



Assurance Model for Timberlea Public
Nazia Hiscock, Principal
Fall 2023





Timberlea Public School

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Timberlea Public School is a great place to grow and learn. As a safe and caring community striving for excellence in learning, we are dedicated to supporting every child in becoming a successful and responsible citizen. As a growing school community, our focus this year has been on engaging our stakeholders and strengthening our ties with our parent community. Already this year, we have had three attendance record-shattering post-pandemic community building events; an Outdoor Welcome Back BBQ, our specialist fair at Parent Teacher Interviews and a spooky Halloween Dance. Each of these events had the highest attendance of students and parents in recent years. We also have held our Fall Indigenous Family Gatherings with over 65 First Nations, Métis and Inuit students, staff and parents in attendance in partnership with Braiding Stories to Live By through the University of Alberta.

We are made up of 25 engaged and enthusiastic staff members that include one administrator, two admin assistants/librarians, one Learning Assistance Centre Teacher, one Guidance Counsellor, ten classroom teachers, six educational assistants and four custodians. We also house the office of the FMPD Healthy Schools/Apple Schools Coordinator. We all strive to serve the diverse needs of our 26% of Early Childhood Learners, 14% First Nations, Métis and Inuit students, 12% Neurodivergent students with Severe Disabilities and 8% of English as Additional Language learners.

Unique programming opportunities available to Timberlea Public School families include the fourth year of MicroSociety, second year of Natural Learning Spaces coalition, second year of Loose Parts Play, one full year of before school Multi-Sport programming, and a variety of other extracurricular clubs including Drama Club, Crochet Club, Art Club, STEAM and more. The hallways of Wolf-Land are buzzing with our recent elections of Prime Minister and Deputy Prime Minister, hiring of our business venture managers and upcoming job fair as part of our MicroSociety. We also won our first banner since 2009 this year, becoming the fall elementary soccer tournament champions!

Looking forward, our program priorities will continue to increase parent engagement, improve access to supports and services and engage students in active citizenship by giving back to our community. We recently raised 595 lbs of donations to the Wood Buffalo Food Bank Association as part of our Halloween Spirit Week organized by our Grade Three students.



TIMBERLEA PUBLIC SCHOOL SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

Increase in student engagement with their learning at school as a direct correlation to core curriculum connections with MicroSociety. Strive for continuous improvement through teacher capacity building through Professional Learning Friday cycle. Continued progress of learning environment as welcoming, caring, respectful and safe.

AREAS FOR GROWTH

Strengthen numeracy fact fluency in computation, estimation and mental math. Increase parent engagement within the school community, as it is well below provincial level.

LOCAL CONTEXT

Timberlea School Council and Timberlea School Parent Association meet monthly with Administration and have targeted meetings with executive members to address parent engagement. Using resources in our school division to support a Specialists Fair at the Parent Teacher Interview to inform all parents about available supports such as Executive Functioning Teacher and Programming, Literacy Coordinator and Apple Schools Coordinator. Well-attended Welcome Back BBQ and Halloween Dance to support parents back in the building having fun at school as foundational for positive relationship building with stakeholders. Staff continue to prioritize numeracy instruction and it's connection to MicroSociety. Numeracy Teacher sprints for targeted numeracy pull outs in Division Two.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Continued work on Restorative Practice to support gains made for safe and caring schools
- MicroSociety implementation with a focus on numeracy connections
- Growth in literacy and numeracy pedagogy and use of manipulatives, hands on learning and targeted in-class interventions

2. MATERIAL RESOURCES

- Restorative Practice Handbook guiding modules for teacher and EA self assessments
- Literacy and Numeracy manipulatives purchased by division coordinators
- UFLI teacher resource and materials for phonetic awareness

3. HUMAN RESOURCES

- Literacy and Numeracy Teachers/Coordinators supporting students through sprints and staff during PLF
- Staff attendance on parent engagement activities such as Welcome Back BBQ, Halloween Dance, MicroSociety Evening Market and Multicultural Potluck to foster effective relationships with stakeholders.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

- Students make connections between core subject outcomes, including Math and MicroSociety activities
- Parents are more engaged in attending school organized events, supporting fundraisers and attending Timberlea School Council, Timberlea School Parents Association.





TIMBERLEA PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority # 1: Promote Growth and Success for All Students

