



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Heritage Hills Elementary **PRINCIPAL:** Bill Schlacht

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

In 2017, the Government of Alberta approved the construction of a replacement school for Wye Elementary. The architectural design firm ONPA Architects Inc was awarded the contract to design the new school. On August 29, 2018, EIPS broke ground for the \$16 million replacement school in the Heritage Hills community. On March 14, 2019, EIPS approved the name Heritage Hills Elementary for the new school. Heritage Hills Elementary is a state-of-the-art school equipped with the latest technology, collaborative learning spaces, large gymnasium, learning commons and solar-energy technology.

Heritage Hills Elementary (HHE) is a new school and opened its doors for the first time for the 2020 - 2021 school year. HHE is a dual track school offering French Immersion and English Programming. Total school budget is \$ 2,929,303. Staffing accounts for 95% of the budget. Most students are coming from two previous schools - Wye Elementary School and Campbelltown Elementary. Our challenge is to build a new school community with these two diverse groups. We have worked closely with both communities in preparation for the opening of Heritage Hills Elementary. As this is the first year for Heritage Hills Elementary, we will be creating new traditions and building a new school culture. We must create our traditions and will be adjusting routines as we live our school days. We will all build our new school community together. This is an exciting opportunity for staff, parents, and student communities to come together.

Our student population is 473 students with 142 in French Immersion and 331 learning in English. We have 2 Administrators (Principal and Assistant Principal [0.5 Teaching]), 2 Secretaries, 0.5 Counselor, 21 Teachers (including 0.5 Teacher Librarian), 5 Educational Assistants and 1 Language Assistant from the Odyssey program. Heritage Hills is a transportation hub with 13



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buses daily. Due to the variations in numbers of students in each grade and tighter budgets we have some combined classes in both programs.

We are a Readers and Writers workshop school which means teachers in both programs will practice Lucy Calkins Units of Study instruction. To support this, we have a Certificated Teacher Librarian. Our literacy resources are organized in a way to provide equity, abundance and high-quality books and resources for all our students. As a dual track, we will continue to ensure we have adequate resources for both programs in literacy and numeracy. Our goal is to create a culture of literacy at Heritage Hills Elementary.

We have a Numeracy/Math Specialist on staff. We are in the process of purchasing learning resources and manipulatives for each classroom in HHE. We would like to create the same culture for numeracy as we have for literacy.

It is difficult to determine how the budget cuts have impacted change from the 2019-2020 school year for the following reasons.

- 1) Decreasing enrolment in ECS English
- 2) Decrease budget allocation
- 3) Introduction of new program – French Immersion
- 4) COVID

These factors caused a surplus of 2.2 FTE with English Programming and a hiring of 5.5 FTE for French Immersion.

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL: By the end of June 2021, the number of students achieving a minimum of one year's growth in literacy will increase.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- Continued use of tools such as STAR and Fountas and Pinnell screenings
- Continued use of levelled reading series
- Purchasing of series and various book clubs
- Participation of grade 4-6 students in the Battle of the Books and the Young Author's Conference
- Continued use of Levelled Literacy Intervention (LLI) tools and coaching, in class and in small group settings



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- In-servicing and introduction to the *Readers Workshop* initiative for all staff
- Implementation of the *Writers Workshop* initiative for all staff
- Enhanced Kindergarten opportunities to work on enrichment literacy activities
- Use of *Words Their Way*
- Continue participation in *Speaking in Class* and school division initiatives. School Debate Club and district Speech Competitions
- Continued use of RAZ kids, & Je lis, je lis
- Utilize division literacy consultants
- Principal and Assistant Principal modelling literacy by reading to classes, engaging in literacy initiatives and Guided Reading
- 0.5 FTE Teacher Librarian
- Revisit Instructional Practice at staff meetings
- Create HHE Literacy Plan

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- Average of 1 year's growth or more on STAR year end reports
- 5% above EIPS average of students achieving the Standard of Excellence on Provincial Achievement Testing
- 100% of students achieve the Acceptable Standard on Provincial Achievement Testing
- All students will continue to use the STAR Reading test at least three times a year and their progress will be monitored to increase individual reading levels and to measure student growth in reading comprehension.
- Students who will receive literacy support will see increase in overall literacy skills and this progress will be confirmed using the Fountas and Pinnell benchmarks and guided reading levels.
- 5% of students, in grades 4-6, will actively participate in the *Battle of the Books Club*
- Review HHE literacy plan a minimum of 3 times a year
- Author Visits
- Increase Library Learning Commons Circulation
- Increase Instructional Periods taking place in Library Learning Commons
- Administrators will be in classrooms teaching mini lessons (Readers and Writers Workshop), Guided Reading or working/learning with students and staff once a month.

EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 1: Positive Learning and Working Environments



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

SCHOOL GOAL: Create a vibrant and welcoming Heritage Hills School Community that is inclusive of all students, parents and staff.

STRATEGIES/ACTIONS IMPLEMENTED:

- Incorporate French Immersion opportunities
- School wide participation in selecting a Spirit Logo
- Continue and expand student leadership opportunities such as: Greeters, Announcers, Office Helpers, Recycling, Tech Team, Lunch Supervisors, Assembly leaders, Ukulele Student Leads, Running Club Student Leads, Speech, SYNC (Seniors and Youth Networking Communities), Basketball, and Volleyball Teams
- Include students in decision making and initiatives.
- Tracking school leadership and citizenship goals more effectively and transparently.
- Continue and expand on a wide variety of community, provincial, national and international student leadership opportunities to spark interest and awareness of global issues.
- Keep parents informed and involved through school communication channels (Weekly News, Website, Twitter, School Messenger).
- Communicate leadership / citizenship opportunities to students via announcements and to parents via weekly news emails.
- Increase community involvement and student interactions with the community.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- As much as possible, school activities are inclusive of all students and not segregated based on French and English.
- Carnival with whole school participation
- Accountability Pillar Data shows positive responses related to safe and caring schools and citizenship.
- 3 school surveys related to student sense of belonging and community.
- Selection of HHE spirit logo following school wide participation.
- An increase in the number of students who apply and interview for leadership opportunities.
- Student leaders become the trainers for annual initiatives.
- Continue to increase student and parent perception that our students model active citizenship.
- All students, at each grade level have the opportunity and are encouraged to take an active role in leadership.

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL: By the end of June 2021, we will observe an increase in the number of students who will achieve mastery in grade appropriate basic math facts.



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STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- Encourage teachers to use existing Math resources and manipulatives including newly purchased Box Cars and One-Eyed Jacks.
- Host Math (Box Cars and One-Eyed Jacks) and STEM (APEGGA) nights at the school possibly virtually.
- Continue to utilize EIPS Math consultant
- Use MIPI to guide instruction
- Analyze longitudinal MIPI data
- Continued use of math games, websites, apps, and common grade approaches to increase student mastery of basic math facts and to develop a strong sense of number and patterns.
- Use of math journals in the classroom.
- Students continue to record their progress in data notebooks and to set personal goals with basic math facts.
- Identify additional resources and professional learning opportunities, with the support of the EIPS Mathematics consultant, to assist teachers with developing student problem solving skills and elementary benchmarking kits.
- Use of structured Number Talks to facilitate student success with problem solving in mathematics and increase understanding of number and place value.
- Use the Math Benchmarking tool kit.
- Continue to reflect and research on instructional practices.
- Create Numeracy Plan

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- Pi Day activities
- Math-a-Thon
- 100% of students achieving the Acceptable Standard on Provincial Achievement Testing.
- Successful Math and Science evenings for Students and Parents.
- Decrease of the number of students in red on the Fall Mipi from 2020

Reflecting on your data, what was your greatest success?

- *Accountability Pillar results and improvements*
- *PAT results and improvements*
- *Increase in Literacy results*



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Reflecting on your data, what was your greatest opportunity for growth?

- *Creating new school community at Heritage Hills Elementary*
- *Managing School Operations During COVID-19*
- *Finding opportunities to increase parental involvement even during COVID with regards to Accountability Pillar results.*

Ministry Performance Measures 2019-20 (WYE Elementary)



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 3331 Wye School



Measure Category	Measure	Wye School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.2	90.5	91.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.8	86.8	81.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.2	92.6	91.7	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	100.0	99.0	95.4	73.8	73.6	73.6	Very High	Improved	Excellent
	PAT: Excellence	52.6	47.7	43.8	20.6	19.9	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	77.5	90.1	76.5	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	87.3	84.0	85.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.1	81.2	79.4	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	84.3	76.9	79.4	81.5	81.0	80.9	Very High	Maintained	Excellent



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Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. 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).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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 Examination 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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Student Learning Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

