# School Education Plan and Results Report

# 2018-22

**Year 2**



**Motto:**

Striving for Excellence - Nous visons l'excellence

**Vision:**

At Campbelltown School, we nurture a compassionate, conscientious school community based on demonstrations of respect, kindness and acceptance.

À l'École Campbelltown, nous visons à développer dans notre communauté scolaire la compassion et la conscience morale qui seront démontrées par le respect, la gentillesse et la considération.

**Philosophy**

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| * There is an understanding, awareness and appreciation for French language and culture. * The school develops the whole child—physically, emotionally, socially and intellectually. * There are strong expectations for students--every child can and will succeed. * There is a strong emphasis on the Fine Arts including art, music, drama and dance. * Communication among all educational stakeholders is open and honest. * The school is a joyful place and students are actively engaged in learning. * Students are lifelong learners who are prepared to meet future challenges. * High quality teaching is a prime factor for student achievement and success. | * *Nous encourageons une compréhension, une appréciation de la langue française et de sa culture.* * *L’ensemble de notre école développe l’enfant sous tous ses aspects: physique, émotionnel, social et intellectuel.* * *Nous attendons beaucoup de nos élèves. Chaque enfant a la capacité de réussir.* * *Les Beaux-Arts – l’art, la musique, le théâtre et la danse ont une place importante au sein de notre communauté scolaire.* * *La communication entre les parents, les élèves, le corps enseignant et le personnel de soutien est honnête et ouverte.* * *Nos élèves évoluent dans un climat jovial, propice à l’apprentissage.* * *Les enfants sont toujours désireux d’apprendre et seront prêts à surmonter des futurs défis.* * *Le calibre d’enseignement du corps enseignant est primordial pour la réussite de l’élève.* |



**SECTION ONE: School and Division Goals**

**School Goals:**

**GOAL 1:** Students at École Campbelltown will achieve one year’s growth in their reading and writing ability by the end of the school year in French and English (in grades 3 to 6).

**GOAL 2:** Students at École Campbelltown will demonstrate one year’s growth in numeracy.

**GOAL 3:** Students at École Campbelltown are respectful citizens who are responsible and who strive to do their best at school, at home and in the community.

**Elk Island Public Schools Goals:**  
**Priority 1: Promote growth and success for all students.**

**GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

**GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis and Inuit students and all other students is reduced.

**GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

**Priority 2: Enhance high quality learning and working environments.**

**GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe**.**

**GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

**GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

**GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

**Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

**GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

**GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

**GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.

**SECTION TWO: School Profile and Foundation Statements**

**Principal:** Greg Probert

**Assistant Principal:** Annie Garneau

**Counsellors:** Shelley Boswell

**École Campbelltown Quick Facts:**

* École Campbelltown has a student population of approximately 560 students.
* École Campbelltown students are served by 35 certificated and classified staff.
* École Campbelltown was the first school to open in Sherwood Park in 1956.
* The total school budget: $3,235,933 which includes 95% of total budget dedicated to staffing.

**Programming Highlights**:

* École Campbelltown is a single track French Immersion program.
* Character education and global citizenship are two focal points at École Campbelltown.
* Technology includes video streaming, laptops, iPads, Chromebooks and online media.
* Learning assistance is offered in French for students in gr. 1-3 – 0.4 full time equivalent (FTE).
* École Campbelltown has a full-time counselor. The counselor facilitates several special programs and projects such as RécréAmis, ZONES of Regulation, First Nations, Métis & Inuit Lead and different social groups.
* We have a cultural focus to supplement our French Immersion program. Students will participate in events such as Galala, Unithéâtre, CinéMagine, Épluchette de blé d’Inde, Grade 6 Camp in French, Semaine de la francophonie and Carnaval.
* Extra-Curricular activities include: Lego Robotics, Leadership Opportunities, Intramurals, Run Club, Track Club, Recycling Club, Volleyball, Basketball, Speech club, Choir, Handbells, Tech Club, AMA safety patrollers, daily announcements done by Grade 6 students and options for grades 5 & 6.