DESIRED OUTCOME: Increase Numeracy achievement such that 75% of students are at or above grade level.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>56% of parents, 67.5% of students and 50% of teachers are satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. The provincial average is overall 73% between all three stakeholders.</p> <p>Furthermore, 39% of parents agree that programs for children at risk are easy to access and timely.</p> <p>39.2% of Grade 4, 16.7% of Grade 5 and 15.4% of Grade 6 students require Intensive Individualized Numeracy Supports as determined by the Elk Island Catholic Math Assessment.</p>	<p>Perception that students aren't getting the support they need to be successful in school.</p> <p>PAT data reveals that Timberlea students are better than Alberta-wide averages:</p> <p>71.4% of Timberlea students meet the PAT acceptable standard compared to 63.3% of Alberta students.</p> <p>17.9% of Timberlea students receive PAT excellence above the 16.0% provincial average.</p> <p>Fact Fluency in Computation, Estimation and Mental Math continue to be areas of concern as reported by teaching staff.</p>	<p>Building teacher capacity in emotional regulation and differentiation of scope, breadth and scaffolding of programming and numeracy instruction.</p> <p>Continuing learning and benefit of small group pull outs and students working in centers.</p> <p>Making Math class fun with manipulatives and hands on learning.</p> <p>Engaging staff in using research-based numeracy pedagogy.</p>	<p>Teachers and EAs are continuing to learn through Professional Learning Fridays of in-class tiered interventions to support inclusivity, accommodations and differentiation.</p> <p>Professional Development through presentations from Literacy, Numeracy and Executive Functioning strategies to be implemented in class.</p> <p>This year, two teachers sent for a two-day Emotional Regulation training with Emily Daniels-Reid and sharing their learnings with the other staff.</p> <p>Continued use of Mathseeds in Kindergarten and implementation of Mathology and Guided Math to be used in centers and small group instruction.</p> <p>Division-provided Numeracy Teacher Sprints for targeted small group pull outs.</p> <p>Engage cross-curricular programming connections to MicroSociety business ventures and government.</p>	<p>Stakeholders will report the depth of programming supports available for students and staff.</p> <p>Parents anecdotal feedback from our Specialists Fair at our Parent Teacher Interviews.</p> <p>Microsociety facilitators will note growth in student ability to display number fact fluency.</p> <p>Continued success from Our School Survey data and AERR results regarding success at school.</p> <p>On Alberta Screener, students moving from at risk to not at risk.</p>	<p>All students feel supported and ready for academic, social and emotional growth and success at Timberlea Public School.</p> <p>Spring numeracy data, PATs, teachers assessments:</p> <p>-75% of students meeting grade level expectations</p> <p>- 75% of students at risk will move to not at risk</p>



TIMBERLEA PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority #3: Effective Stakeholder Engagement

DESIRED OUTCOME: Increased satisfaction on AERR survey regarding parent satisfaction in their involvement in decision making about their students' education.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>87% of stakeholders are satisfied with the overall quality of basic education.</p> <p>73% parents feel satisfied with parent involvement at school in comparison to 79% at the provincial average.</p> <p>School Council and Timberlea School Parents Association have not accessed the ASCA's Alberta School Council Engagement Grant for \$500 to improve the schools' participation.</p>	<p>In a post-pandemic school, parents have not crossed the hump to come into the building to foster effective relationships.</p> <p>Bringing fun back in the school and seeing the parents engagement will support students ultimately realize the importance of student performance and achievement.</p>	<p>Concise and consistent communication to help parents engaged with the school events, spirit weeks, etc.</p> <p>Increasing the number of parent volunteers with valid Criminal Record Checks.</p> <p>Creating opportunities for parents to volunteer at various school events to provide leadership opportunities.</p>	<p>Weekly parent emails and monthly newsletter from the Principal. Use of School Messenger to text parents and removal of multiple social media pages with a streamlined approach to social media for telling the story.</p> <p>Register for ASCA workshops with the Alberta School Council Engagement Grant of \$500.</p> <p>Continued parent engagement of Networks and Joint Networks meetings with the Board of Trustees.</p> <p>Welcome Back BBQ and Halloween Dance in addition to full school family activities.</p>	<p>Parents will continue to report higher engagement in our school activities and report more involvement through volunteerism.</p> <p>Our Timberlea School Council and Timberlea School Parents Association will have higher participation of parents.</p> <p>Continued high rates of participation at school events.</p>	<p>Parents will continue to be engaged with their child's learning through a variety of ways.</p> <p>Student attendance and absenteeism will decline over the course of the year.</p> <p>2023 Spring AERR will show higher degree of parent satisfaction.</p>



TIMBERLEA PUBLIC SCHOOL

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



What data did we look at?

- Alberta Education Assurance Measures Results for Timberlea Public School, Fall 2023.
- Timberlea Public School Our School Survey results for 2023.
- Literacy & Numeracy Data
 - Grade 1
 - Alberta Education Numeracy Assessment, June 2023
 - LeNS Literacy Assessment, June 2023
 - Grade 2 - Grade 3
 - Alberta Education Numeracy Assessment, September 2023
 - CC3/LeNS Literacy Assessment, September 2023
 - Grade 4 - Grade 6
 - Elk Island Numeracy Assessment, September 2023
 - DIBELS Literacy Assessment, September 2023

What did we learn about our students / staff strengths and needs?

- Strengths:
 - Our literacy assessments show that students are meeting grade level expectations with our Grade Twos identified as 11.8% at risk and our Grade Threes identified as 17.6% at risk.
- Weaknesses
 - 26.5% of our Grade Twos are at risk in numeracy
 - 34.5% of our Grade Threes are at risk in numeracy.
 - 39.2% of Grade Fours require intensive individualized support in numeracy.
 - 60.2% of Grade Fives require targeted support in numeracy.
 - 61.5% of Grade Sixes require targeted support in numeracy.
 - This requires attention to our numeracy, fact fluency and mental math to continue to be our foundation for our Professional Learning Fridays.
 - Parental involvement and accessibility to support in a timely and effective manner is our greatest area of concern in the AERR Assurance survey.

What did we do during 2022-2023 (last year's PLF plan)?

- Support students with the collaborative response model and implemented a tiered approach to interventions. Began the development of a First Nations, Métis and Inuit curriculum. Continued implementation of MicroSociety.



