

## School Education Plan and Results Report

2015-2018 Year 2

# 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&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:** Liz Melnyk

**Counsellor:** Natalia Toroshenko

### Vegreville Composite Quick Facts:

- VCHS is located in the Town of Vegreville on the eastern fringe of the Elk Island Public Schools District with an enrollment of 396 students in grades 7-12.
- VCHS students are served by 24 teachers (certificated staff) and 12 support staff.
- VCHS opened in 1966.
- Feeder Schools include Mundare and A.L. Horton.
- The total school budget: \$3,101,989 which includes 92% of total budget dedicated to staffing.

### Programming highlights:

- Diploma exam and PAT results have exceeded provincial averages in all subject areas
- VCHS boasts a total of five Journeyman staff, providing dual credit opportunities for students in mechanics, cosmetology, foods and building construction.
- Community relationships are highlighted through our National Exchanges Canada program, Encounters Canada, Cougar Council leadership, Athletic Leadership program, Big Brothers Big Sisters mentorship program and Rotary Club.
- Local awards and scholarship partnerships provide over \$100,000 annually to our students.
- EIPS system special education program, LINKS.
- VCHS is a 2A school and our student-athletes compete in EIPS Jr High Athletics and Zone 5 High School Athletics. Sports include: golf, cross country running, football, volleyball, basketball, badminton, curling and track & field.
- Additional extracurricular activities include: athletic leadership, cougar council leadership, volunteerism, mentorship, Skills Canada, iron chef, gamer club, E-sports, yearbook, carpentry club, elk fest, SEVEC exchange, Bamfield and prayer group, providing a wide variety of activities for students.
- Programs such as driver training, recreation fitness, band, drama, instrumental music, jazz band and design technologies enhance the learning opportunities for students.
- Students now have access to customizing their own learning through flexible learning environments, supported by independent study opportunities.
- Semestered classes grade 9-12
- Off campus education (OCE) runs year round for VCHS students in Green Certificate, Work experience, Registered Apprentice Program (RAP), ADLC and dual credit opportunities.

## SECTION THREE: School Education Results Report (2015-2016)

What were the greatest successes/challenges faced in 2015-2016?

An ongoing challenge is updating and modernizing furniture, technology and equipment. As with any facility it is an ongoing process to keep up to date with technology and equipment repairs/upgrades. The CTS ever greening process has helped significantly with modernizing the CTS option areas. Due to the high cost of specialized equipment this is 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 students from the local community supports the need for routine upgrades in equipment/technology.

Another significant challenge is the need for additional time and resources in our guidance department. With the high level of families who require support in our community, having a full time guidance counsellor would aid in supporting our work. This position requires a unique skill set as there are a variety of tasks, relationships and responsibilities that go with this position. This past year the use of a FSWL worker, to bridge the gap, was successful in the short term.

How, and to what degree, did those successes/challenges impact planning for 2016-2017?

As a result of the modernization of CTS equipment/technology it has allowed students to be more engaged in their work/projects. This ultimately led to student completing more meaningful projects /activities. The end result was the creation of more opportunities for students to fit CTS options into their timetable.

Additionally, we were able to get three new class sets of Chromebooks from technology ever greening. This has ignited interest in 1-to-1 learning in several core classrooms. Ultimately we have teachers using technology daily in classes. Moreover, this has led to a wider use of Google Classroom, Google Drive and other Google applications which has stimulated student engagement within the class.

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 timetable opportunities. As a result we have created independent study or online learning opportunities for students so they can be in the courses they require but also experience a variety of learning contexts.

## **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 for students struggling at grade level reading
4. Increased dual credit, OCE and alternate option opportunities

**Performance Measures:**

1. Increase in the number of students achieving the standard of excellence and acceptable on PAT and diplomas.
2. Improved 3 year high school completion rate.
3. Improve Grade Level Reading for identified students.
4. Conduct Google Docs survey to garner formative feedback from students on potential new or modified course opportunities.
5. Conduct Google Docs survey to garner formative feedback from students input into learning common development.

**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 to provide staff in-servicing with a focus on summative assessments and differentiation.
2. A commitment to providing collaborative professional learning opportunities for teachers:
  - a. Professional Learning Teams (PLT's) established.
  - b. Professional development strategic planning days with feeder schools.
3. Standardized numeracy benchmarks developed and implemented for grades 7-12.