**SECTION THREE: School Education Results Report (2018-19)**

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| **What were the greatest successes/challenges faced in 2018-19?**  **Successes:**  **Literac**y:   * In October, we participated in French PD with the other French Immersion Schools.  We brought in Isabelle Robert from out east to do PD on writers workshop in French.  Within a few weeks, the majority of our grade 1-4 teachers began doing writers workshop in French.​ * In March, our grade 3-6 teachers saw success in the French writers workshop. They asked   for the resources in English and are now using it in English Language Arts (ELA).​   * Division 1 students have access to an online reading program called "Je lis, je lis", this helps with at home practice. * In March, many teachers went to PD with Isabelle Robert on readers workshop in French.   **FNMI:**   * “Restorative Circles In Schools” book study and Elder Wilson information for staff and students. * Staff visit in August 2019 to Metis crossing – workshop on TQS. * students worked on sharing circles and the use of a talking stick. * PD on “Campus St. Jean” Re: Truth and Reconciliation.   **Numeracy:**   * Grade 1 started to use Mathologie. * Teachers use the math benchmarking kit to help level students.​ * All students in grades 2 – 6 write the MIPI in September. * Our grade 1 – 4 classes make use of small group instruction through the use of math centres​. * Piloting a division 1 online Math resource called Zorbit, this allows teachers to program activities based on students individual needs.  Division 2 uses Netmath​ * ​Had grade 6 students write the Math Part B first and Part A second. This helped alleviate the stress and rigor of Part B.   **Citizenship**:   * Increased number of clubs and leadership opportunities * Cross grade collaboration   **CTF:**   * Modified Grade 5 and 6 options to meet the passion and abilities of staff members. A total of six options offered.   **Collegiality:**   * Improving. Not only inhouse, but with other French Immersion program staff   **Challenges:**  **Literacy / Numeracy:**   * Effectively use the data from GB+, STAR and MIPI and Phonological Awareness so teachers can better target their instruction. * Be sure **all** staff are using division and school teaching tools that are set in place.   **General:**   * Staff and Parent understanding of inclusion and what this looks like in today’s classroom. * Recruitment and retention of quality staff. * Constant change in Leadership. * Communication and announcement of boundary change for Heritage Hills. |
| **How, and to what degree, did those successes/challenges impact planning for 2019-20?**   * It will be important to continue to work with and receive support from Support for Students and Human Resources in order to be able to overcome the challenges that come with teaching and learning in French as well as hiring quality teachers and staff. * Staffing took place in early 2019 and we continued to work with Human Resources to ensure that we were able to find quality staff. * We used OLEP money at the end of the year to purchase more French resources for Writers Workshop. * We purchased a new screening tool in French to assess our students’ numeracy as well as interventions to supports students. * We are looking for screening tools to assess our students’ reading levels in French. * We purchased several copies of Renée Bourgoin’s new resource. This resource gives interventions that supports students who are learning to read French as a second language. * We have invited Dr. Renée Bourgoin from New Brunswick to work with our teachers on types of interventions to support second language readers in French. * Looking at the feasibility of staff visiting other classrooms in the division to better understand the “inclusive” classroom. * Whole school communication is through the website and / or teacher communication (pulled Instagram and Twitter off the website and only use mass email in emergent situations). * More strategic plan regarding Heritage Hills communications. |