TIMBERLEA PUBLIC SCHOOL

NARRATIVE OF THE RESULTS

Doing What's Best for Kids

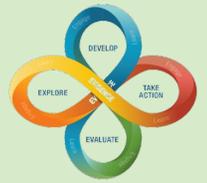


Provincial expectation for schools to look at:

- English as an Additional Language
 - We are partnering with the Multicultural Association of Wood Buffalo to support our students through the English Language Learners Assistance support.
 - Providing literacy pull outs through our Literacy Teacher and UFLI-focused sprints
- First Nation, Métis, Inuit Students
 - Our Elder Keepers led a Walk for Wenjack on Orange Shirt Day and as an act of reconciliation, our Indigenous parents donated bannock for the entire school.
 - We held a Fall Indigenous Family Gathering in conjunction with Walter & Gladys Hill Public School to create spaces for kinship with staff and students with a donation from Braiding Stories to Live By, a partnership with the University of Alberta.

What do we need to work at - the goals of our 2023-2024 education plan?

- The two main areas we are focusing our education plan on is (1) Number Fact Fluency and Access to School Supports and (2) Parent Engagement to Foster Effective Relationships



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



238 STUDENTS

9% English Language Learners
26% Early Childhood Learners
15% First Nations, Métis, Inuit
12% Severe Disabilities



25 STAFF

12 ATA Employees
12 CUPE Employees
1 Guidance Counsellor



PARENTS

58.8% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

78 Students 8 Teachers 23 Parents

STAKEHOLDER FEEDBACK

71% of stakeholders agree that students are engaged in their learning at school

87% of stakeholders are satisfied with the overall quality of basic education.

78% of stakeholders agree that their learning environments are welcoming, caring, respectful and safe.

PROGRAM PRIORITIES

- ✓ Priority #1: Success for all students - high quality learning opportunities for all and excellence in student learning outcomes
- ✓ Priority #2: Effective Stakeholder Engagement - responsive and demonstrates effective working relationships

IMPROVEMENT AREAS

- ⬆ Improvement #1: Improve Access to Supports and Services to support Number Fact Fluency and Academic Growth in Numeracy
- ⬆ Improvement #2: Increase Parent Engagement

2022-2023 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2022-2023 School Result - 71.1%
2021-2022 School Result - 78.2%
2022-2023 Provincial Result - 84.4%

EDUCATION QUALITY

2022-2023 School Result - 86.9%
2021-2022 School Result - 89.9%
2022-2023 Provincial Result - 88.1%

PAT EXCELLENCE

2022-2023 School Result - 17.9%
2021-2022 School Result - 16.1%
2022-2023 Provincial Result - 16.0%

PAT ACCEPTABLE

2022-2023 School Result - 71.4%
2021-2022 School Result - 83.9%
2022-2023 Provincial Result - 63.3%

CITIZENSHIP

2022-2023 School Result - 71.5%
2021-2022 School Result - 73.9%
2022-2023 Provincial Result - 80.3%

PARENTAL INVOLVEMENT

2022-2023 School Result - 73.0%
2021-2022 School Result - 75.1%
2022-2023 Provincial Result - 79.1%

ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - 52.5%
2021-2022 School Result - 68.3%
2022-2023 Provincial Result - 80.6%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2022-2023 School Result - 77.9%
2021-2022 School Result - 80.0%
2022-2023 Provincial Result - 84.7%

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1855 Timberlea Public School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	71.1	78.2	78.2	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	71.5	73.9	76.5	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	71.4	83.9	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	17.9	16.1	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	89.9	91.4	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.9	80.0	80.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	52.2	68.3	68.3	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	73.0	75.1	82.2	79.1	78.8	80.3	Low	Maintained	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1855 Timberlea Public School

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	75.0	90.5	92.2	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	67.9	66.8	67.4	80.4	81.0	76.8	Low	Maintained	Issue
Program of Studies	72.9	71.7	78.7	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	56.6	71.7	75.2	81.2	81.9	83.4	Very Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	82.1	84.1	86.8	87.5	88.8	89.1	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	57.8	61.0	70.1	72.9	72.6	73.9	Very Low	Declined	Concern
School Improvement	70.5	79.8	82.5	75.2	74.2	77.9	Low	Declined Significantly	Concern
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	78.0	76.2	79.8	83.1	84.9	84.5	High	Maintained	Good

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2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