**Performance Measures:**

1. Improved acceptable standard on math PAT and diplomas.
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 with class progress, updates and timelines.
2. MODEL project, along with FCSS community partners, provide classroom, career and student mentorship support programs.
3. Promote and advance Parent Advisory Council along with increased parent communication via weekly parent email newsletter (Prowler).

4. Important hires: Credentialed Counsellor, Family School Liaison Worker (FSLW), and School Resource Officer (SRO).
5. Continue relationship building with students via ongoing 6 week cycles of engagement.

**Performance Measures:**

1. 10% increase in the Accountability Pillar *Parent and Communication of Plan* results.
2. 7% 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 docs survey.

## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>English Language Arts 9</b>	VJS	78.7	13.5	88.2	8.8	88.6	12.9	87.1	14.5	79.1	9.0	85	12
	EIPS	87.2	20.1	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
<b>English Lang Arts 9 KAE</b>	School	n/a	n/a	n/a	n/a	*	*	*	*	85.7	14.3		
	Authority	85.7	14.3	75.0	8.3	75.0	3.6	60.0	0.0	71.1	13.2		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
<b>Mathematics 9</b>	School	68.5	16.9	72.1	11.8	66.7	13.0	79.4	11.1	64.7	8.8	65	10
	Authority	76.1	22.8	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
<b>Mathematics 9 KAE</b>	School	n/a	n/a	n/a	n/a	*	*	*	*	100.0	0.0		
	Authority	85.3	26.5	78.4	13.5	91.4	28.6	72.9	18.8	82.5	7.0		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
<b>Science 9</b>	School	78.7	27.0	85.3	8.8	82.9	20.0	83.9	25.8	79.1	20.9	80	20
	Authority	83.4	24.4	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
<b>Science 9 KAE</b>	School	n/a	n/a	n/a	n/a	*	*	*	*	71.4	42.9		
	Authority	92.6	29.6	86.4	22.7	91.3	34.8	87.9	18.2	78.0	24.4		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
<b>Social Studies 9</b>	School	71.9	24.7	76.5	17.6	68.6	21.4	75.8	29.0	79.4	13.2	80	15
	Authority	78.5	24.6	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
<b>Social Studies 9 KAE</b>	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Authority	83.3	23.3	76.9	19.2	84.0	16.0	66.7	12.1	73.9	26.1		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

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	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	VJS	96.3	11.1	97.0	18.2	89.3	14.3	100.0	12.8	100.0	18.2	95	15
	EIPS	87.8	10.7	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0		
	Province	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5	86.8	10.7		
English Lang Arts 30-2	VJS	100.0	13.0	100.0	21.7	100.0	27.3	100.0	13.3	100.0	22.2	100	20
	EIPS	92.5	11.9	94.7	13.3	95.8	16.7	95.1	13.1	95.1	18.9		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3	89.1	12.3		
Mathematics 30-1	VJS	n/a	n/a	65.5	13.8	58.1	6.5	67.9	17.9	94.7	36.8	95	20
	EIPS	n/a	n/a	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7	70.7	25.9		
Mathematics 30-2	VJS	n/a	n/a	83.3	8.3	70.0	10.0	92.0	12.0	95.5	13.6	95	12
	EIPS	n/a	n/a	75.5	9.9	72.9	13.3	82.3	15.9	75.4	16.8		
	Province	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5	91.9	17.4		
Social Studies 30-1	VJS	76.9	19.2	96.3	18.5	89.3	14.3	93.9	15.2	100.0	15.8	95	16
	EIPS	86.7	13.4	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9		
	Province	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2	84.9	14.3		
Social Studies 30-2	VJS	100.0	37.5	95.8	25.0	97.1	34.3	91.7	27.8	100.0	10.5	100	20
	EIPS	88.4	15.1	88.6	14.4	87.8	13.1	88.1	10.0	83.8	8.4		
	Province	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5	81.1	13.1		
Biology 30	VJS	86.8	26.3	70.0	30.0	86.4	22.7	78.9	18.4	94.7	15.8	90	20
	EIPS	85.2	25.0	84.7	29.8	88.4	28.8	88.0	35.0	85.6	30.5		
	Province	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0	85.1	32.4		
Chemistry 30	VJS	68.2	9.1	56.0	28.0	84.6	26.9	90.6	31.3	91.3	21.7	90	25
	EIPS	78.1	24.1	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2	81.5	34.5		
Physics 30	School	76.9	15.4	*	*	72.2	27.8	100.0	26.7	100.0	36.4	90	25
	Authority	79.4	26.5	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5		
	Province	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8	85.8	39.8		

