

## School Education Plan and Results Report

2015-2018 Year 3

# VEGREVILLE

## COMPOSITE HIGH SCHOOL



### Motto

Virtue Words: *C*ommitment, *E*mpathy & *E*nthusiasm

### Mission

To prepare each student to contribute fully to the community by developing responsibility, respect, and a desire for lifelong learning.

### Cougar Pride

Cougar Pride is the name we give the philosophy that guides us each day. It is based on the understanding that all students, staff and parents in our community accept responsibility for building and maintaining a positive school environment. We accomplish this by adhering to our virtue words:

*C*ommitment, *E*mpathy & *E*nthusiasm.

We encourage the continual striving for excellence.

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

### ***School Goals:***

**GOAL 1:** More students are engaged in their learning and achieve excellence.

*(EIPS Priority 1, Goal 3 & Priority 2, Goal 4)*

**GOAL 2:** More students will achieve a minimum of one year's growth in numeracy.

*(EIPS Priority 1, Goal 2)*

**GOAL 3:** More students and families are connected and supported within their school community.

*(EIPS Priority 2, Goal 1 & Priority 3, Goal 1 and 2)*

### ***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:** Barclay Spady

**Assistant Principal:** Cherum Orr

**Counsellor:** Elli Hansen

**Vegreville Composite Quick Facts:**

- VCHS is located in the Town of Vegreville on the eastern fringe of the Elk Island Public Schools Division with an enrollment of 378 students in grades 7-12.
- VCHS students are served by 24 teachers (certificated staff) and 10 support staff.
- VCHS opened in 1966.
- Feeder schools include Mundare and A.L. Horton.
- The total school budget: \$2 984 381 which includes 93% of total budget dedicated to staffing.

**Programming highlights:**

- Diploma exam and PAT (provincial achievement test) results have exceeded provincial averages in several subject areas
- VCHS has four journeyman staff, providing opportunities for students in mechanics, cosmetology, culinary arts, and construction.
- Community relationships are highlighted through our cougar council leadership, athletic leadership program, Big Brothers Big Sisters mentorship program, and Mental Health initiative.
- Local bursary awards and scholarship partnerships provide over \$75, 000 annually to our students.
- EIPS system special education program, LINKS.
- VCHS is a 2A school and our student-athletes compete in EIPS Junior High Athletics and Zone 5 High School Athletics. Sports include: golf, cross country running, football, volleyball, basketball, badminton, curling, team handball and track and field.
- Additional extracurricular activities include: athletic leadership, cougar council leadership, grad council, Skills Alberta, Skills Canada, iron chef club, gamer Club, e-sports, yearbook, carpentry club, ELK Fest, veg flix film fest, open mic: live in the caf, Experiences Canada exchange, Bamfield Marine Station experience, and prayer club, providing a wide variety of activities for students.
- Optional programs such as Class IV driver training, recreation fitness, band, drama, instrumental music, jazz band, digital photography, communication technology, digital media & Design, and tourism enhance the learning opportunities for students.
- Students now have access to customizing their own learning through flexible learning environments, supported by independent study opportunities where students work at their own pace on course materials.
- Semestered classes grades 9-12
- Off Campus Education (OCE) provides opportunities for students in Green Certificate, work experience, Registered Apprenticeship Program (RAP), and dual credit opportunities.

**SECTION THREE: School Education Results Report (2016-2017)**

What were the greatest successes/challenges faced in 2016-2017?

Providing adequate core and option opportunities given the smaller school size. Often, selected courses can only be offered at specific times or semesters due to class size. This may cause timetable conflicts for students to get all of their requested and required courses. As a result some selected courses may be imbalanced between semesters. This is ongoing work to accommodate as many student requests as possible while balancing the overall timetable.

An ongoing challenge is updating and modernizing furniture, technology, and equipment. As with any older facility it is an ongoing process to keep up to date with technology and equipment repairs/upgrades. CTS (Career and Technology Studies) modernization process has helped significantly with the construction and mechanics option areas. However due to the high cost of specialized equipment in some option areas this can be a very expensive endeavour. As equipment/technology is upgraded it allows students to transition into the local work force with the skill set for success. The feedback we get on our work experience and RAP (Registered Apprentice Program) students from the local community supports the need for routine upgrades in equipment/technology.