B.3 Program of Studies - At Risk Students

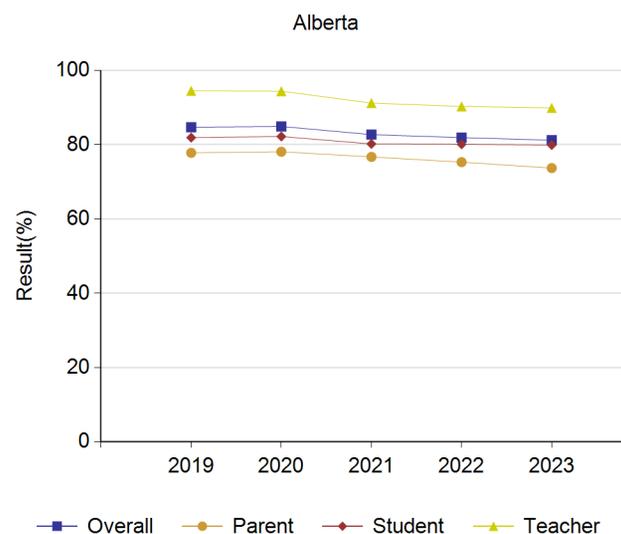
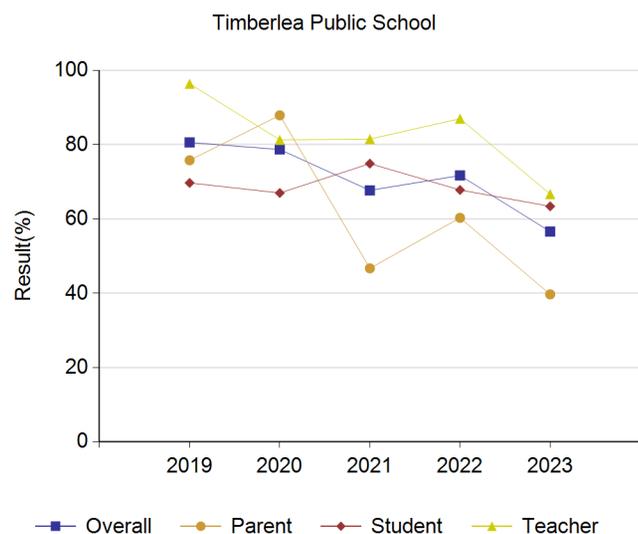
Measure History

School: 1855 Timberlea Public School

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Timberlea Public School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	91	80.6	87	78.7	95	67.7	107	71.7	107	56.6	Very Low	Declined Significantly	Concern	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	11	75.8	11	87.9	10	46.7	21	60.3	23	39.7	Very Low	Declined Significantly	Concern	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	70	69.7	65	67.0	76	74.9	78	67.8	76	63.4	Very Low	Maintained	Concern	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	10	96.4	11	81.3	9	81.5	8	87.0	8	66.7	Very Low	Maintained	Concern	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9



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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Governance

C.1 Parental Involvement - Measure History

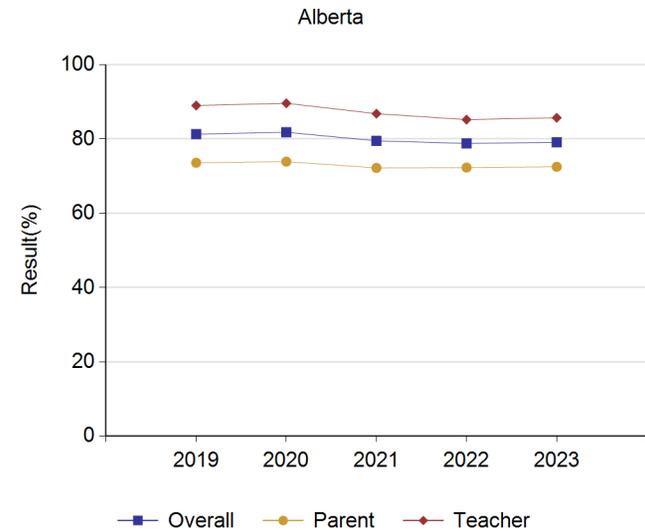
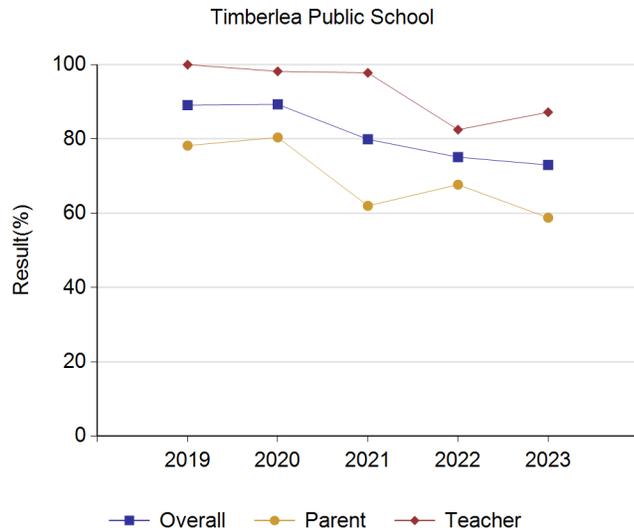
School: 1855 Timberlea Public School

