

# School Education Plan and Results Report

## 2018-22

### Year 2



#### **OUR MISSION:**

To challenge students through Christ-centered education, to know Jesus Christ as Saviour and Lord in order to pursue a life of godly character, personal and academic excellence and service to others.

#### **OUR MOTTO:**

"... whatever is true ... noble ... right ... pure ... lovely ... admirable - if anything is excellent or praiseworthy - think about such things."

*Philippians 4:7*



## **SECTION ONE: School and Division Goals**

### **School Goals:**

**GOAL 1:** More students achieve a minimum of one year's growth in literacy and numeracy. (Priority 1, Goal 2)

**GOAL 2:** Create a welcoming, caring, respectful and safe environment to promote active citizenship for students and staff through the implementation of the Show Love 2.0 Outreach Program. (Priority 2, Goal 1)

**GOAL 3:** Increase student engagement in junior high and high school through diverse and individual programming options. (Priority 1, Goal 3)

### **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 gaps between First Nations, Métis, and Inuit students and all other student groups are 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:** Jon Elzinga

**Assistant Principals:** Wes Merta and Matt Mattheson (September-October: Nadine Lennox - Acting)

**Counsellor:** Nadine Lennox (September-October: Leah Tuckwood – Acting)

### **Quick Facts:**

- Strathcona Christian Academy Secondary School (SCS) follows the provincial curriculum, interpreted from a Christian perspective, and welcomes students who support its educational philosophy.
- Strathcona Christian Academy (SCA) was founded in 1980 as a kindergarten – Grade 12 private school as a ministry of Sherwood Park Alliance Church.
- The school became an Alternative Program school of Elk Island Public Schools in 1998.
- In September 2007 Strathcona Christian Academy expanded to two schools: SCA-Elementary (kindergarten – grade 6) and SCA-Secondary (grades 7-12)
- These two schools function as one Christian program as directed by the SCA Society Board. All staff are committed Christians who support the school’s mission and philosophy.
- In the 2019-2020 school year, SCA Secondary’s student enrolment is 601.
- The SCS school community is served by 32 teachers (29.624 full time equivalent) and 11 classified staff.
- The total school budget is \$3,856,342. 92.58% of that budget is allocated to staffing.

### **Programming Highlights:**

- Strathcona Christian Academy Secondary School provides students with many experiences and opportunities to enrich and deepen their faith. These experiences include, but are not limited to: daily devotions, five “Encounter” sessions (chapel program) throughout the year, monthly “All school devotions”, grade 9 and grade 12 student retreats, “Missions” classes (Local, National and International), SOWA (School of Worship Arts) classes, and Bible classes. All curriculum in all courses is presented through the lens of a Christian worldview.
- SCS is committed to helping students achieve their goals in a safe and caring learning environment while examining their faith in Jesus Christ.
- SCS is well recognized as a school for its academic excellence, competitive athletic teams, exceptional musical theatre productions and strong off campus education programs.
- SCS High School student athletes compete in the Metro Edmonton League and compete at the 3A level through the Alberta School Athletic Association. Students have the opportunity to participate in badminton, basketball, cross country, flag football, golf, indoor co-ed soccer, outdoor soccer, track and field and volleyball.
- SCS Junior High student athletes compete in the EIPS Athletics League. Students have the opportunity to compete in badminton, basketball, cross country, golf, track and field and volleyball.
- SCS has two hardwired computer labs and 5 mobile Chromebook carts. SCS has been a Bring Your Own Device School in grades 9-12 for 5 years.

- The SCS Library (The Commons) is located in a very central spot in the building. It has an extensive book collection and is a popular space for students to work during their spares. It is also a popular spot for students hang out with friends and play board games during lunch.

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

What were the greatest successes/challenges faced in 2018-19?

