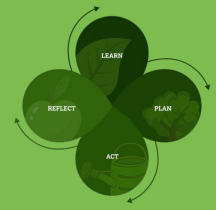


**Assurance Model for Timberlea Public School**  
**Nazia Hiscock, Principal**  
**Spring 2024**



# TIMBERLEA PUBLIC SCHOOL CONTINUOUS IMPROVEMENT CYCLE

*Doing What's Best for Kids*



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. 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, and promoting respect and care for the natural world.

We are growing as a school community and have made tremendous gains at improving school culture, engaging our stakeholders, and having a successful year with our unique programming initiatives, MicroSociety, Loose Parts Play and Apple Schools. In MicroSociety, students dream bigger, and are inspired and confident enough to take the risks to see their dreams come to life through establishing student-led ventures, electing their own local government, and taking on real life jobs like Manager, Banker, Police Officer, Operations & Maintenance, and many more! They learn what it means to become global citizens with the skills needed for their future – and are super passionate about learning. Loose Parts allows students the opportunity to build resilience and explore their world using their five senses, creativity and deepening their understanding of outdoor environments.

Timberlea Public School is made up of 28 engaged and enthusiastic staff members that include one administrator, two office admin assistants/librarians, one Learning Assistance Centre Teacher, one Guidance Counsellor, ten classroom teachers, eight educational assistants and four custodians. We also house the office of the FMPSD 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.

Our Professional Learning Plan has focused on building school-community partnerships and supporting staff implementation of restorative practice, regulated classrooms, implementation of literacy and numeracy frameworks and understanding food neutrality, and improving student mental health. At Timberlea, staff, students and parents love the small school environment coupled with making a big impact.

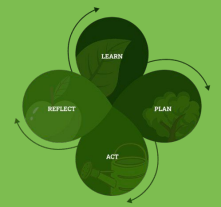
*Nazia Hiscock*

Doing  
What's  
**Best**  
For Kids



# TIMBERLEA PUBLIC SCHOOL CONTINUOUS IMPROVEMENT CYCLE

*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

## CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

## CURRENT STATE

### STRENGTHS

At Timberlea, students to continue to see their learning environment as welcoming, caring, respectful and safe. As a result of MicroSociety, 78% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

### AREAS FOR GROWTH

Student anxiety remains high with 54% of Timberlea's Grades 4-6 students reporting as having moderate to high anxiety, compared to 29% as the Canadian norm. 56.6% of teachers, parents and students agree that programs for children at risk are easy to access and timely, compared to 81.2% provincially.

## LOCAL CONTEXT

Students have been giving back to their local and national communities through a variety of fundraisers this year - Terry Fox Foundation, Wood Buffalo Food Bank Association, Salvation Army's Angel Tree Campaign, and Jump Rope for Heart. Our First Nations, Métis and Inuit students have been supported by our Elder Keepers, Dr. Trudy Cardinal of Braiding Stories to Live By and former Chief Mosum Robert Cree of Fort McMurray First Nations and the Indigenous Kinship Club who held three successful Indigenous Family Gatherings.

## STRATEGIES FOR MOVING FORWARD

### 1. PROFESSIONAL LEARNING

- Continued work on Restorative Practice to support gains made for safe and caring schools and learning how to support students with variety of Mental Health needs.
- 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
- Mental Health Therapists referrals alongside effective Learning Assistant Centre Teachers and School Counselors focused on supporting students and parents.

## INDICATORS OF SUCCESS

### MOVING TO DESIRED OUTCOME

Students engage in active citizenship as a way to reduce student anxiety

Students, parents and teachers feel supported through improved access to supports and services

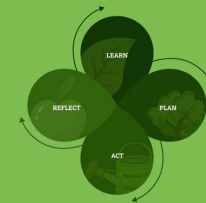
Staff are supported in created safe, caring, welcoming learning environments