School: 3331 Wye School
Province: Alberta

		Wye School		Alberta	
		2019	2016 - 2018 Avg	2019	2016 - 2018 Avg
English Language Arts 6	Number Writing	68	73	49,639	44,843
	Acceptable Standard %	100.0	100.0	91.9	91.7
	Standard of Excellence %	42.6	35.2	19.6	21.1
French Language Arts 6 année	Number Writing	n/a	n/a	3,479	3,014
	Acceptable Standard %	n/a	n/a	89.7	89.0
	Standard of Excellence %	n/a	n/a	16.1	13.8
Français 6 année	Number Writing	n/a	n/a	642	560
	Acceptable Standard %	n/a	n/a	93.3	94.5
	Standard of Excellence %	n/a	n/a	25.4	21.1
Mathematics 6	Number Writing	68	73	49,753	44,962
	Acceptable Standard %	100.0	94.4	79.8	78.7
	Standard of Excellence %	42.6	28.2	16.6	14.9
Science 6	Number Writing	68	73	49,793	44,772
	Acceptable Standard %	100.0	99.0	85.5	86.2
	Standard of Excellence %	61.8	67.1	31.6	31.9
Social Studies 6	Number Writing	68	73	49,670	44,711
	Acceptable Standard %	100.0	97.7	84.1	81.0
	Standard of Excellence %	63.2	49.0	27.0	24.7

Student Learning Achievement (Grades K-9)

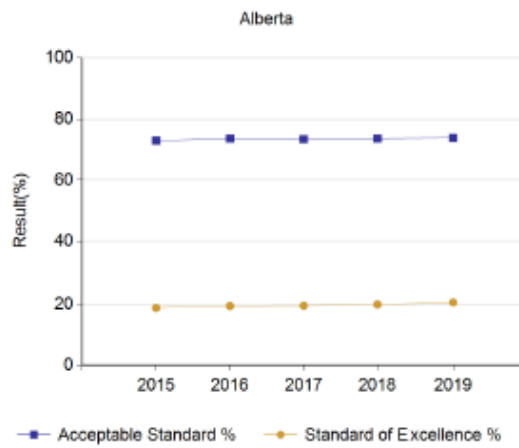
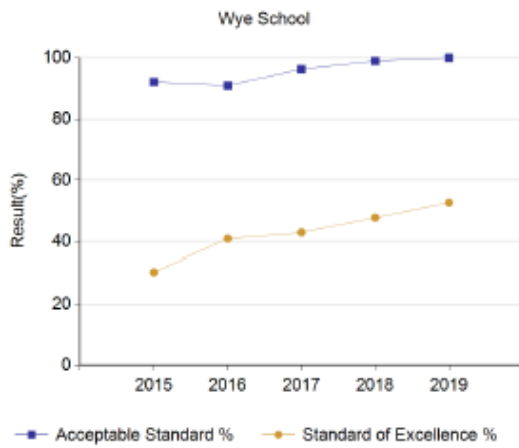


PAT Results By Number Enrolled Measure History

School: 3331 Wye School

Province: Alberta

	Wye School					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
N	60	82	67	75	68	93,085	93,217	96,659	100,210	104,264
Acceptable Standard %	92.1	90.9	96.3	99.0	100.0	72.9	73.6	73.4	73.6	73.8
Standard of Excellence %	30.4	40.9	42.9	47.7	52.6	18.8	19.4	19.5	19.9	20.6



Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Student Learning Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 3331 Wye School

Course		Measure		Wye School						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	68	100.0	75	97.6	54,820	83.2	49,573	82.9		
	Standard of Excellence	Very High	Improved	Excellent	68	42.6	75	34.3	54,820	17.8	49,573	19.1		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6		
Mathematics 6	Acceptable Standard	Very High	Improved Significantly	Excellent	68	100.0	75	92.0	54,778	72.5	49,502	71.5		
	Standard of Excellence	Very High	Improved	Excellent	68	42.6	75	27.4	54,778	15.0	49,502	13.5		
Science 6	Acceptable Standard	Very High	Improved	Excellent	68	100.0	75	96.6	54,879	77.6	49,520	77.9		
	Standard of Excellence	Very High	Maintained	Excellent	68	61.8	75	65.6	54,879	28.6	49,520	28.9		
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	68	100.0	75	95.3	54,802	76.2	49,511	73.1		
	Standard of Excellence	Very High	Improved	Excellent	68	63.2	75	47.9	54,802	24.4	49,511	22.3		