Successes:

- Strong, diverse spiritual programming lead by our campus pastor Jordie Maxwell.
- Firsts – a twice a month all school morning devotion time in the school common area to highlight common themes, goals and initiatives in the school.
- Show LOVE Program – a cultural shift at SCS where we demonstrated what love actually looks like at the school. Show LOVE also enabled us to provide our students with a common set of expectations in the school.
- Student led worship on Thursday mornings in the school common area.
- Grade 12 student retreat nearing the end of the school year to support students in their transition outside of high school.
- Strong grade 9 PAT results including achievement improvement in all four subject areas.
  - a. English: 98.8% Acceptable, 42.0% Excellence
  - b. Math: 92.6% Acceptable, 60.5% Excellence
  - c. Science: 97.5% Acceptable, 56.8% Excellence
  - d. Social: 96.3% Acceptable, 63% Excellence
- Strong diploma results including achievement improvement in the following courses:
  - a. *English 30-1: Standard of Excellence 31.9% (12.4% Increase)*
  - b. *Chemistry 30: Acceptable Standard 97.9% (14.6% Increase)*
  - c. *Chemistry 30: Standard of Excellence 52.1% (21.1% Increase)*
  - d. *Science 30: Standard of Excellence 55.0% (19.9% Increase)*
- High diploma examination participation rate - SCS also has a higher than provincial or divisional diploma examination rate with 87.2% of grade 12 students writing 4 or more diploma exams.
- High eligibility rate for Rutherford Scholarships - 87.5% of SCS students compared to 64.7% in the EIPS.
- In 2018, 78.2% of students had transitioned to post-secondary within 6 years compared to 62.6% of students in EIPS.
- Strathcona Christian Academy Secondary School continues to have a strong Fine Arts program. In February 2018, our Musical Theatre program performed Rodgers and Hammerstein's Cinderella.
- In 2018-2019 our band received a superior rating at the provincial level and qualified to compete in nationals in 2019-2020.
- New School Council Town Hall style model to promote to parents that all are welcome and invited to School Council Meetings to support the school and provide feedback to the principals.
- Expansion of our Study Skills classes where high school students can receive additional support and accommodations.
- New student host program to connect our new students to students already attending SCS
- New family phone calls by administration early in the year to check in for a smooth transition

**Challenges:**

- Increase in the need for accommodations in the classroom and examinations as well as increase in student anxiety and mental health concerns.
- Decrease in School Improvement results despite very high achievement and improvement in other areas.
- Decrease in the percentage of students, parents, and teachers that feel SCS students model the characteristics of “Active Citizenship” as indicated in the Accountability Pillar.
- Decrease in the overall percentage of parents, students, and teachers that believe the overall “Educational Quality” has improved at SCS as tabulated by the Accountability Pillar.

**How, and to what degree, did those successes/challenges impact planning for 2019-20?**

1. Significance emphasis needs to be placed on providing our students with opportunities to demonstrate active citizenship in our community.
2. As our results for continuous improvement declined significantly, we need to take a serious look at what is being taught in our courses. An emphasis will be placed on blueprinting different courses and exams to ensure we are covering the curriculum.
3. The positive trend in diploma and PAT results showed that our data analysis was beneficial last year. We need to continue to inspect the diploma and PAT data to discover if there are patterns within individual courses regarding specific outcomes that are not being effectively taught so that we can have improvement trends in all subject areas.
4. Due to an increased diversity in student needs, our approach to education needs to continue to shift away from a one size fits all model. This approach fits in very well with our High School Redesign Pillars of Meaningful Relationships and Personalization.

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

**School Goal 1:** More students achieve a minimum of one year’s growth in literacy and numeracy.

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

**Strategies:**

- Working with Brad Smilanich (Elk Island Public Schools (EIPS) Literacy Consultant) particularly in film studies and writing strategies and Amaya Ortigosa (EIPS Numeracy Consultant) regarding proper support for our students.
- Teaching specific reading comprehension strategies and building vocabulary by teaching it in context.
- Increase classroom libraries (both books and movies) for students to access outside of school time as well as in class. Diversify texts to include more contemporary authors as well as a wider diversity of voices. More emphasis will be given to student choice in text studies, to promote student engagement.
- Develop a “culture of reading.” Increase reading outside of school time. More class time will be devoted to independent reading and to finding ways to have students sharing what they enjoy online and in class, to encourage others to read as well.