# TIMBERLEA PUBLIC SCHOOL

## DESIRED OUTCOME PLANNING

*Doing What's Best for Kids*



**FMPSD PRIORITY AREA:** Priority 2 Maintain Safe and Caring Learning Environments and Supports

**DESIRED OUTCOME:** Improve Access to Supports and Services while Engaging Students in Active Citizenship

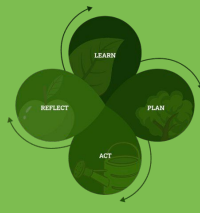
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (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>71.5% of stakeholders report that they are satisfied that students model the characteristics of active citizenship.</p> <p>78% of stakeholders agree that their learning environments are welcoming, caring, respectful and safe</p> <p>Specialist Fair at Parent Teacher Interviews to inform and education parents about variety of supports.</p>	<p>Furthermore, 39% of parents agree that programs for children at risk are easy to access and timely.</p> <p>55% of Grade 4-6 students feel emotional regulated at school.</p> <p>54% Students are Reporting moderate to high anxiety on their Spring 2024 OurSchool Survey.</p>	<p>There is a disconnect between the support services provided and the perception of available support and services based on Needs Assessments.</p> <p>Building teacher capacity in emotional regulation and differentiation of scope, breadth and scaffolding of programming and curricular instruction.</p> <p>Continuing learning and benefit of small group pull outs and students working in centers.</p> <p>Restorative Practices are expected at the office, rather than embedded in the day to day practice of teaching and learning through sharing circles.</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>Focused on improving access to spaces for our neurodivergent students and those with mental health needs. Create a sensory wall to support student self-regulation, and joint collaborative project with FMCS to improve our gross motor room as a snoezelen room for calming, purchase sensory bins and support the 7 Educational Assistants.</p> <p>Professional Development of Non-Violent Crisis Intervention for EAs and Emotional Regulation training for teachers.</p> <p>Anti-bullying presentations with partnerships with Multicultural Association of Wood Buffalo.</p> <p>Cyberbullying presentations in classes and Division 2 assemblies by RCMP Community Policing.</p> <p>Presentations for staff about Executive Functioning Teacher, Behaviour specialists, EA Coordinators, Speech Pathologists, Occupational Therapists, Physical Therapists, FASD Specialists, PRIDEYMM and more during Professional Learning Fridays.</p>	<p>Stakeholders will report the depth of programming supports available for students and staff.</p> <p>School culture will continue to be positive and responsive to student needs. We will continue to have multiple ways to give back to the community as our way of supporting students' philanthropic spirit.</p> <p>Through Pink Shirt Day and kindness campaigns, we can continue to build the safe and caring school environment that is conducive towards all students following rules, feeling respected and encouraged to do their best.</p>	<p>Students will reduce their reported anxiety in the school, feel better about giving back to the community and increase feelings of safe and caring school.</p> <p>All students feel supported and ready for academic, social and emotional growth and success at Timberlea Public School.</p>



# 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>39.2% of Grade 4, 16.7% of Grade 5 and 15.4% of Grade 6 Students at risk as determined by the Elk Island Catholic Math Assessment.</p> <p>26% of Grade 1, 26% of Grade 2 and 33% of Grade 3 Students at risk as determined by Alberta Education Numeracy Screeners</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 are areas of growth.</p> <p>Comparing numbers and number facts addition based on Grade 2-3 screeners demonstrated largest student gaps.</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>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>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 the Elk Island Numeracy Screener, students moving from at risk to not at risk.</p>	<p>Fall Numeracy Data, PATs, and Teacher Math Assessments will demonstrate:</p> <p>-75% of students meeting grade level expectations</p> <p>- 75% of students at risk will move to not at risk</p>

## Required Alberta Education Assurance Measures - Overall Summary Spring 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	<a href="#">Student Learning Engagement</a>	71.1	78.2	78.2	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	71.5	73.9	76.5	80.3	81.4	82.3	Low	Maintained	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	81.6	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	14.4	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	86.9	89.9	91.4	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	77.9	80.0	80.0	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	52.2	68.3	68.3	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	<a href="#">Parental Involvement</a>	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 (\*).
- 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. Caution should be used when interpreting high school completion rate results over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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.
- 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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 Spring 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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	75.0	90.5	92.2	82.2	83.7	84.3	Very Low	Maintained	Concern
<a href="#">Lifelong Learning</a>	67.9	66.8	67.4	80.4	81.0	76.8	Low	Maintained	Issue
<a href="#">Program of Studies</a>	72.9	71.7	78.7	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
<a href="#">Program of Studies - At Risk Students</a>	56.6	71.7	75.2	81.2	81.9	83.4	Very Low	Declined Significantly	Concern
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	82.1	84.1	86.8	87.5	88.8	89.1	Intermediate	Maintained	Acceptable
<a href="#">Satisfaction with Program Access</a>	57.8	61.0	70.1	72.9	72.6	73.9	Very Low	Declined	Concern
<a href="#">School Improvement</a>	70.5	79.8	82.5	75.2	74.2	77.9	Low	Declined Significantly	Concern
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
<a href="#">Work Preparation</a>	78.0	76.2	79.8	83.1	84.9	84.5	High	Maintained	Good