Province: Alberta



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

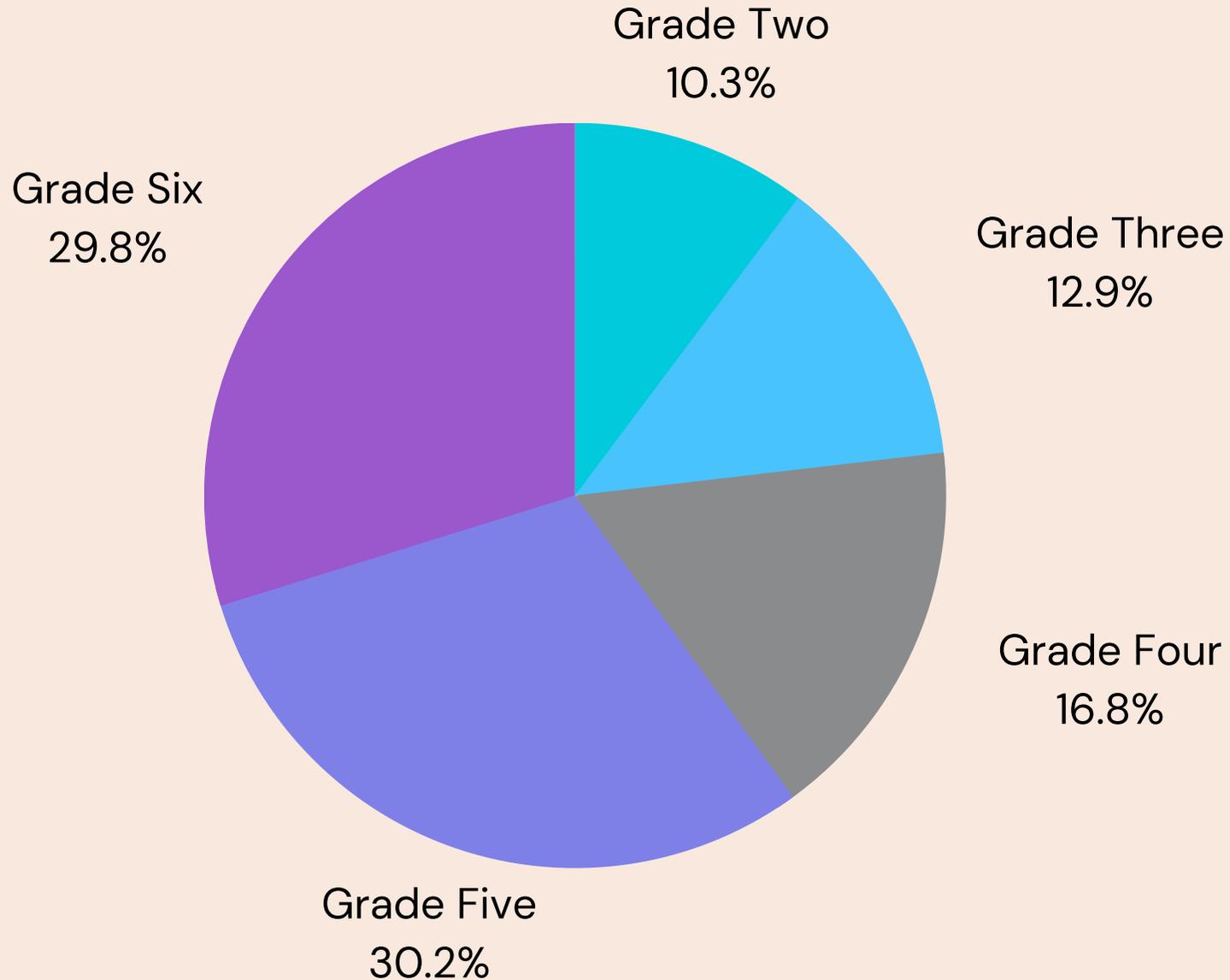
	Timberlea Public School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	21	89.1	22	89.3	19	79.9	29	75.1	31	73.0	Low	Maintained	Issue	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	11	78.2	11	80.4	10	62.0	21	67.7	23	58.8	Low	Maintained	Issue	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	10	100.0	11	98.2	9	97.8	8	82.5	8	87.2	Intermediate	Maintained	Acceptable	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



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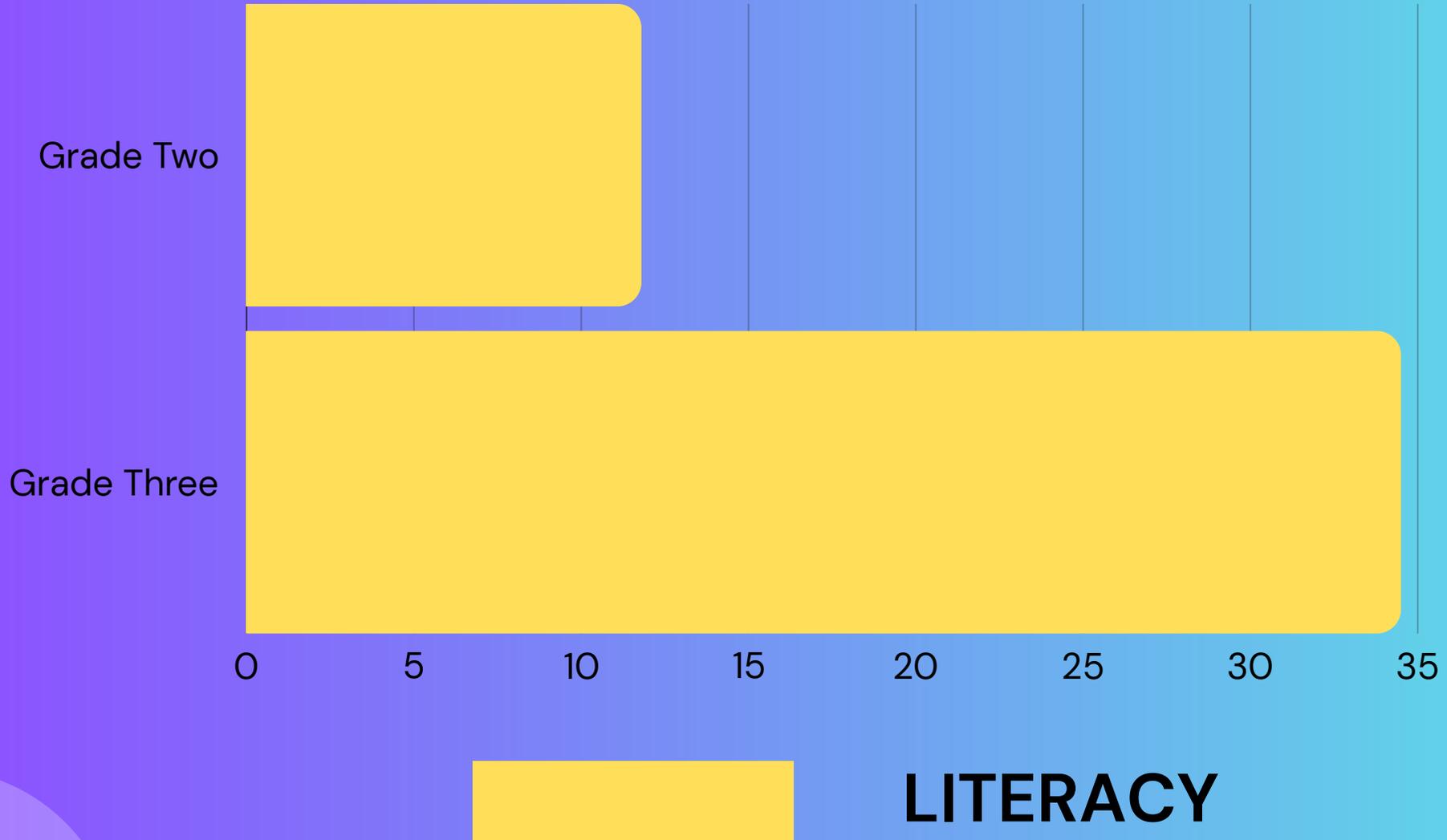
TIMBERLEA PUBLIC SCHOOL