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

The largest challenge in a smaller school is the balance of class size with opportunity. Not being able to have multiple sections of a course causes significant challenges with overall timetable opportunities. As a result we have enhanced our independent study and online E-learning opportunities for students. This allows students the flexibility to enroll in courses they require but also experience a variety of learning contexts. Moreover, we have been flexible with providing mixed grade opportunities, where possible, to create additional spots for students to enroll in required courses.

Additionally, with the increased technology available, teachers are using technology routinely in classes. As such, all teachers and classes are using Google Classroom, Google Drive and other Google applications within their classrooms.

As a result of the modernization of CTS options, students are able to be more engaged in their work/projects. This ultimately will led to student completion of more meaningful projects /activities. The end result was a creation of increased opportunities for students to accommodate CTS options into their timetable.

At the Junior High level, several new option courses were offered such as; leadership, digital photography, learning strategies, personal image design, digital design, advanced baking, sports and games, and sports acceleration. We believe having a greater selection of options available, where possible, will engage students across the interest spectrum.

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

### **School Goal 1:**

More students are engaged in their learning and achieve excellence.

### **Division Outcomes:**

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

*(Priority 1, Goal 3)*

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

*(Priority 2, Goal 4)*

### **Strategies:**

1. Flexible learning environment offered, including independent study.
2. Formalized and consistent redo/rewrite opportunities for all students.
3. Standardized literacy strategies and benchmark assessments for students struggling at grade level reading.
4. Increased dual credit, OCE, and alternate option opportunities.
5. Utilization of online platforms such as Google Classroom and Moodle to allow students to engage in their learning in a variety of locations.

### **Performance Measures:**

1. Increase in the number of students achieving the Standard of Excellence and Acceptable on PAT (provincial achievement test) and diplomas by 2%.
2. Improve 3 year high school completion rate.
3. Improve grade level reading for identified students via STAR literacy assessment.
4. 2% Improvement in *Students who are interested and motivated* on the *OurSTORY* survey results.
5. 2% Improvement in *Intellectual engagement composite* on the *OurSTORY* survey results.

### **School Goal 2**

More students will achieve a minimum of one year's growth in numeracy.

### **Division Outcome:**

More students achieve a minimum of one year's growth in literacy and numeracy.

*(Priority 1, Goal 2)*

### **Strategies**

1. EIPS secondary numeracy consultant will provide staff in-servicing with a focus on summative assessments and differentiation.
2. A commitment to providing collaborative professional learning opportunities for teachers including opportunities with feeder schools.
3. Standardized numeracy benchmarks developed and implemented for grades 7-10.
4. Math streams/programs available through independent study allows students to move up curricular streams efficiently.

### **Performance Measures**

1. Improve acceptable standard on math PAT and diploma results by 2%.
2. More students enrolled in, and successfully completing academic 20-1/20-2 and 30-1/30-2 high school math courses.

**School Goal 3**

More students and families are connected and supported within their school community.

**Division Outcome:**

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

*(Priority 2, Goal 1)*

Student learning is supported and enhanced through parent engagement.

*(Priority 3, Goal 1)*

Community partnerships support the needs of our students.

*(Priority 3, Goal 2)*

**Strategies**

1. Regular contact with home via email, positive phone calls, and through online platforms providing class progress, updates, and timelines.
2. Mental Health initiative, along with Family Community Social Services partners and community stakeholders such as Veg-Al Society, provide classroom, career, and student wellness and mentorship support programs.
3. Promote and advance School Advisory Council along with increased parent communication via weekly parent email newsletter (Prowler).
4. Continue relationship building with students via ongoing 6 week cycles of engagement.

**Performance Measures**

1. 5% increase in the Accountability Pillar *Parent and Communication of Plan* results.
2. 5% increase in the Accountability Pillar *Continuous School Improvement* results.
3. 5% increase in the Accountability Pillar *Student Engagement Measures* results for parents and students respectively.
4. Formative feedback from students and parents via Google surveys.