Notes:

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

## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1855 Timberlea Public School (EAL)

Assurance Domain	Measure	Timberlea Public School (EAL)			Alberta (EAL)			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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	72.8	78.5	77.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	*	*	n/a	57.9	59.7	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	*	*	n/a	12.2	13.7	n/a	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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).
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- 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.



## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1855 Timberlea Public School (FNMI)

Assurance Domain	Measure	Timberlea Public School (FNMI)			Alberta (FNMI)			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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	*	*	n/a	40.5	43.3	n/a	*	n/a	n/a
	<a href="#">PAT: Excellence</a>	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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2. 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.
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4. 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.
5. 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.
6. 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.
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8. 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.

# Student Growth and Achievement

## A.6 Citizenship - Measure History

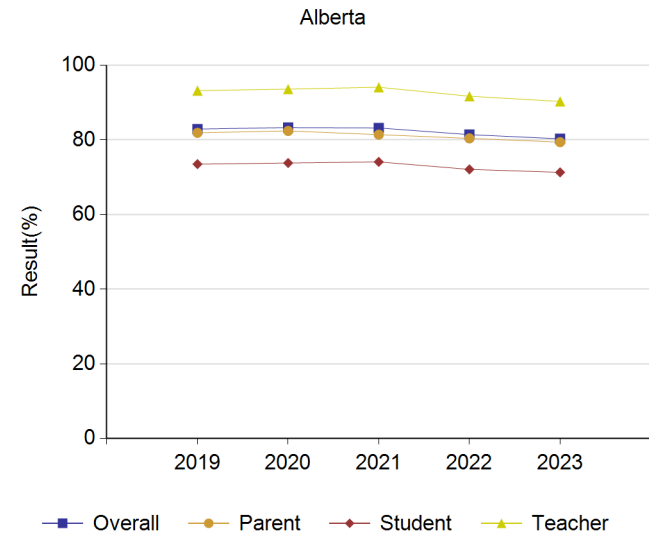
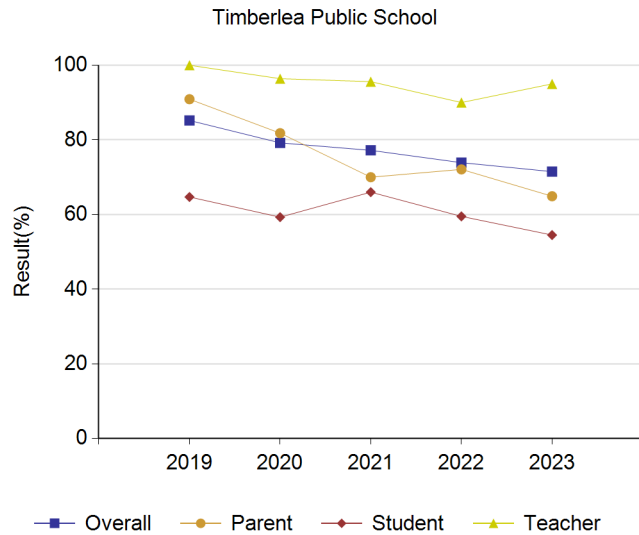
School: 1855 Timberlea Public School

Province: Alberta



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

	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	92	85.2	87	79.2	95	77.2	107	73.9	107	71.5	Low	Maintained	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	11	90.9	11	81.8	10	70.0	21	72.1	23	64.9	Intermediate	Maintained	Acceptable	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	71	64.7	65	59.3	76	66.0	78	59.5	76	54.5	Very Low	Maintained	Concern	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	10	100.0	11	96.4	9	95.6	8	90.0	8	95.0	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  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.
  3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

