88.7	81.1	84.3	82.6	82.2	84.7	80.3	80.6	80.7	80.9	81.2
Teacher	93.9	95.8	96.2	94.7	95.0	87.7	90.6	91.0	91.5	91.5	88.5	88.0	88.1	88.4	88.5
Parent	50.0	74.1	70.8	75.0	82.4	74.4	78.1	74.1	72.9	78.0	72.2	73.1	73.4	73.5	73.9

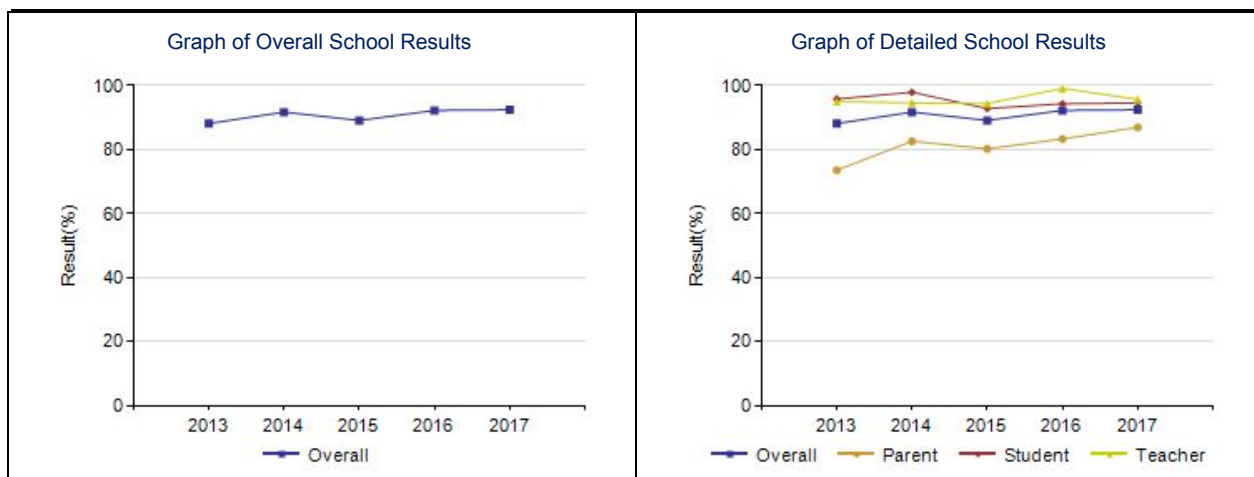


Notes:

- 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.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.1	91.7	89.1	92.2	92.4	89.2	88.2	88.2	88.5	89.6	89.8	89.2	89.5	90.1	90.1
Teacher	95.0	94.6	94.4	99.1	95.7	96.0	97.1	96.2	97.6	97.6	95.7	95.5	95.9	96.0	95.9
Parent	73.5	82.6	80.2	83.3	86.9	82.9	83.9	85.7	84.5	85.1	84.9	84.7	85.4	86.1	86.4
Student	95.8	97.9	92.8	94.3	94.6	88.6	83.7	82.8	83.5	85.9	88.7	87.3	87.4	88.0	88.1



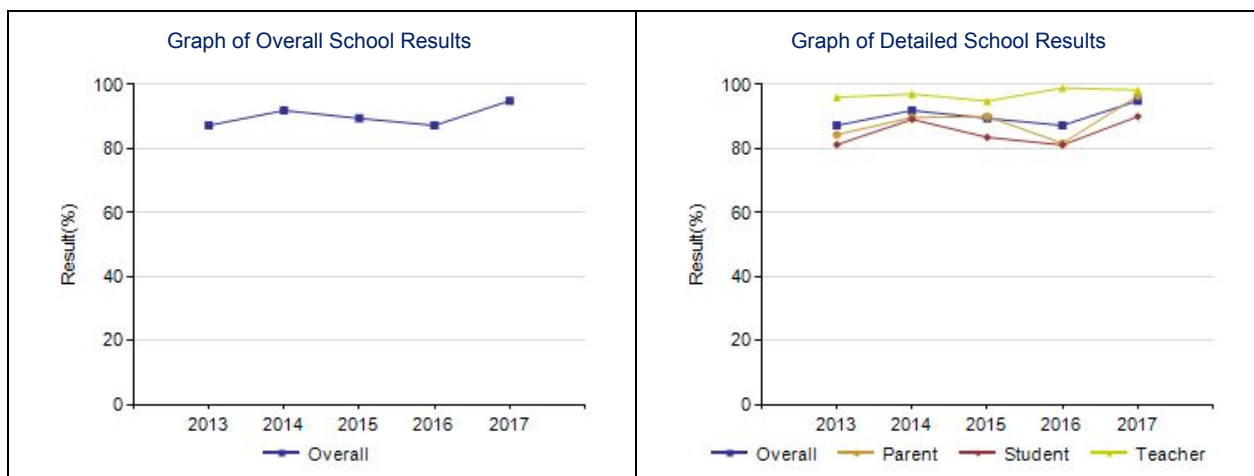
Notes:

