

# **E. E. Oliver Elementary School**

"Engaged Learning for a Successful Future"

## Annual Education Results Report **Three Year Education Plan** **2019-2022**



We are a proud member of the Peace River School Division #10



**Accountability Statement:**

Peace River School Division # 10 subscribes to a combined Annual Education Results Report (AERR) and Three Year Education Plan (3 YEP).

This report is a summary of E.E. Oliver School's achievements for the 2018-2019 school year and a Three Year Education Plan for 2019 – 2022 beginning in the 2019 school year. The school has used the results reported in the document to develop the Education Plan and is committed to implementing the strategies contained within it to improve student learning and results.

**Vision Statement:**

At E.E. Oliver Elementary School we will be an inclusive, inspiring, learning focused community that equips students with knowledge and skills to ensure a successful future.

**Mission:**

The EEO community will provide an atmosphere where there are high expectations for learning, using a holistic, flexible, and responsive plan with a future oriented mindset.

**At E.E. Oliver we value:**

**Excellence:** to strive for the highest quality of one's ability.

**Achievement:** to set and attain a specific goal or purpose

**Growth:** to improve and change for a positive purpose.

**Leadership:** to promote, guide and demonstrate a positive and caring direction with integrity.

**Empathy:** to demonstrate sympathetic understanding of another.

**Sportsmanship:** to demonstrate a positive attitude that promotes safety and self-esteem.

Rocks & Rings!



Parents Matter Week Pancake Breakfast!



Bike Safe



100 Day Celebration



Citizenship Award Winners





**School Profile:**

E. E. Oliver Elementary School is located in the heart of the Peace. It is a familiar landmark within the town of Fairview. From the moment its doors opened in 1959, E.E. Oliver became and remains an active partner in the Fairview community. The school was named after a prominent educator in Fairview, Mr. Eli Elmer 'Gibby' Oliver. The school has always maintained high expectations and standards for both its students and staff. Over the years E. E. Oliver has provided for the educational, recreational and social needs of thousands of people.

Our school provides for the educational needs of approximately 255 students from Stepping Forward and Kindergarten to Grade 6. The Stepping Forward Program offers an early childhood curriculum for young children who may need early intervention programs. Approximately half of the students of the school live in town and either walk to school or ride the cross-town bus. The remainder of the student body is bused in from the rural areas surrounding Fairview.

E. E. Oliver Elementary School is a child-centered school and we are very fortunate to have such a capable and caring staff. This dedicated group of professionals continuously strives to provide programs and activities that meet the needs of the whole child; the body and the mind. In addition to a balanced academic program, the school promotes a healthy lifestyle by offering daily physical education classes and encourages healthy eating through its Breakfast Program and Wellness Committee. E. E. Oliver regularly invites professional touring groups and community leaders into the school to enhance and promote the students' exposure and appreciation of music, drama and the arts in general.

Stepping Forward, ECS	34
Grade 1	36
Grade 2	29
Grade 3	44
Grade 4	37
Grade 5	35
Grade 6	37

E. E. Oliver Elementary School enjoys a close working relationship with our School Council and a number of agencies within the Peace River School Division. Social workers, mental health specialists and counselors are some of the outside agencies that are active partners with the school community. We also have a Family School Liaison Worker stationed at the school to address social development problems. E. E. Oliver also works closely with the Northwest Alberta Child and Family Services Authority and Peace Collaborative Services.

The school has a number of professional learning teams that meet, on a regular basis, to work together on improving their teaching practices. The Provincial Achievement Tests, Student Learning Assessments and parent/student satisfaction surveys are analyzed by the staff to set the goals for the school's education plans.

Engaged Learning for a Successful Future... that is E. E. Oliver Elementary School!





## Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	E E Oliver Elem 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	96.1	89.5	85.0	89.0	89.0	89.3	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	96.6	87.9	89.2	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	97.7	96.2	92.8	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.5	83.0	77.8	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	7.4	17.6	12.9	20.6	19.9	19.6	Very Low	Maintained	Concern
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	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	100.0	83.3	81.5	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	93.4	85.4	79.0	82.9	83.0	83.5	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	92.0	77.5	78.1	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	95.8	90.8	83.2	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

### 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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
6. 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.
7. 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.



## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.1	82.7	67.6	83.0	75.5	85	Intermediate	Maintained	Acceptable	85	85	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.2	13.7	7.4	17.6	7.4	10	Very Low	Maintained	Concern	11	12	13

### Comment on Results

Our students continue to maintain an acceptable PAT average for the Acceptable Standard; however, not so for the Exceptional Standard. We achieved 84.5% in Acceptable Standard for Language Arts, 68.4% in Acceptable Standard for Mathematics, 78.9% in Acceptable Standard for Science and 70.2% in Acceptable Standard for Social Studies. We experienced a decrease in our Mathematics and Social Studies.

This year we will continue to focus on core strands in Literacy and Numeracy, which should see increased results in Language Arts and Math.

### Action Plan

- School-wide we will identify specific essential outcomes in core subject areas (literacy and numeracy) which are of concern.  
Literacy Skills:  
Reading: finding the main idea, inferencing, sequencing, comprehension.  
Writing: organizing, content/details/descriptors, sentence structure, conventions, learn to express themselves. (Narrative and Expository)  
Numeracy Skills such as: basic facts and operations, multi-step problem solving, critical and creative thinking skills.

### Strategies

- Focus teaching on specific essential outcomes in core subject areas.
- Employ Differentiated Instruction strategies to meet the needs of all students.
- Continue to provide teachers with literacy and numeracy resources/professional development.
- PLC meetings focus on strategies for increasing literacy and numeracy (2019-2020) skills in students through the development of best practices.
- Collaborative Response team meetings monthly to examine student performance/achievement data to inform instruction.
- Explore pre-assessments, differentiated assessment, formative/summative assessments, and the use of common, consistent rubrics to determine if students have achieved the desired outcomes.
- Use flexible groupings with a clear focus on literacy and numeracy skill acquirement.
- Employ guided reading and guided writing strategies to focus on specific essential outcomes. (Reader's Workshop/Writer's Workshop/Empowering Writers)
- Ensure equitable student access to devices, other technologies and to assistive technologies to support student learning.
- Teach Keyboarding as an essential skill.
- Continue with a 'Learning Commons' focus.

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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); and Social Studies (Grades 6, 9, 9 KAE).
- 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.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.8	71.6	80.0	85.4	93.4	86	Very High	Improved Significantly	Excellent	87	88	89

**Comment on Results**

Our results for the measure of students modelling characteristics of active citizenship has dramatically increased this year and we are very pleased. Our focus on communicating an awareness of citizenship activities at EE Oliver to our students and parents seems to have worked and we will continue.

**Action Plan**

- Engage students in citizenship activities and/or projects, and communicate these initiatives to the wider community.
- Continue to provide advocacy mentorship opportunities for students with adults, peers, and older students within the school community.
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Establish community partnerships to assist with global digital responsibilities.

**Strategies**

- Health/Social Studies teachers will define and highlight Citizenship activities which are happening at EE Oliver. (Foster Child, Charity Events (Terry Fox, Festival of Trees), Grand Buddies, Reading Buddies; Volunteering in Breakfast/Playground Monitors, AMA, Lunch Monitors, Milk Monitors, Peacemakers, PALS, Library Helpers, participating in Student Council, participating in events such as Orange T-shirt day, Pink Shirt Day, and First Nations, Metis and Inuit cultural activities). Grade 4-6 students will be expected to volunteer to achieve Citizenship Awards.
- Highlight these events as Citizenship activities on our Website, Newsletter, invite the press, school council
- All teachers highlight expectations regarding appropriate behavior around our school community and how it is also appropriate behavior for the workplace. (WITS)
- Implement a Digital Literacy/Citizenship program. (e.g. Teluswise)
- Send monthly news articles and pictures to Fairview Post and to Communications Officer at PRSD. Adopt a School Cub Reporter Program and Student Council.
- Recognize the good work of our students and student groups through weekly intercom announcements (eg. Citizenship Awards).
- Explore outside motivational speakers who focus on increasing positive relationships. (Positive Pen and Post It Board, bullying prevention programs, child protection programs)
- Communicate to students the definition of Citizenship and how we promote it at EE Oliver. Create a Citizenship bulletin board.
- Host a Brag Night before parents have to complete the Accountability survey.
- Prior to parent survey going out, send home a Parent Information Package detailing how EEO is addressing each of the outcomes.

**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.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	62.5	61.8		Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	16.7	4.4		Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Comment on Results

EE Oliver is committed to ensuring our FNMI students receive a quality education that recognizes their unique culture.

### Action Plan

- To close the achievement gap between FNMI students and other students.
- To provide opportunities to learn and appreciate different cultures in our school community.
- Continue to focus on literacy to improve/enhance the literacy/numeracy skills of FNMI students.