## B.3 Program of Studies - At Risk Students

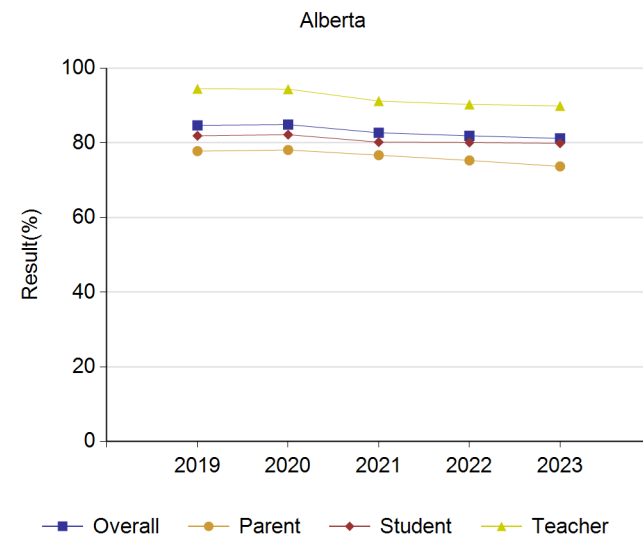
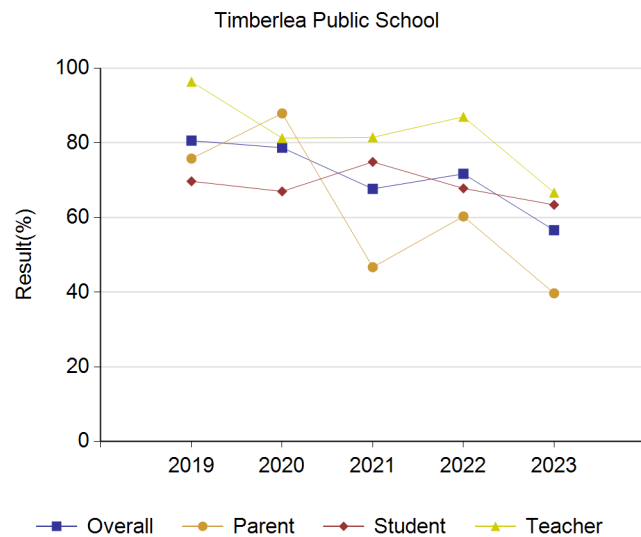
### Measure History

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



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

## A.8 Work Preparation

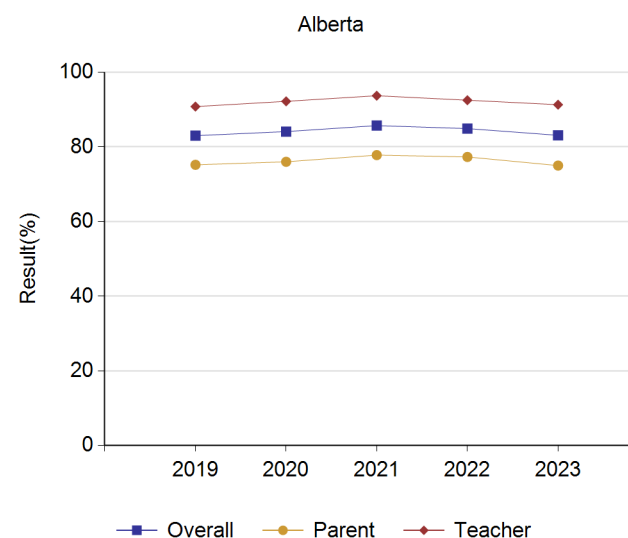
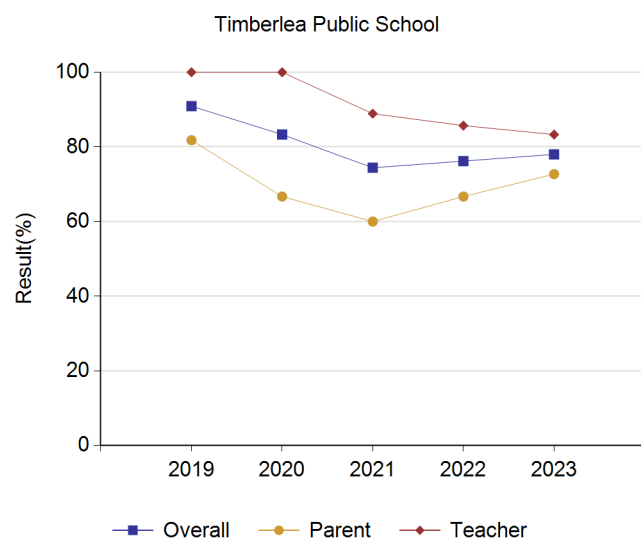
### Measure History

**School: 1855 Timberlea Public School**

**Province: Alberta**

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.