1. 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.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.2	91.9	89.4	87.2	94.9	88.7	86.8	87.5	88.3	90.6	89.0	89.1	89.2	89.5	89.5
Teacher	96.0	97.0	94.8	98.9	98.3	94.8	96.9	95.6	97.2	97.5	95.0	95.3	95.4	95.4	95.3
Parent	84.3	89.7	90.0	81.6	96.4	87.7	86.0	87.5	88.3	90.8	87.8	88.9	89.3	89.8	89.9
Student	81.2	89.1	83.5	81.1	90.0	83.6	77.5	79.5	79.4	83.5	84.2	83.1	83.0	83.4	83.3



Notes:

1. 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.

School Improvement – Measure Details

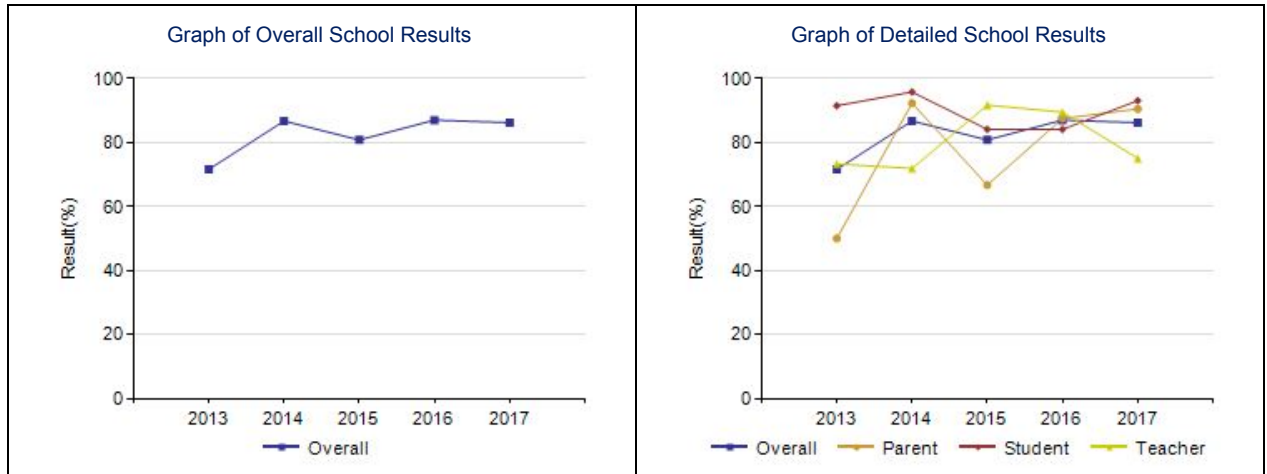
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017



School: 1855 Timberlea Public School

Overall	71.6	86.7	80.8	87.0	86.2	80.6	81.7	79.9	80.2	82.4	80.6	79.8	79.6	81.2	81.4
Teacher	73.3	71.9	91.7	89.5	75.0	75.8	84.3	80.9	88.0	85.2	80.9	81.3	79.8	82.3	82.2
Parent	50.0	92.3	66.7	87.5	90.5	79.1	81.6	79.3	73.9	79.0	77.9	77.0	78.5	79.7	80.8
Student	91.5	95.8	84.1	84.1	93.1	86.9	79.2	79.6	78.8	82.8	82.9	81.2	80.7	81.5	81.1



Notes:

1. 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.