STUDENTS AT RISK PER GRADE LEVEL



TIMBERLEA PUBLIC SCHOOL

STUDENTS AT RISK PER GRADE LEVEL



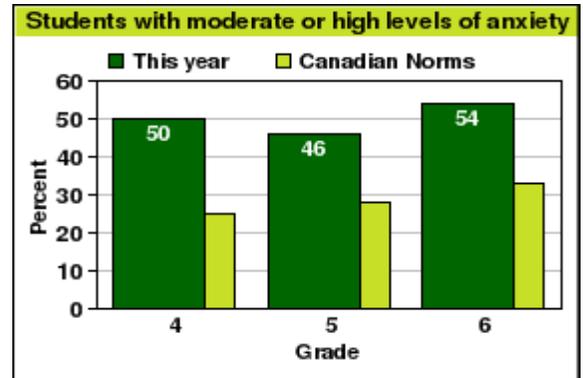


Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

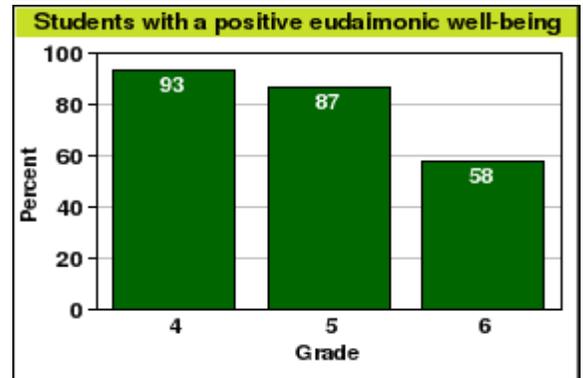
- 50% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 29%.
- 52% of the girls and 39% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 21%.



Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life.

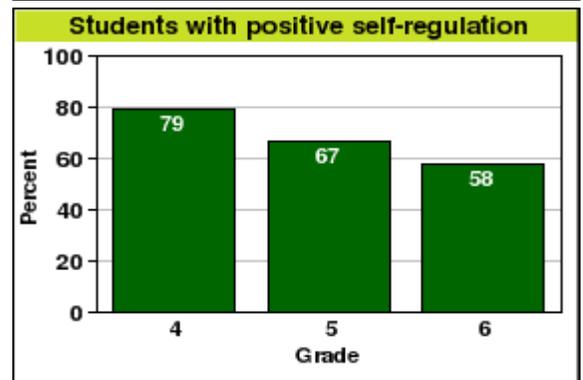
- 80% of students in this school had positive eudaimonia.
- 91% of the girls and 78% of the boys in this school had positive eudaimonia.



Students with positive self-regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

- 68% of students in this school had positive self-regulation.
- 79% of the girls and 64% of the boys in this school had positive self-regulation.