	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	90.9	20	83.3	19	74.4	28	76.2	28	78.0	High	Maintained	Good	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	11	81.8	9	66.7	10	60.0	21	66.7	22	72.7	Very High	Maintained	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	10	100.0	11	100.0	9	88.9	7	85.7	6	83.3	Low	Maintained	Issue	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

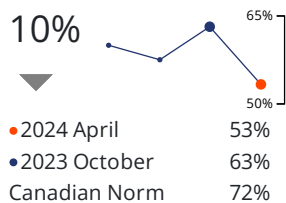


#### Notes:

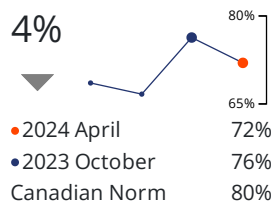
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Social-Emotional Outcomes

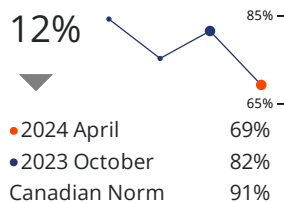
### Sense of Belonging



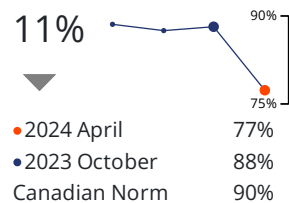
### Positive Relationships



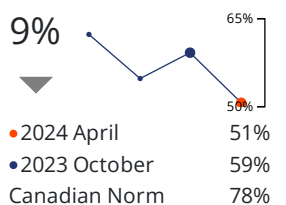
### Values School Outcomes



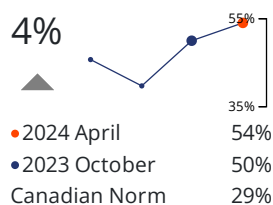
### Positive Behaviour at School



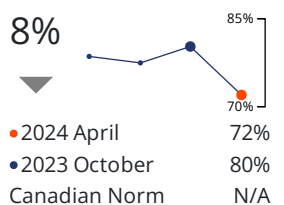
### Interest and Motivation



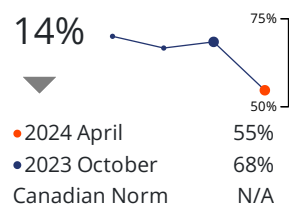
### Anxiety



### Orientation to Well-Being Eudaimonia~\*\*

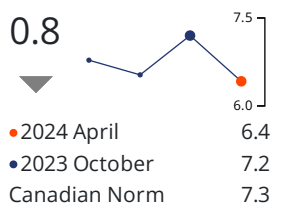


### Self-Regulation~\*\*

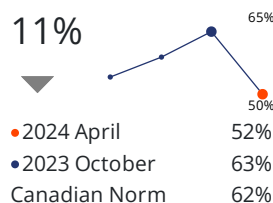


## DRIVERS of Student Outcomes

### Relevance



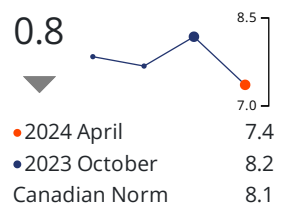
### Feel Safe attending School



### Advocacy at School



### Positive Teacher-Student Relations



### Positive Learning Climate



### Expectations for Success





# Report on Student Outcomes and School Climate OurSCHOOL Elementary School Survey (9636)

## OurSCHOOL Timberlea Public School Highlights

Your version of the **OurSCHOOL** student survey measures 17 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 75 students in this school that participated in the survey between April 9, 2024 and April 9, 2024. The number of students by grade level is:

- grade 4: 26
- grade 5: 24
- grade 6: 25

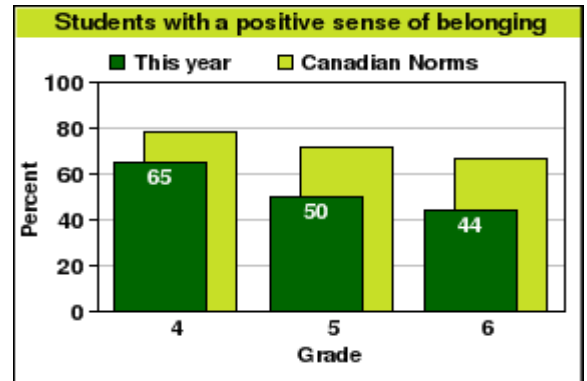
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).