**SECTION FOUR: School Goals, Strategies and Performance Measures**

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| **School Goal 1:** Students at École Campbelltown will achieve one year’s growth in their reading and writing ability by the end of the school year in French and English (in grades 3 to 6).  **Division Outcome:** More students achieve a minimum of one year's growth in literacy and numeracy.    **Strategies:**   * All grade 3 to 6 teachers will use the results of the STAR reading assessment to guide their differentiated instruction for students. Teachers will administer the STAR at least 3 times per year. * Teachers in Division 2 will continue to use Levelled Literacy Intervention (LLI). * Students who are below grade level will receive additional support in French. * This could include pullout with a teacher, small group instruction or the Precision Reading Program. * All teachers will receive professional development on interventions to support second language readers in French. * We are looking at a screening tool to assess our students’ reading levels in French. * Teachers will be working with our Counsellor to learn how to effectively use the STAR results to aid in direction of planning for whole class and individual students or groups. * Come up with a list of non-negotiable items that should be occurring in every class from grade K-6 for Literacy. * Every teacher will gain a greater understanding of what students are expected to know at not only their own grade level but all the way up to grade 6.   **Performance Measures:**   * Students in grades 3 to 6, will demonstrate one year's growth in English based on the STAR reading assessment. * Students in grades 1 to 6, will demonstrate one year’s growth in French based on GB+ reading assessment tool and/or guided reading levels. * Staff will see similarities in various activities across the grade levels and with grade partners. * Development of non-negotiables document (teacher developed). |
| **School Goal 2:** Students at École Campbelltown will demonstrate one year’s growth in numeracy.  **Division Outcome:** More students achieve a minimum of one year's growth in literacy and numeracy.  **Strategies:**   * Teachers will assess students’ foundational mathematical skills using the Math Intervention Programing Instrument (MIPI). * Teachers will use the math benchmarking tool to further investigate students who are struggling. * Teachers will continue to collaborate on creating math centres and activities for guided math. * Teachers will explore Daily Number Talks with the guidance and support of our district’s numeracy consultant. This will allow students to expand their mathematical thinking and reasoning. * We will target professional development for staff. * Our Division 2 teachers will collaborate to find strategies to help students with their mental math skills. * We purchased Portrait Mathématique , a new screening tool in French, to assess our students’ numeracy as well as interventions to supports students * Come up with a list of non-negotiable items that should be occurring in every class from grade K-6 for numeracy. * Every teacher will gain a greater understanding of what students are expected to know at not only their own grade level but all the way up to grade 6.   **Performance Measures:**   * Students will demonstrate one full year’s growth in foundational math skills (based on report cards). * All teachers will be using a variety of numeracy teaching strategies to differentiate instruction for their students. * More students will meet the acceptable standard in Part A of the Grade 6 Provincial Achievement tests. * Staff will see similarities in various activities across the grade levels and with grade partners. * Development of non-negotiables document (teacher developed). |
| **School Goal 3:** Students at École Campbelltown are respectful citizens who are responsible, and who strive to do their best at school, at home and in the community.  **Division Outcome:** Our learning and working environments are welcoming, caring, respectful and safe.  **Strategies:**   * Administration will use Restorative Justice Practices in the office.  Teachers will have regular class circles as well as class circles when issues arise. All teachers will receive resources on restorative circles to enhance their class circles. * Grades 5’s will work with Elder Wilson to learn about the history and significance of restorative circles. All students will continue to learn about sharing circles and talking sticks. * Broaden opportunities within the school and community to involve more students in a wider variety of activities. * Staff will use self-regulation and mindfulness strategies so students increase their self-regulation abilities. * Increase staff involvement to facilitate extracurricular activities with our students. * Facilitate collaboration between grade groups within the school so that students are able to develop their leadership skills. * Staff will work with students to develop their digital citizenship knowledge and skills so students can become informed, ethical and active online citizens. * Leadership option offered to grade 5 and 6 students. * Kindness club with a focus on inclusion offered to division 2 students. * Grade 6 students are helping and being role models for younger students in a variety of capacities. * Students in division 1 will be offered the RecrAmis program where older students will plan and organize games at recess. * Students will have opportunity to help community (Shoe Drive, Farm to School, Christmas Bureau, delivering Christmas cards to our neighbours, Terry Fox Run, singing at retirement home in our community). * Full-time counsellor to support in developing citizenship and social skills with students.   **Performance Measures:**   * Accountability pillar results and data from the district survey will show that more parents, students and teachers believe that École Campbelltown is a safe and caring school where students are respectful and do their best. |

**SECTION FIVE: Summary of Performance Measures Student**

Learning Measures

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| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |  | |
|  | | **Results (in percentages)** | | | | | | | | | | | | **Target** | |
| **2014** | | **2015** | | **2016** | | **2017** | | **2018** | | **2019** | | **2020** | |
| **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** |
| English Language Arts 6 | CBN | 92.7 | 21.8 | 98.3 | 36.7 | 97.9 | 38.3 | 98.6 | 34.8 | 97.8 | 26.1 | 98.6 | 27.0 | 98.0 | 27.0 |
| EIPS | 91.1 | 24.2 | 90.9 | 25.1 | 90.7 | 26.1 | 92.2 | 24.1 | 92.2 | 24.1 | 94.2 | 24.7 |  |  |
| Province | 81.9 | 17.6 | 82.8 | 19.5 | 82.9 | 20.4 | 82.5 | 18.9 | 83.5 | 17.9 | 83.2 | 17.8 |  |  |
| French Language Arts 6 | CBN | 85.5 | 18.2 | 98.3 | 23.3 | 95.7 | 12.8 | 95.7 | 20.3 | 97.8 | 17.4 | 97.3 | 27.0 | 97.0 | 20.0 |
| EIPS | 84.8 | 12.4 | 93.0 | 15.0 | 83.3 | 7.8 | 90.1 | 13.9 | 90.1 | 13.9 | 93.3 | 23.3 |  |  |
| Province | 88.0 | 15.6 | 87.5 | 13.6 | 87.7 | 14.2 | 85.1 | 13.5 | 85.2 | 12.3 | 87.7 | 15.7 |  |  |
| Mathematics 6 | CBN | 80.0 | 14.5 | 88.3 | 18.3 | 91.5 | 23.4 | 89.9 | 13.0 | 97.8 | 23.9 | 91.9 | 25.7 | 90.0 | 25.0 |
| EIPS | 83.6 | 19.1 | 83.3 | 19.0 | 81.6 | 16.9 | 80.7 | 17.8 | 80.7 | 17.8 | 86.5 | 22.8 |  |  |
| Province | 73.5 | 15.4 | 73.2 | 14.1 | 72.2 | 14.0 | 69.4 | 12.6 | 85.3 | 19.4 | 72.6 | 15 |  |  |
| Science 6 | CBN | 80.0 | 14.5 | 88.3 | 25.0 | 89.4 | 23.4 | 88.4 | 21.7 | 91.3 | 15.2 | 74.3 | 20.3 | 88.0 | 20.0 |
| EIPS | 87.2 | 35.3 | 87.0 | 34.3 | 88.7 | 39.7 | 88.4 | 42.0 | 88.4 | 42 | 88.3 | 44.4 |  |  |
| Province | 75.9 | 24.9 | 76.3 | 25.3 | 78.0 | 27.1 | 76.9 | 29.0 | 83.7 | 22.7 | 77.6 | 28.6 |  |  |
| Social Studies 6 | CBN | 69.1 | 1.8 | 81.7 | 6.7 | 91.5 | 10.6 | 84.1 | 10.1 | 89.1 | 17.4 | 78.4 | 14.9 | 86.0 | 12..0 |
| EIPS | 80.2 | 22.7 | 80.1 | 24.6 | 80.5 | 28.6 | 85.3 | 32.3 | 85.3 | 32.3 | 87.4 | 35.1 |  |  |
| Province | 70.4 | 16.6 | 69.8 | 18.1 | 71.4 | 22.0 | 72.9 | 21.7 | 77.8 | 16.9 | 76.2 | 24.4 |  |  |