### Strategies

- Collect achievement data and monitor achievement of FNMI students.
- Utilize the FNMI teacher to advocate and assist our FNMI students.
- Using volunteers provide tutoring and homework helper programs during breakfast and lunch times inclusive of all students.
- Focus on skills preparation in April and May.
- Provide training and coaching for FNMI Hand games Tournament.
- Hold a Culture Day and invite guest speakers, e.g. Aboriginal authors, storyteller visits, Fine Arts Committee.
- Seek out partnerships with organizations, agencies, and bands that support FNMI student success.
- The FNMI teacher will increase awareness of the resources which explore FNMI culture and encourage their use in the classrooms.
- Appoint an FNMI representative from staff.
- Provide staff PD to increase awareness of FNMI.
- FNMI teacher to provide LLI support as part of RTI.

### Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).



4. 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.
5. 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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.

### Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	86.8	90.6	89.0	87.9	96.6	90	Very High	Maintained	Excellent	91	92	93

#### Comment on Results

We are very proud to be able to provide a broad program of studies, in addition to our core program. We believe that these programs create well-rounded and balanced students, which will ensure our students have a successful future.

#### Action Plan

- Continue to provide a broad program of studies in the areas of fine arts, career education, technology, health and physical education.

#### Strategies

- Maintain a qualified music teacher to provide consistent music instruction in the school.
- Maintain Physical Education teachers to deliver a consistent program to students.
- PLCs and Collaborative team meetings are used to enhance the quality of teaching.
- Maintain our Options days to promote health and wellness, Walking Club, after school and lunch sports programs, Slam Jam, Cup stacking, Intramurals, etc.
- Visits to the Fine Arts Centre to learn and promote arts and culture.
- Provide extra-curricular options for all students e.g. Destination Imagination, Singing Eagles, Drama Club, Robotics.
- Incorporate appropriate technology use into current curriculum that is authentic and student centered, and meets the diverse needs of students.
- Provide professional learning in the area of technology for staff.
- Introduce guest speakers who are leaders in the community (Leaders as Readers during Education Week).
- Continue to implement FNMI activities (Aboriginal Day, Hand Games, Inuit Games as part of Grade 5 Social Studies), Alberta Opera, Theme V.
- Career education to upper elementary through parent job talks.
- Create learning events (Leaders as Readers, Rotary Reading Program, Grandbuddies) and competitions to inspire students to pursue further studies, eg. Robotics tournament.

#### Notes:

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- 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.

## Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	86.8	83.4	82.0	89.5	96.1	90	Very High	Improved Significantly	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	89.8	92.3	96.2	97.7	97	Very High	Improved	Excellent	97.5	98	98.5
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.	80.4	77.9	83.3	83.3	100.0	84	Very High	Improved	Excellent	85	86	87
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	70.9	63.3	58.9	65.4	95.5	95	n/a	n/a	n/a	95	95	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.4	81.0	75.7	77.5	92.0	80	Very High	Improved	Excellent	81	82	83
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.	81.6	79.2	79.5	90.8	95.8	91	Very High	Improved Significantly	Excellent	92	93	94

### Comment on Results

EE Oliver experienced a dramatic increase in providing an acceptable level of performance in this area. We will continue to strive toward an increase in the number of students who feel safe, cared for, respected and treated fairly at our school.

Our results for the measure of attitudes and behaviors, which will make students successful at work when they finish school, have also increased this year. It is good to see that our students believe that they will be successful in this area.

We are pleased to state that we continue to maintain a high standard of achievement in the area of school improvement and client satisfaction with the overall quality of basic education in decisions about their child's education. Our biggest concern in the number of parent participants in their survey.

Our school and community are satisfied with parental involvement in decisions about their child's education.

### Action Plan

- To implement school-wide practices which ensure everyone feels safe and cared for at school.
- To implement school-wide practices which ensure everyone is treated with respect.
- To continue to focus on school improvement.
- To continue to encourage and grow parental involvement in decisions about the quality of their child's education.
- To continue to improve the overall quality of basic education.