### Social-Emotional Outcomes

#### Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

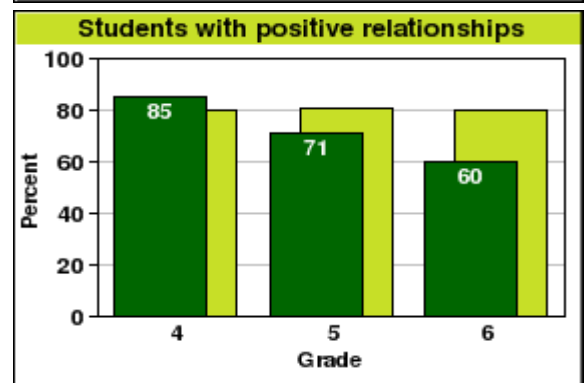
- 53% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 54% of the girls and 66% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.



#### Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 72% of students had positive relationships; the Canadian norm for these grades is 80%.
- 69% of the girls and 72% of the boys in this school had positive relationships. The Canadian norm for girls is 83% and for boys is 78%.



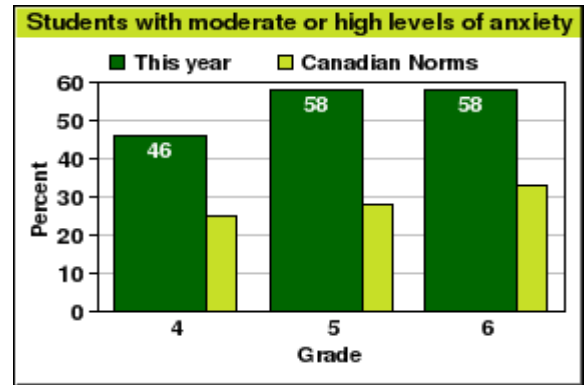


## Social-Emotional Outcomes

### 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.

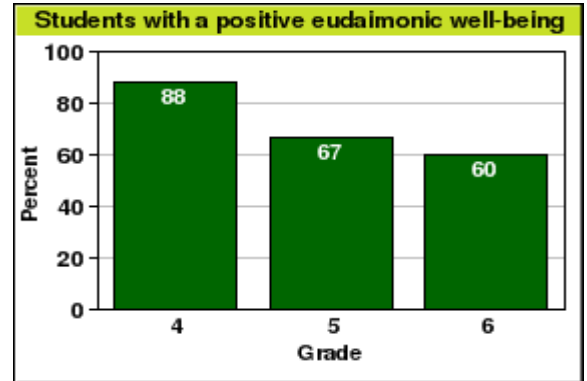
- 54% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 29%.
- 60% of the girls and 42% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 21%.



### Students with a positive eudaimonic well-being

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

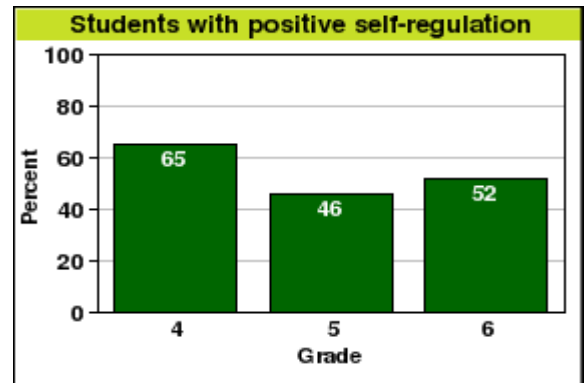
- 72% of students in this school had positive eudaimonia.
- 74% of the girls and 75% of the boys in this school had positive eudaimonia.



### Students with positive self-regulation

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

- 55% of students in this school had positive self-regulation.
- 66% of the girls and 50% of the boys in this school had positive self-regulation.