Student Engagement Measures

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| 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. | | | | | | | | | | | | | | | |
|  | **CBN** | | | | | **EIPS** | | | | | **Province** | | | | |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall | 93.6 | 92.4 | 90.3 | 95.3 | 94.0 | 88.0 | 87.7 | 88.1 | 88.1 | 88.2 | 89.2 | 89.5 | 89.5 | 89.0 | 89.0 |
| Teacher | 98.8 | 98.4 | 97.8 | 99.0 | 98.6 | 95.6 | 94.8 | 95.1 | 95.8 | 94.6 | 95.4 | 95.4 | 95.3 | 95.0 | 95.1 |
| Parent | 94.4 | 89.2 | 88.6 | 94.3 | 92.9 | 87.7 | 87.4 | 87.3 | 86.9 | 87.1 | 89.3 | 89.8 | 89.9 | 89.4 | 89.7 |
| Student | 87.7 | 89.7 | 84.7 | 92.5 | 90.7 | 80.7 | 81.0 | 81.8 | 81.6 | 82.9 | 83.0 | 83.4 | 83.3 | 82.5 | 82.3 |

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| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | | | | | | |
|  | **CBN** | | | | | **EIPS** | | | | | **Province** | | | | |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall | 85.9 | 90.1 | 91.6 | 92.6 | 89.9 | 79.8 | 79.8 | 80.1 | 80.5 | 80.0 | 83.5 | 83.9 | 83.7 | 83.0 | 82.9 |
| Teacher | 98.8 | 100.0 | 98.5 | 98.0 | 97.2 | 94.1 | 94.1 | 94.1 | 94.1 | 93.0 | 94.2 | 94.5 | 94.0 | 93.4 | 93.2 |
| Parent | 83.9 | 85.3 | 87.1 | 89.5 | 79.8 | 76.5 | 75.0 | 75.4 | 75.4 | 75.1 | 82.1 | 82.9 | 82.7 | 81.7 | 81.9 |
| Student | 75.0 | 84.9 | 89.3 | 90.4 | 92.7 | 68.8 | 70.3 | 70.6 | 72.0 | 71.7 | 74.2 | 74.5 | 74.4 | 73.9 | 73.5 |

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| 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. | | | | | | | | | | | | | | | |
|  | **CBN** | | | | | **EIPS** | | | | | **Province** | | | | |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall | 78.6 | 94.4 | 82.0 | 89.6 | 83.5 | 76.4 | 79.0 | 77.8 | 79.0 | 80.7 | 82.0 | 82.6 | 82.7 | 82.4 | 83.0 |
| Teacher | 100.0 | 96.0 | 100.0 | 95.0 | 85.7 | 86.3 | 89.8 | 89.0 | 90.7 | 89.4 | 89.7 | 90.5 | 90.4 | 90.3 | 90.8 |
| Parent | 57.1 | 92.9 | 64.0 | 84.2 | 81.3 | 66.4 | 68.1 | 66.6 | 67.3 | 72.1 | 74.2 | 74.8 | 75.1 | 74.6 | 75.2 |