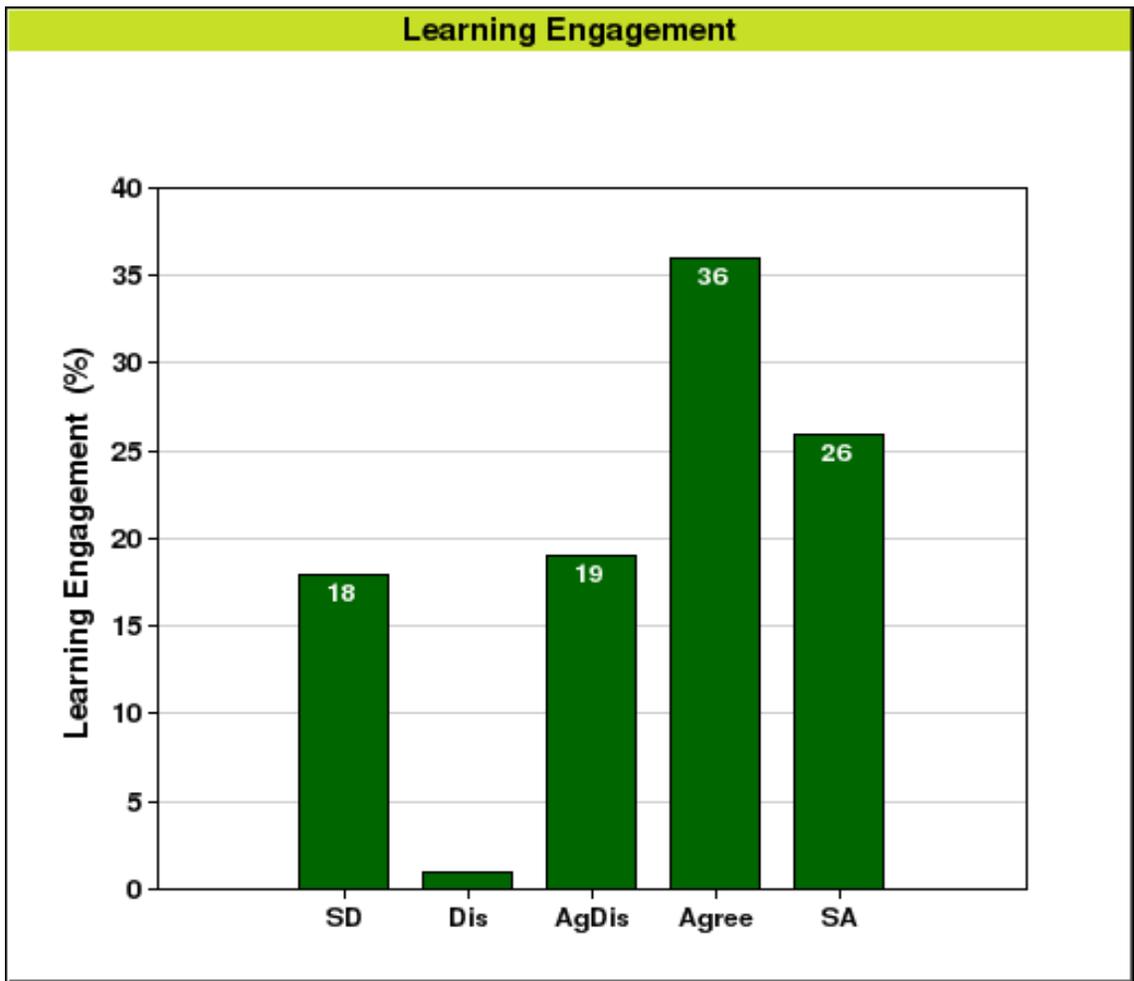
Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (9636)
Timberlea Public School Highlights

Multiple Choice Question

Students were asked: "Being engaged in learning means that you participate in discussions, hands-on learning, or find learning interesting, challenging and maybe even fun."

At school, I am engaged in my learning.
"

- Strongly Disagree (SD)
- Disagree (Dis)
- Neither agree nor Disagree (AgDis)
- Agree (Agree)
- Strongly Agree (SA)





Report on Student Outcomes and School Climate OurSCHOOL Elementary School Survey (9636) Timberlea Public School Highlights