- Jr/Sr group teacher meetings to discuss and share strategies to address areas of weakness in student writing, as identified by district assessments, particularly “thought and understanding,” which is our weakest diploma category.
- School wide writes for assessment continuity. It is our goal to rethink how we teach grammar, vocabulary and essay structure from gr 7-12, to ensure our students’ writing is preparing them for the expectations of the diploma exam.
- Use STAR reading assessment data to identify specific targeted interventions for students reading below grade level.
- Increased emphasis in Social Studies on writing position papers in all grades to develop deeper level of thinking by Grade 12.
- Providing release time for collaborative marking for core teachers to ensure consistent assessment practices.
- Increased emphasis during professional learning on data analysis of Diploma and Provincial Achievement Test (PAT) results.
- Continued use of After School Math Help which is available in all our classes for students that are struggling or who just want extra review.
- Continue scheduling Honours Math Classes in High School. Extra math is completed in these classes from Grade 11-12 to challenge stronger students and give them supplemental questions.
- Administrative observations and coaching conversations based on the professional development from Sandra Herbst. All teaching staff will be observed to strengthen teaching practices and improve the overall education at SCS.
- Emphasis on blueprinting courses and exams to ensure accurate course delivery and assessments.
- Continuation with Readopoly Reading Program, a schoolwide reading competition that encourages students to read for various prizes throughout the school.

**Performance Measures:**

- Creation of shared documents for rubrics, benchmarks, and student exemplars in core classes.
- Utilization of the division wide literacy assessment tool (STAR).
- Improvement in Diploma exam results, particularly in areas of intermediate or high achievement level.
- Continued success in PAT results particularly in the area of students reaching the standard of excellence.
- Utilization of division wide numeracy assessment tool Math Intervention Programming Instrument (MIPI)
- Increase in the percentage of students, parents, and teachers that feel the overall education quality at SCS has improved over the past three years.

**School Goal 2:** Create a welcoming, caring, respectful and safe environment to promote active citizenship for students and staff through the implementation of the Show Love 2.0 Outreach Program.

**Division Outcome:** Our learning and working environments are welcoming, caring, respectful, and safe. (Priority 2, Goal 1)

**Strategies:**

- Implementation of our school goal for the year: Show Love 2.0. Show Love 2.0 will build on the character training students received in 2018-2019 on how to be active citizens and bring that knowledge to the community. Show Love 2.0 will give the opportunity for all students to see the value of giving back to their community and increase their awareness of their citizenship role. Every student will have the opportunity to be involved in a half or full day humanitarian project.
- Formation of Missions Local course in High School where students will be involved in organizing and running various missions/service projects in the community.
- Continue focussing on High School Redesign Pillar Meaningful: Relationships.
- Refine our new student welcoming program to ensure new students have a connection in the school
- Administration will phone each new family within the first month to ensure a positive start up to the school year.
- Expanding Encounter Days to Encounter Weeks where there is a strong spiritual focus placed throughout the week, allowing students to “taste and see that God is good!” These Encounter Weeks will occur 5 times throughout the year.
- Implement daily, weekly, monthly, yearly strategy for meeting our students’ spiritual needs.
- Ongoing spiritual professional development for staff so that we continue to fulfill the mission of SCS.
- Training staff and students on “Go To Educator Training” as promoted by EIPS Supports for Students

**Performance Measures:**

- Increase in the percentage of students, parents, and teachers that feel SCS is a “Safe and Caring School” as tabulated in the Accountability Pillar.
- Increase in the percentage of students, parents, and teachers that feel SCS students model the characteristics of active “Citizenship” as indicated in the Accountability Pillar.

**School Goal 3:** Increase student engagement in junior high and high school through diverse and individual programming options.

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

**Strategies:**

- Continue to examine the availability of junior high options and strategically schedule the options so that students have a variety of choices. New options in junior high include Grade 7 construction, Grade 7 foods and fashion.
- Individualized meetings with each high school student and the SCS registrar to ensure that students timetable accurately reflect their plans beyond high school.
- Continue focussing on High School Redesign Pillar Personalization.
- Bring Your Own Device – continuation of BYOD program in grade 9-12. The BYOD goals for the year are Integrating new technologies into teaching practices to increase student engagement and identifying when technology needs to be put away in the classroom.
- Implementation of a new Bible scope and sequence for grades 7-12.