**Student Learning Measures**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>English Language Arts 9</b>	VJS	88.2	8.8	88.6	12.9	87.1	14.5	79.1	9.0	73.3	8.3	75	10
	EIPS	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
<b>Mathematics 9</b>	VJS	72.1	11.8	66.7	13.0	79.4	11.1	64.7	8.8	62.9	12.9	65	15
	EIPS	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
<b>Science 9</b>	VJS	85.3	8.8	82.9	20.0	83.9	25.8	79.1	20.9	79.7	23.7	80	25
	EIPS	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
<b>Social Studies 9</b>	VJS	76.5	17.6	68.6	21.4	75.8	29.0	79.4	13.2	59.0	16.4	70	20

	EIPS	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		

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

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	VJS	97.0	18.2	89.3	14.3	100.0	12.8	100.0	4.5	95.7	21.7	95	22
	EIPS	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	VJS	100.0	21.7	100.0	27.3	100.0	12.9	100.0	31.3	97.5	32.5	97	33
	EIPS	94.7	13.3	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
Mathematics 30-1	VJS	65.5	13.8	58.1	6.5	67.9	17.9	52.6	15.8	73.1	19.2	75	20
	EIPS	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	VJS	83.3	8.3	70.0	10.0	92.3	11.5	40.9	9.1	100.0	0.0	90	10
	EIPS	75.5	9.9	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	VJS	96.3	18.5	89.3	14.3	93.9	15.2	100.0	5.3	92.3	26.9	95	30
	EIPS	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	VJS	95.8	25.0	97.1	34.3	91.7	27.8	100.0	20.0	100.0	5.4	95	10
	EIPS	88.7	14.3	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	VJS	70.0	30.0	86.4	22.7	78.9	18.4	74.2	6.5	87.1	25.8	90	25
	EIPS	84.7	29.8	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	VJS	56.0	28.0	84.6	26.9	90.6	31.3	82.6	17.4	96.3	48.1	95	35
	EIPS	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	VJS	*	*	72.2	27.8	100.0	26.7	90.9	54.5	100.0	68.8	95	35
	EIPS	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	VJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	81.4	76.2	69.7	83.7	78.5	78.8	81.6	79.8	82.1	81.2	74.8	75.3	76.5	76.5	77.9
4 Year Completion	79.2	89.3	90.0	78.5	92.9	82.8	84.2	86.4	84.8	86.8	79.2	79.6	79.9	81.0	81.2
5 Year Completion	82.8	84.8	90.0	91.6	80.8	84.3	85.3	86.3	87.8	86.8	80.6	81.5	82.0	82.1	83.2

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	VJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	2.7	1.1	1.5	3.0	2.6	3.6	1.9	2.5	2.2	1.9	3.6	3.3	3.5	3.2	3.0

<b>Returning Rate</b>	32.3	56.6	67.9	0.0	25.0	20.9	31.8	34.1	21.0	19.8	22.8	20.7	20.9	18.2	18.9
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High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	VJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>4 Year Rate</b>	55.1	48.2	42.7	36.3	49.0	37.8	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0
<b>6 Year Rate</b>	75.5	60.7	70.5	67.9	70.9	67.3	61.6	62.4	63.0	63.2	59.3	59.0	59.7	59.4	57.9

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	VJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Rutherford Scholarship Eligibility Rate</b>	69.5	57.8	53.3	72.4	54.4	61.7	62.2	62.0	62.3	60.8	61.3	60.9	61.2	60.8	62.3