Overall School Culture Performance Measures

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| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | | | | | | | | | | |
|  | **CBN** | | | | | **EIPS** | | | | | **Province** | | | | |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall | 92.9 | 93.0 | 94.9 | 97.1 | 96.8 | 88.5 | 88.5 | 89.3 | 88.9 | 89.9 | 89.5 | 90.1 | 90.1 | 90.0 | 90.2 |
| Teacher | 99.0 | 96.7 | 98.1 | 99.2 | 98.3 | 96.3 | 95.9 | 96.4 | 96.2 | 96.4 | 95.9 | 96.0 | 95.9 | 95.8 | 96.1 |
| Parent | 82.6 | 84.4 | 89.3 | 92.8 | 92.2 | 84.5 | 84.1 | 85.7 | 83.6 | 85.7 | 85.4 | 86.1 | 86.4 | 86.0 | 86.4 |
| Student | 97.0 | 97.8 | 97.4 | 99.3 | 100.0 | 84.6 | 85.4 | 85.8 | 86.8 | 87.6 | 87.4 | 88.0 | 88.1 | 88.2 | 88.1 |

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| 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. | | | | | | | | | | | | | | | |
|  | **CBN** | | | | | **EIPS** | | | | | **Province** | | | | |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall | 91.0 | 94.5 | 90.3 | 87.1 | 84.3 | 82.8 | 83.4 | 83.3 | 82.7 | 82.9 | 81.3 | 81.9 | 81.9 | 81.8 | 82.2 |
| Teacher | 97.7 | 96.4 | 94.9 | 86.8 | 86.5 | 91.2 | 91.0 | 90.4 | 90 | 90.7 | 87.2 | 88.1 | 88.0 | 88.4 | 89.1 |
| Parent | 84.3 | 92.5 | 85.8 | 87.4 | 82.2 | 79.8 | 81.0 | 80.0 | 79 | 78.4 | 79.9 | 80.1 | 80.1 | 79.9 | 80.1 |
| Student | n/a | n/a | n/a | n/a | n/a | 77.6 | 78.3 | 79.5 | 79.2 | 79.6 | 76.9 | 77.5 | 77.7 | 77.2 | 77.4 |

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| 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. | | | | | | | | | | | | | | | |
|  | **CBN** | | | | | **EIPS** | | | | | **Province** | | | | |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall | 83.4 | 93.1 | 93.3 | 93.6 | 87.7 | 79.1 | 80.0 | 80.2 | 79.5 | 81.0 | 79.6 | 81.2 | 81.4 | 80.3 | 81.0 |
| Teacher | 88.2 | 88.0 | 92.6 | 90.0 | 82.1 | 83.1 | 82.9 | 84.3 | 81.8 | 80.8 | 79.8 | 82.3 | 82.2 | 81.5 | 83.4 |
| Parent | 68.0 | 93.3 | 96.4 | 95.0 | 87.5 | 74.6 | 77.5 | 76.7 | 76.1 | 79.5 | 78.5 | 79.7 | 80.8 | 79.3 | 80.3 |
| Student | 94.0 | 97.9 | 90.9 | 95.7 | 93.3 | 79.5 | 79.5 | 79.5 | 80.7 | 82.7 | 80.7 | 81.5 | 81.1 | 80.2 | 79.4 |

**SECTION SIX: Additional Information**

Parent Involvement and Communication of Plan

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| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | | | | | | | | | | | | | | | |
|  | **CBN** | | | | | **EIPS** | | | | | **Province** | | | | |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall | 80.1 | 91.7 | 85.2 | 86.8 | 73.4 | 77.1 | 78.1 | 78.1 | 74.8 | 77.7 | 80.7 | 80.9 | 81.2 | 81.2 | 81.3 |
| Teacher | 96.4 | 98.4 | 99.3 | 95.0 | 88.7 | 88.0 | 88.2 | 89.2 | 89.7 | 88.7 | 88.1 | 88.4 | 88.5 | 88.9 | 89.0 |
| Parent | 63.7 | 84.9 | 71.2 | 78.6 | 58.0 | 66.2 | 67.9 | 67.0 | 67.2 | 66.7 | 73.4 | 73.5 | 73.9 | 73.4 | 73.6 |

**Communication of Plan:**

If we compare the learning and engagement measures to our parent involvement and communication of plan from 2018-19 there is a significant difference. Some of this could be that parents are believing this involves the communication of the new Heritage Hills school. Either way, we will have to be sure our parents are aware of our School Education Plan and Results. We will look at this and be sure we use this document as a working document with feedback from parent council and any parents at large.