- Continue offering test anxiety and study skills classes. These are optional classes open for junior high and high school classes that teach students how to study, how to write an exam and how to reduce anxiety around exam time.
- Increased implementation and communication of Instructional Support Plan (ISP) strategies and accommodations.
- Classified FTE is dedicated to digitally record exams in all core subjects to support students requiring accommodations.
- Refining Junior High ROC (Reaching our Capabilities) Room to meet the needs of diverse learners who require additional support.
- Continue to develop and implement a Learning Strategies class for those students who are academically challenged in literacy/numeracy.
- Continue promoting the SCS mentorship program to support our Grade 7 students.
- Formation of a student advisory group that will meet regularly with administration
- Increased emphasis on parent teacher communication, ensuring that all families are signed up for Google classroom reminders.

**Performance Measures:**

- Increased high school completion rate and high school to post-secondary transition rate at SCS as tabulated by the Accountability Pillar.
- Increase in the overall percentage of parents, students, and teachers who believe the overall “Educational Quality” has improved at SCS as tabulated by the Accountability Pillar.
- Maintain or decrease the 0.5% annual drop out rate of students aged 14 to 18 as tabulated by the Accountability Pillar.
- Increase in the percentage of parents who agree that students are taught at SCS attitudes and behaviors that will make them successful at work when they finish school as tabulated by the Accountability Pillar.
- Increase in the percentage of students who are satisfied with the opportunity to receive a broad program of studies including fine arts, career, technology, and health and physical education as tabulated by the Accountability Pillar.

**SECTION FIVE: Summary of Performance Measures**

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	SCS	85.6	28.9	94.7	35.1	94.7	25.5	97.9	34.7	98.8	42.0	100	34
	EIPS	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
Mathematics 9	SCS	87.8	40.0	90.4	40.4	94.7	36.2	90.5	35.8	92.6	60.5	100	43
	EIPS	74.2	19.9	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
Science 9	SCS	88.9	34.4	92.6	56.4	95.7	46.8	94.7	45.3	97.5	56.8	100	48
	EIPS	84.5	29.3	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
Social Studies 9	SCS	73.3	23.3	84.0	40.4	86.2	28.7	90.5	45.3	96.3	63	100	41
	EIPS	76.1	25.4	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		



Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	SCS	98.6	24.6	100.0	20.2	100.0	27.3	94.8	19.5	98.6	31.9	98	25
	EIPS	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	SCS	100.0	38.5	100.0	38.9	100.0	31.3	93.3	26.7	100	40	98	36
	EIPS	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
Mathematics 30-1	SCS	87.0	46.3	87.7	29.8	80.4	32.6	87.5	35.4	87.2	33.3	86	36
	EIPS	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	SCS	86.7	10.0	77.3	22.7	86.4	18.2	78.0	17.1	74.4	18.6	81	18
	EIPS	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	SCS	94.2	31.9	86.5	12.4	86.7	12.2	83.1	12.0	83.3	15.2	87	17
	EIPS	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	SCS	100.0	6.3	88.2	23.5	90.9	22.7	75.0	6.3	90.9	18.2	89	16
	EIPS	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	SCS	93.3	53.3	97.4	50.6	95.8	48.6	93.9	44.9	85.7	42.9	94	49
	EIPS	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	SCS	84.1	31.8	89.4	34.0	98.1	44.2	83.3	31.0	97.9	52.1	91	37
	EIPS	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	SCS	90.0	36.7	83.3	29.2	94.4	47.2	81.3	50.0	91.7	45.8	89	42
	EIPS	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	SCS	100.0	26.1	92.3	41.0	95.2	28.6	94.6	35.1	95.0	55.0	96	38
	EIPS	91.1	22.6	84.6	25.7	83.4	26.1	87.1	31.3	93.1	40.4		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	SCS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	89.7	94.5	94.3	96.6	93.4	79.8	82.1	81.2	84.6	83.3	76.5	76.5	77.9	78.0	79.1
4 Year Completion	91.9	94.8	95.9	94.3	96.6	86.4	84.8	86.8	86.5	88.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	96.4	94.8	94.9	97.2	97.2	86.3	87.8	86.8	88.5	88.1	82.0	82.1	83.2	83.4	84.8