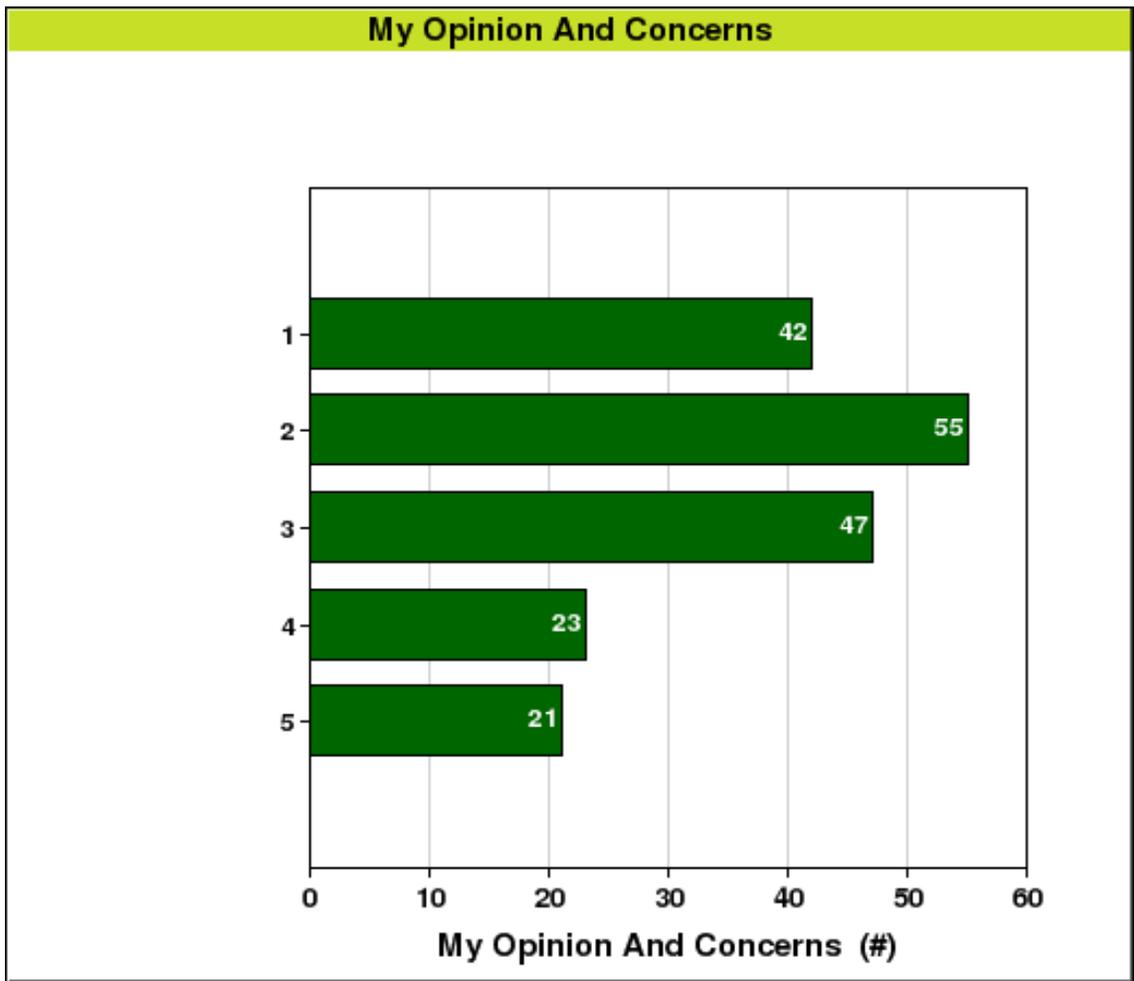
Multiple Choice Question

Students were asked: "I feel like the following groups care about my opinion and listen to my concerns."

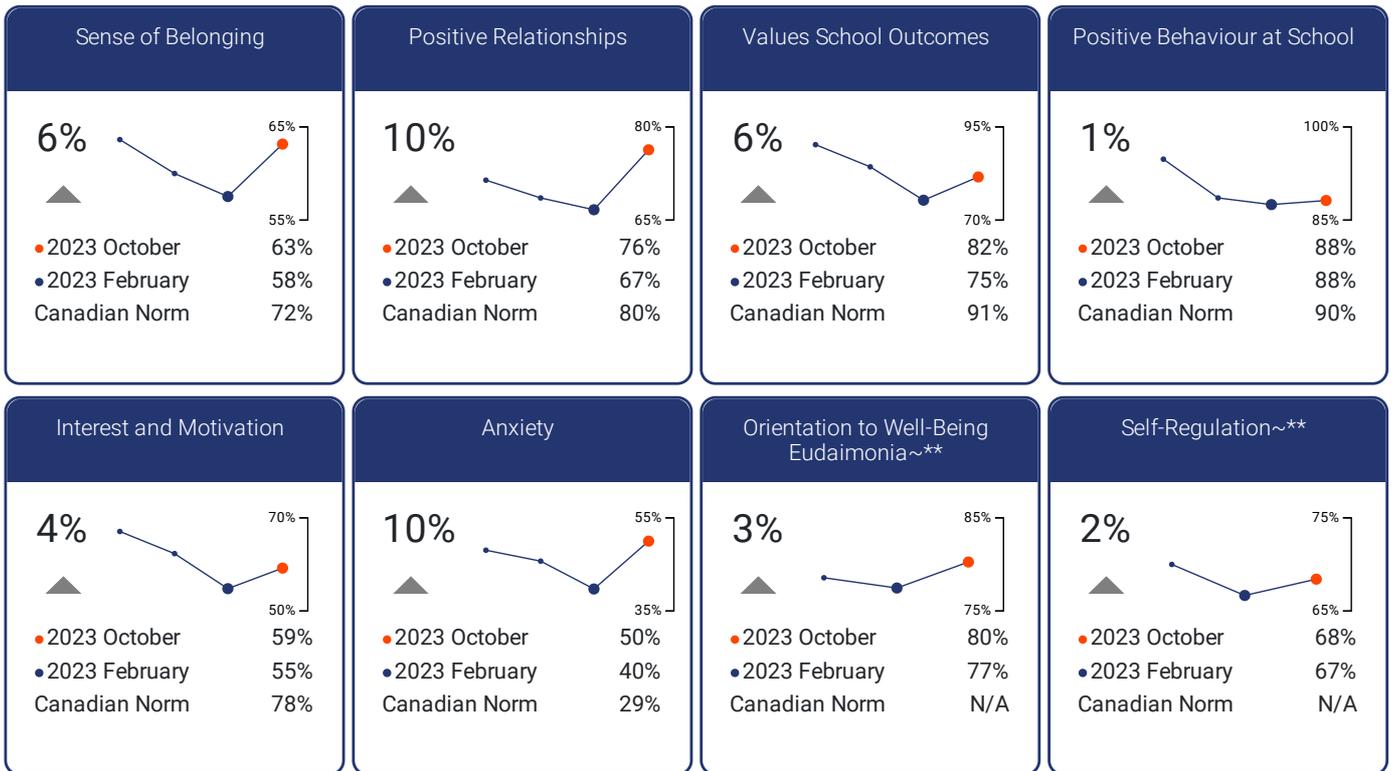
Please choose all that apply.

"

- My peers (1)
- My teachers (2)
- My principal (3)
- My superintendent (4)
- School board trustees (5)



Social-Emotional Outcomes



DRIVERS of Student Outcomes