## Strategies

- FSL Worker will implement Peacemakers/PALS programs with students and teachers.
- FSL Worker will develop and implement respectful and caring programs with groups of students and individuals. (e.g. Free the Horses)
- I-Coaches teach all students the Zones of Regulation.
- Promote the PACE program to students to increase awareness around sexual abuse every second year.
- All staff will consistently highlight positive behaviors and expectations.
- All staff will consistently highlight and apply the school discipline policy.
- FSL worker can connect a 'staff buddy' to a student who will check in weekly and make a point of developing positive relationships for students recognized by FSL worker and in consultation with the teacher, as needing this type of relationship.
- Track incident reports regularly through PowerSchool.
- Use of incident reporting program to ensure injuries and near misses are tracked and potential hazards are eliminated.
- Continue with the OH&S Committee which will meet monthly for school wide inspections.
- WITS program to be implemented school wide.
- Literacy groups will be implemented and will utilize flexible and fluid groupings.
- Student Council will plan and implement school spirit activities/days.
- Continue to advertise PRSD's key safety messages in the school Newsletter and classrooms.
- Continue to promote health and wellness for students and staff.
- Staff will participate in VTRA training.
- Continue to offer a wide variety of subjects.
- Conference with students (student council), staff and parents (school/parent council) and be open to suggestions to improve our school. (Suggestion Box, Focus groups)
- Provide professional development for teachers to enhance core instruction.
- Promote wellness activities for students and staff.
- Presentations from outside groups to broaden students' scope.
- Field trips to expand on core curriculum.
- Emphasize to parents the importance of their volunteer role in the school community.
- Continue to maintain the school webpage, publish a monthly newsletter, and update social media pages.
- Highlight individual class involvement in EEO via our social media.
- Educate parents regarding what volunteer opportunities are available in the school and on parent council.
- Develop a system that focuses on school spirit activities and community involvement.
- Promote more parent communication from homeroom classrooms.
- Continue to host "Parents Matter Week" to show parent appreciation (Pancake breakfast, Dodgeball tourney).
- Host a Brag Night before parents have to complete the Accountability survey.
- Prior to parent survey going out, send home a Parent Information Package detailing how EEO is addressing each of the issues on the survey questions.
- Display result of Accountability Pillar results to school community at the Year End assembly.
- Movie Nights encouraging families to join in the fun.
- Classes create news articles for the Newsletter.
- Recognize staff accomplishments at the Year End Assembly.
- Continue to promote School Council via Newsletter, website, etc.
- Volunteer of the Year Award

### 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.

## Outcome Six: Positive Safety Attitudes

*Specific Outcome: Communicate and Celebrate the Importance of Safety to All Stakeholders*

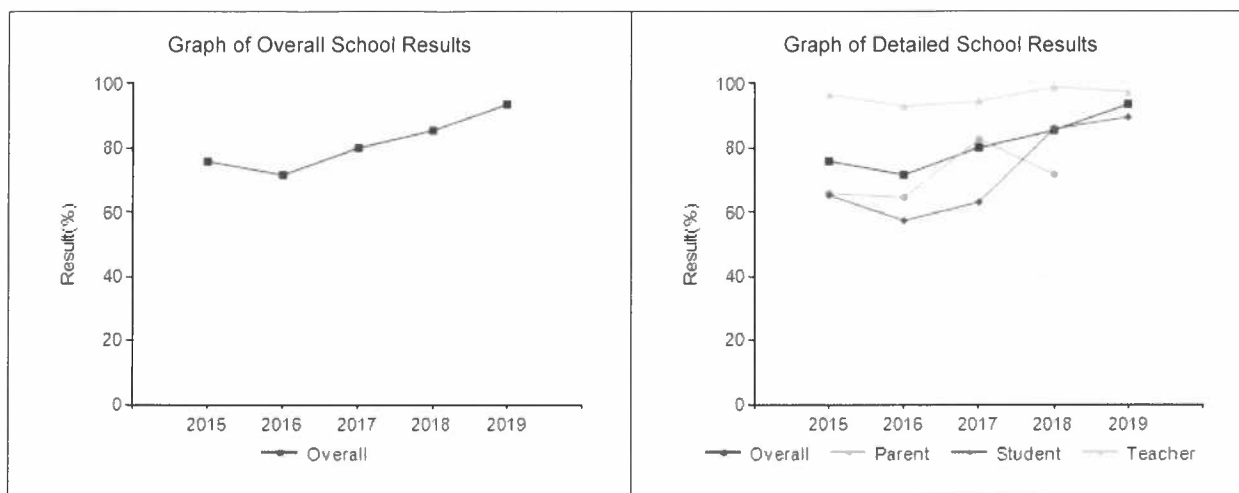
Performance Measures
<b>Monthly Key Safety Messages:</b> Last year EE Oliver included monthly key safety messages in all Newsletters and on the school website.
<b>2018-2019 Education/Activities Provided:</b> Last year EE Oliver provided education and activities to promote positive safety attitudes.
<b>2018-2019 Required Drills:</b> Last year EE Oliver completed all 6 of the required fire drills and 2 lockdowns. This satisfies the safety requirements of PRSD.
<b>2018-2019 Safety Plan and Emergency Management Plan:</b> The Safety Plan and Emergency Management Plan were completed and followed as required.