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	SCS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	59.1	41.7	54.8	53.3	51.7	39.1	35.1	39.0	39.4	39.2	38.3	37.0	37.0	39.3	40.1
6 Year Rate	75.4	88.6	78.6	76.7	78.2	62.4	63.0	63.2	60.5	62.6	59.7	59.4	57.9	58.7	59.0

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	SCS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.5	0.3	0.5	0.0	0.5	2.5	2.2	1.9	1.1	1.7	3.5	3.2	3.0	2.3	2.6

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	90.4	83.9	86.9	87.5	n/a	62.3	60.8	62.5	64.7	n/a	60.8	62.3	63.4	64.8

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.															
	SCS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	4.9	3.0	3.9	2.4	2.5	12.1	9.6	11.6	9.6	9.3	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	95.1	97.0	96.1	97.6	97.5	87.9	90.4	88.4	90.4	90.7	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	95.1	97.0	95.2	96.6	96.4	85.9	87.4	85.8	88.3	87.9	81.4	81.2	81.9	82.3	83.0
% Writing 3+ Exams	89.7	93.3	89.0	93.8	93.8	67.7	69.3	67.5	68.9	68.8	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	83.3	87.2	82.7	86.1	87.2	56.4	58.3	55.7	56.4	58.1	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	52.4	62.6	61.4	60.3	60.5	36.8	38.8	36.1	36.9	39.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	7.5	19.6	16.0	23.0	18.5	10.9	12.1	14.0	16.1	14.5	13.1	13.8	13.6	13.9	14.2

### Student Engagement Measures

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.															
	SCS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.5	93.2	91.6	92.9	90.7	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	95.7	94.3	89.2	97.1	96.1	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	96.4	96.2	96.5	96.2	95.2	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	85.4	89.0	89.1	85.2	80.9	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	SCS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.1	87.9	87.6	89.5	84.0	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	98.8	97.1	96.4	99.3	96.2	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	88.2	91.9	90.3	95.5	88.1	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	68.3	74.6	76.0	73.7	67.8	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.															
	SCS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.2	95.2	92.2	90.2	90.4	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	100.0	96.4	92.9	96.2	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	80.4	90.5	87.9	87.5	84.7	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	SCS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	91.0	91.4	92.7	93.7	90.7	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
<b>Teacher</b>	99.0	96.4	99.4	99.4	97.4	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
<b>Parent</b>	92.3	92.5	93.3	93.4	92.6	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
<b>Student</b>	81.8	85.4	85.4	88.3	82.2	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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.															
	SCS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	84.6	86.4	86.9	84.8	82.7	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
<b>Teacher</b>	93.9	90.2	92.8	85.7	92.3	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
<b>Parent</b>	84.7	90.7	87.6	89.6	84.6	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
<b>Student</b>	75.3	78.4	80.3	79.1	71.3	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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.															
	SCS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	81.4	83.4	82.4	87.2	75.8	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
<b>Teacher</b>	87.5	92.6	89.3	96.4	73.1	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	79.4
<b>Parent</b>	83.6	81.0	82.8	84.5	81.8	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
<b>Student</b>	73.1	76.7	75.2	80.8	72.5	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	83.4

## SECTION SIX: Additional Information

### Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	SCS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	85.5	84.3	77.3	82.1	78.5	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
<b>Teacher</b>	98.2	94.3	87.1	94.2	89.2	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
<b>Parent</b>	72.8	74.3	67.6	70.1	67.8	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

#### Communication of Plan:

The School Education Plan was discussed at the October school council meeting. During this time, parents were given the opportunity to review the goals of the SEP and to offer their suggestions and comments. We appreciate parents' input in the process as this is a living document. The SEP will be communicated and accessible to parents via the SCA Secondary School website. The school staff will review the school goals, measures and strategies for the School Education Plan at their regular November staff meeting.