Student Learning Opportunities



A.4 Education Quality History with Groups

School: 3331 Wye School

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Wye School										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	118	91.5	109	96.3	97	86.2	97	92.6	100	96.2	285,217	90.1	300,253	90.1	254,028	90.0	265,841	90.2	264,623	90.3
Parent	15	78.4	15	91.0	15	88.6	17	82.4	27	89.4	33,875	86.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7
Student	77	96.8	69	98.5	60	89.9	57	95.6	56	99.1	221,094	88.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8
Teacher	24	99.3	25	99.3	22	100.0	23	100.0	17	100.0	30,448	96.0	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4

Wye School

Alberta

Student Learning Opportunities



A.4 Education Quality History with Groups

School: 3331 Wye School

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Wye School										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	116	91.5	109	96.3	97	86.2	97	92.6	100	98.2	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3
Parent	15	78.4	15	91.0	15	88.6	17	82.4	27	89.4	33,675	86.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7
Student	77	96.8	69	98.5	60	89.9	57	95.6	56	99.1	221,094	88.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8
Teacher	24	99.3	25	99.3	22	100.0	23	100.0	17	100.0	30,448	96.0	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4

A.4 Education Quality Detail

School: 3331 Wye School

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child clearly understands what he or she is expected to learn at school?	2016	14	14	57	29	0	0	71
	2017	15	27	47	13	0	13	73
	2018	14	14	57	21	0	7	71
	2019	17	12	76	6	6	0	88
	2020	27	15	78	7	0	0	93
Your child finds school work challenging?	2016	15	13	53	33	0	0	67
	2017	15	33	67	0	0	0	100
	2018	14	7	71	14	7	0	79
	2019	17	12	71	18	0	0	82
	2020	27	26	59	11	0	4	85
Your child finds school work interesting?	2016	15	13	60	27	0	0	73
	2017	15	13	80	7	0	0	93
	2018	14	7	64	21	7	0	71
	2019	17	12	59	29	0	0	71
	2020	27	19	56	26	0	0	74
Your child is learning what he or she needs to know?	2016	14	29	57	14	0	0	86
	2017	14	21	57	7	0	14	79
	2018	15	0	73	27	0	0	73
	2019	17	29	53	18	0	0	82
	2020	26	23	73	4	0	0	96
How satisfied or dissatisfied are you with the quality of education your child is receiving at school?	2016	15	27	60	13	0	0	87
	2017	15	40	60	0	0	0	100
	2018	14	14	50	36	0	0	64
	2019	17	35	53	12	0	0	88
	2020	27	26	67	7	0	0	93

Student Learning Opportunities



A.4 Education Quality Detail

School: 3331 Wye School

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of teaching at your child's school?	2016	15	33	53	13	0	0	87
	2017	15	27	73	0	0	0	100
	2018	15	7	47	40	7	0	53
	2019	17	35	47	18	0	0	82
	2020	27	33	63	4	0	0	96

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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 Data Current as of Mar 29, 2020

Student Learning Opportunities



A.4 Education Quality Detail

School: 3331 Wye School

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2016	24	54	46	0	0	0	100
	2017	25	52	48	0	0	0	100
	2018	22	59	41	0	0	0	100
	2019	23	65	35	0	0	0	100
	2020	17	76	24	0	0	0	100
Students at your school clearly understand what they are expected to learn at school	2016	24	42	58	0	0	0	100
	2017	25	60	40	0	0	0	100
	2018	22	50	50	0	0	0	100
	2019	23	52	48	0	0	0	100
	2020	17	53	47	0	0	0	100
Students at your school find school work challenging	2016	24	46	54	0	0	0	100
	2017	25	44	52	4	0	0	96
	2018	22	50	50	0	0	0	100
	2019	23	39	61	0	0	0	100
	2020	17	59	41	0	0	0	100
Students at your school find school work interesting	2016	24	46	54	0	0	0	100
	2017	24	42	58	0	0	0	100
	2018	22	45	55	0	0	0	100
	2019	23	52	48	0	0	0	100
	2020	17	53	47	0	0	0	100
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of education students at your school are receiving	2016	24	58	38	4	0	0	96
	2017	25	60	40	0	0	0	100
	2018	22	64	36	0	0	0	100
	2019	23	78	22	0	0	0	100

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.