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.															
	VJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>% Writing 0 Exams</b>	13.4	12.6	22.0	9.9	17.0	11.1	11.1	12.1	9.6	11.6	16.5	16.6	15.7	15.7	15.0
<b>% Writing 1+ Exams</b>	86.6	87.4	78.0	90.1	83.0	88.9	88.9	87.9	90.4	88.4	83.5	83.4	84.3	84.3	85.0
<b>% Writing 2+ Exams</b>	84.9	83.0	76.6	87.5	77.0	85.8	86.5	85.9	87.4	85.8	80.5	80.3	81.4	81.2	81.9
<b>% Writing 3+ Exams</b>	74.5	64.4	54.3	74.7	57.4	73.0	71.5	67.7	69.3	67.5	66.8	63.3	65.0	64.7	65.2
<b>% Writing 4+ Exams</b>	62.4	57.6	46.0	61.8	42.3	59.4	59.7	56.4	58.3	55.7	55.9	50.1	54.4	54.6	54.9
<b>% Writing 5+ Exams</b>	32.9	35.6	33.4	34.8	18.1	39.2	40.5	36.8	38.8	36.1	37.5	31.5	36.3	37.1	37.5
<b>% Writing 6+ Exams</b>	10.4	6.8	18.1	6.4	9.1	12.7	11.7	10.9	12.1	14.0	14.3	11.4	13.1	13.8	13.6

## 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.															
	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	78.5	78.0	85.7	75.0	87.7	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
<b>Teacher</b>	83.2	81.9	88.8	n/a	93.9	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
<b>Parent</b>	80.9	72.6	85.1	74.2	87.3	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
<b>Student</b>	71.4	79.6	83.1	75.7	82.0	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	72.4	71.2	76.5	56.9	79.2	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
<b>Teacher</b>	82.1	76.2	84.4	n/a	92.9	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
<b>Parent</b>	67.8	68.2	74.3	52.9	76.4	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
<b>Student</b>	67.4	69.2	70.8	60.8	68.3	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4



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.															
	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	74.7	61.1	84.4	42.9	81.9	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
<b>Teacher</b>	84.2	81.0	88.9	n/a	95.7	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
<b>Parent</b>	65.2	41.2	80.0	42.9	68.2	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Tell Them From Me		2014	2015	2016	2017
<b>Survey Results</b>					
<b>Intellectual Engagement Composite</b>	VJS	N/A	66	62	68
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	N/A	61	64	67
	Canada	N/A	50	50	50
	<b>Effort</b>	VJS	75	77	70
Percentage of students who report they try hard to succeed in their learning.	EIPS	69	70	70	72
	Canada	69	69	69	69
	<b>Students who are interested and motivated</b>	VJS	42	44	37
Percentage of students who report they are interested and motivated in their learning	EIPS	36	38	40	42
	Canada	30	30	30	30
	<b>Student that value school outcomes</b>	VJS	76	69	62
Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	EIPS	63	64	65	67
	Canada	73	73	73	73
	<b>Relevance</b>	VJS	6.6	6.5	6.2
Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	EIPS	6	6.1	6.2	6.3
	Canada	6	6	6	6
	<b>Advocacy at School</b>	VJS	2.9	2.6	2.2
Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	EIPS	2.6	2.6	2.7	2.7
	Canada	2.7	2.7	2.7	2.7

\*EIPS data is for Grades 7 through 12

### Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	82.7	82.1	84.9	80.3	88.4	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
<b>Teacher</b>	87.7	85.7	88.9	n/a	96.4	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
<b>Parent</b>	79.1	76.5	80.5	81.5	87.1	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
<b>Student</b>	81.3	84.2	85.2	79.1	81.8	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	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.															
	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	79.1	77.9	82.4	74.5	82.6	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
<b>Teacher</b>	88.7	83.3	84.4	n/a	86.3	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
<b>Parent</b>	72.4	69.7	79.7	71.2	81.3	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
<b>Student</b>	76.1	80.8	83.3	77.8	80.0	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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.															
	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	69.8	64.0	78.2	67.8	72.2	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
<b>Teacher</b>	64.7	66.7	80.0	n/a	72.7	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
<b>Parent</b>	73.9	47.1	80.0	64.3	66.7	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
<b>Student</b>	70.9	78.3	74.6	71.4	77.1	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

## 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.															
	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	68.8	69.2	62.7	58.6	74.4	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
<b>Teacher</b>	78.5	82.4	61.8	n/a	77.0	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
<b>Parent</b>	59.1	56.0	63.5	58.6	71.8	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

The School Education Plan will be communicated via the School Advisor Council meetings, in addition to being sent out in VCHS news weekly 'Prowler' that provides information for families.