<b>Comment on Results:</b>
We are pleased to have met the performance measures required by the Division.
<b>Action Plan</b>
<ul style="list-style-type: none"> <li>To highlight the importance of safety measures and training.</li> <li>To achieve 100% in all performance measures related to Positive Safety Attitudes.</li> </ul>
<b>Strategies</b>
<ul style="list-style-type: none"> <li>Develop a yearly Safety Plan.</li> <li>Conduct more than 2 lockdown practices in a year.</li> <li>Ensure student lists are posted in multi-use areas.</li> <li>RCMP Liaison Officer conduct drop-in visits, as well as, classroom presentations.</li> <li>Form an OH&amp;S Committee to meet and inspect regularly.</li> <li>Provide monthly safety activities at staff meetings in accordance with the school's safety plan.</li> <li>Provide meaningful on-going Students and staff safety education/activities on a monthly basis with direction, support, and resources from the division that are incorporated into staff PD and align with student activities.</li> <li>Incorporate monthly safety messages into the school newsletter and website.</li> <li>Promote and communicate the value of Public School Works as a tool for Health and Safety.</li> <li>Complete Monthly reporting on time.</li> </ul>

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	75.8	71.6	80.0	85.4	93.4	83.0	84.3	82.0	86.2	85.7	83.5	83.9	83.7	83.0	82.9
Teacher	96.5	92.9	94.4	98.8	97.3	96.1	96.0	95.1	95.5	96.8	94.2	94.5	94.0	93.4	93.2
Parent	65.7	64.5	82.5	71.7	*	80.3	82.8	78.3	80.4	77.9	82.1	82.9	82.7	81.7	81.9
Student	65.2	57.3	63.0	85.9	89.4	72.6	74.2	72.6	82.7	82.5	74.2	74.5	74.4	73.9	73.5



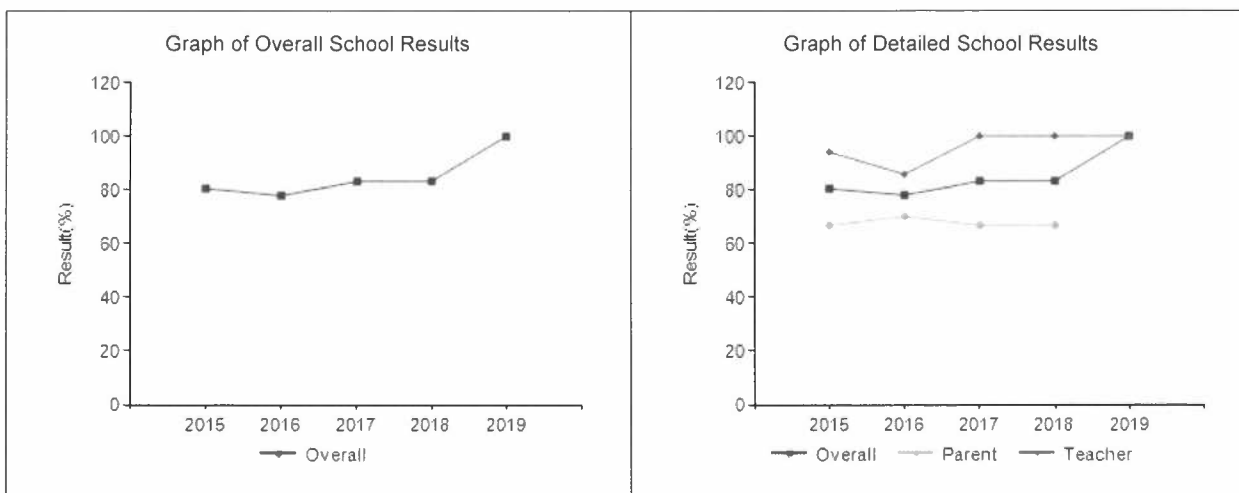
#### Notes:

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.