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	VJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	75.9	81.4	76.2	69.7	83.7	77.1	78.8	81.6	79.8	82.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	79.3	79.2	89.3	90.0	78.5	82.5	82.8	84.2	86.4	84.8	78.0	79.2	79.6	79.9	81.0
5 Year Completion	82.1	82.8	84.8	90.0	91.6	86.2	84.3	85.3	86.3	87.8	79.4	80.6	81.5	82.0	82.1

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	VJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	2.5	2.7	1.1	1.5	3.0	2.5	3.6	1.9	2.5	2.2	3.8	3.6	3.3	3.5	3.2

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	VJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>4 Year Rate</b>	42.5	55.1	48.2	42.7	36.3	37.0	37.8	40.2	39.1	35.1	38.4	39.4	39.7	38.3	37.0
<b>6 Year Rate</b>	68.9	75.5	60.7	70.5	67.9	64.2	67.3	61.6	62.4	63.0	58.4	59.3	59.0	59.7	59.4

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	VJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>Rutherford Scholarship Eligibility Rate</b>	67.2	69.5	57.8	53.3	72.4	59.5	61.7	62.2	62.0	62.3	61.5	61.3	60.9	61.2	60.8

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.															
	VJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>% Writing 4+ Exams</b>	62.1	62.4	57.6	46.0	61.8	58.8	59.4	59.7	56.4	58.3	55.6	55.9	50.1	54.4	54.6

## Student Engagement Measures

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	VJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	69.4	72.4	71.2	76.5	56.9	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
<b>Teacher</b>	76.5	82.1	76.2	84.4	n/a	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
<b>Parent</b>	73.6	67.8	68.2	74.3	52.9	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
<b>Student</b>	58.0	67.4	69.2	70.8	60.8	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	78.6	74.7	61.1	84.4	42.9	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
<b>Teacher</b>	95.7	84.2	81.0	88.9	n/a	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
<b>Parent</b>	61.5	65.2	41.2	80.0	42.9	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Tell Them From Me		2013	2014	2015	2016
<b>Survey Results</b>					
<b>Intellectual Engagement Composite</b> Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Vegreville Composite	59	N/A	66	62
	EIPS	60	N/A	61	64
	Canada	50	N/A	50	50
<b>Effort</b> Percentage of students who report they try hard to succeed in their learning.	Vegreville Composite	69	75	77	70
	EIPS	72	69	70	70
	Canada	69	69	69	69



<b>Students who are interested and motivated</b> Percentage of students who report they are interested and motivated in their learning	Vegreville Composite	43	42	44	37
	EIPS	39	36	38	40
	Canada	30	30	30	30
<b>Student that value school outcomes</b> Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	Vegreville Composite	N/A	76	69	62
	EIPS	N/A	63	64	65
	Canada	N/A	73	73	73
<b>Relevance</b> Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Vegreville Composite	6.1	6.6	6.5	6.2
	EIPS	5.9	6	6.1	6.2
	Canada	6	6	6	6
<b>Advocacy at School</b> 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>	Vegreville Composite	2.7	2.9	2.6	2.2
	EIPS	2.7	2.6	2.6	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	81.4	82.7	82.1	84.9	80.3	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
<b>Teacher</b>	86.9	87.7	85.7	88.9	n/a	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
<b>Parent</b>	81.7	79.1	76.5	80.5	81.5	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
<b>Student</b>	75.5	81.3	84.2	85.2	79.1	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	78.1	79.1	77.9	82.4	74.5	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
<b>Teacher</b>	89.1	88.7	83.3	84.4	n/a	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
<b>Parent</b>	80.6	72.4	69.7	79.7	71.2	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
<b>Student</b>	64.5	76.1	80.8	83.3	77.8	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	71.1	69.8	64.0	78.2	67.8	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
<b>Teacher</b>	66.7	64.7	66.7	80.0	n/a	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
<b>Parent</b>	80.8	73.9	47.1	80.0	64.3	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
<b>Student</b>	65.7	70.9	78.3	74.6	71.4	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

## 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	76.3	68.8	69.2	62.7	58.6	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
<b>Teacher</b>	84.2	78.5	82.4	61.8	n/a	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
<b>Parent</b>	68.5	59.1	56.0	63.5	58.6	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

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

The SEP will be communicated via the Parent Advisor Council meetings, in addition to being sent out in VCHS news 'Prowler' information for families.