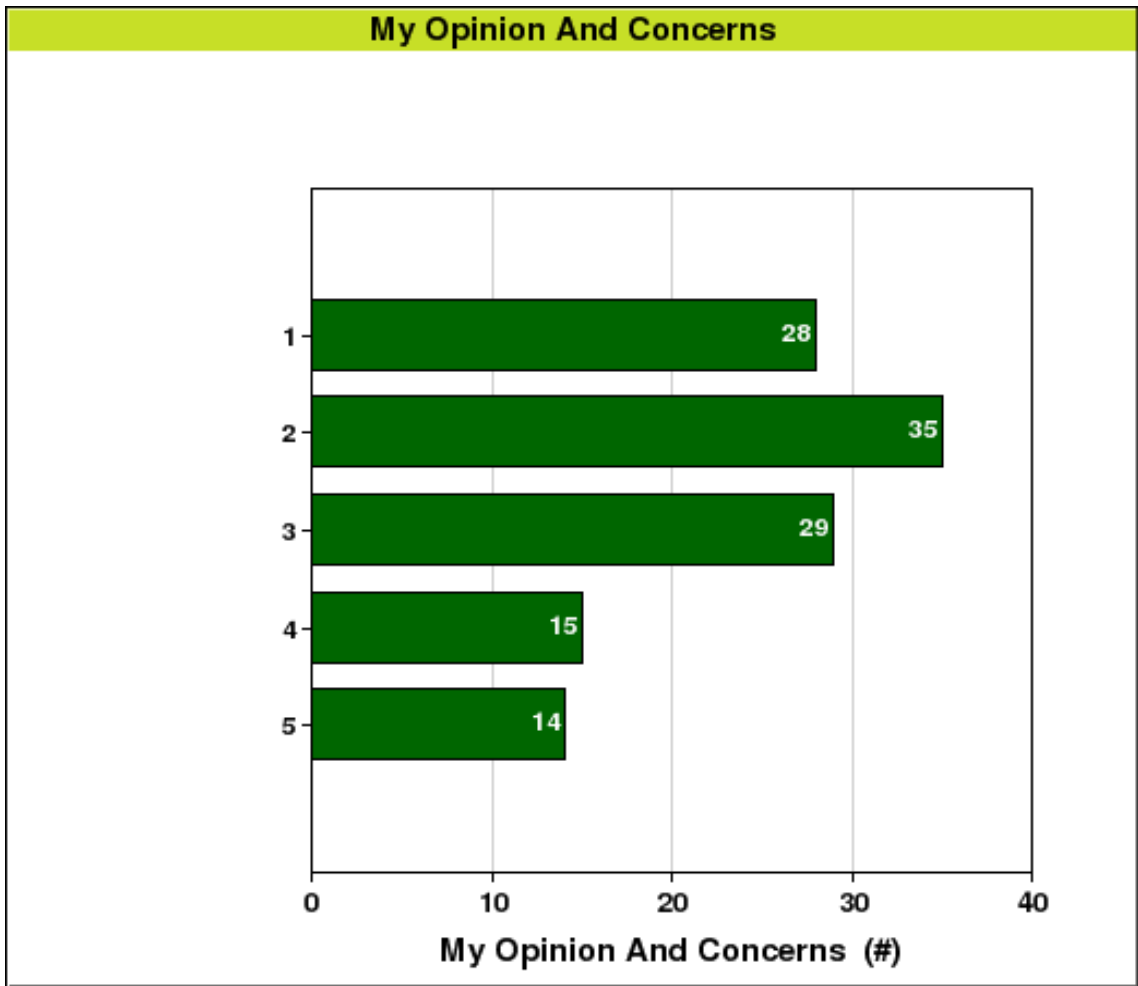
**Report on Student Outcomes and School Climate**  
**OurSCHOOL Elementary School Survey (9636)**  
**Timberlea Public School Highlights**

**Multiple Choice Question**

Students were asked: "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)





# Timberlea Public School: Grade Two/Three Numeracy Screener Overall Data

Grade 2	Comparing Num	Writing Numbers	Numbers on a N	Number Facts A	Number Facts S	Ordering Numbers								
At-Risk	10	7	6	12	9	9								
Not At-Risk	24	27	28	22	25	25								
Grade 3	Comparing Num	Writing Numbers	Numbers on a N	Number Facts A	Number Facts S	Ordering Numbe	Equations							
At-Risk	6	11	8	10	11	5	7							
Not At-Risk	21	16	19	17	16	22	20							