### Work Preparation – Measure Details

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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.4	77.9	83.3	83.3	100.0	85.3	85.6	82.7	84.7	84.0	82.0	82.6	82.7	82.4	83.0
Teacher	94.1	85.7	100.0	100.0	100.0	93.5	96.0	94.3	95.0	96.6	89.7	90.5	90.4	90.3	90.8
Parent	66.7	70.0	66.7	66.7	*	77.1	75.2	71.1	74.5	71.3	74.2	74.8	75.1	74.6	75.2



#### Notes:

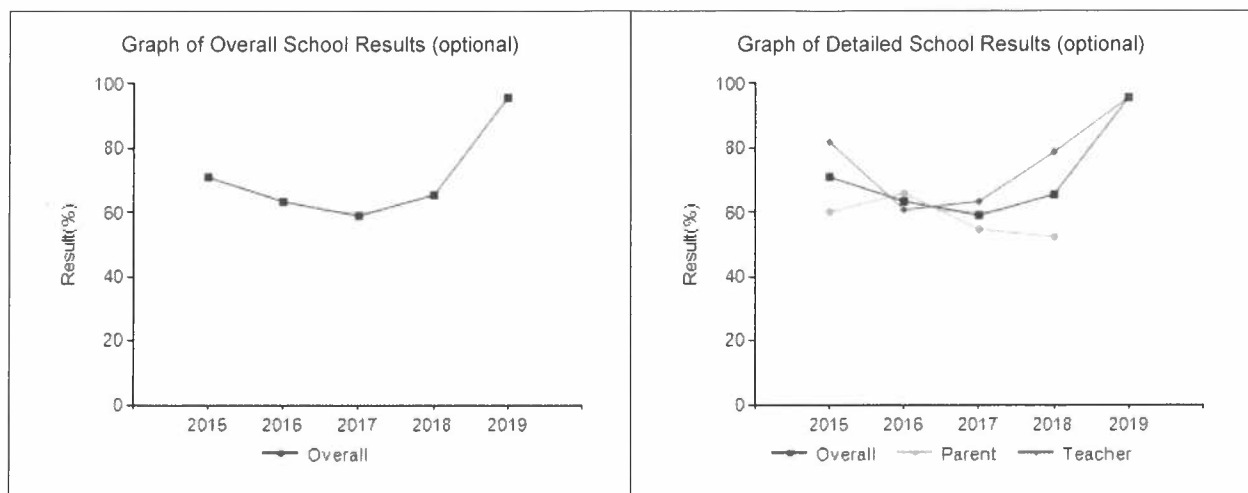
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



### Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	70.9	63.3	58.9	65.4	95.5	74.7	77.2	75.5	77.5	76.2	70.0	70.7	71.0	70.9	71.4
Teacher	81.8	60.7	63.2	78.6	95.5	81.9	87.2	86.3	91.1	92.7	76.0	77.3	77.3	77.8	78.8
Parent	60.0	65.8	54.5	52.2	*	67.5	67.2	64.8	64.0	59.7	64.0	64.2	64.8	64.0	64.0



Notes:

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

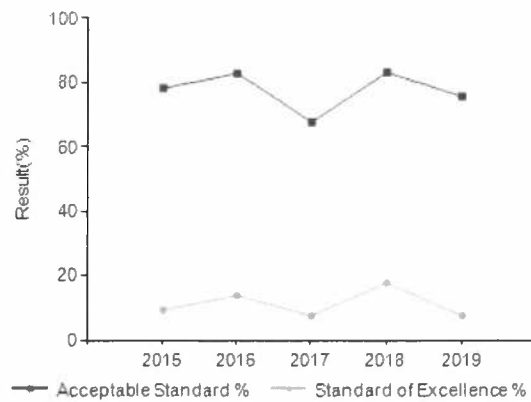
### Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	91.8	8.2	90.5	9.5	73.5	8.8	88.6	13.6	84.5	5.2		
	Authority	88.1	14.6	85.2	11.3	79.0	11.2	88.7	10.1	82.2	6.9		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.5	0.0	83.3	8.3	70.6	5.9	55.6	0.0	92.9	14.3		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	71.4	4.1	76.2	16.7	61.8	2.9	77.3	18.2	68.4	1.8		
	Authority	75.7	6.9	69.3	8.4	68.1	4.7	62.6	9.2	60.7	4.5		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	83.7	22.4	88.1	16.7	73.5	11.8	86.4	25.0	78.9	14.0		
	Authority	77.5	19.7	74.3	18.3	75.6	18.8	71.8	17.6	67.7	13.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	65.3	2.0	76.2	11.9	61.8	5.9	79.5	13.6	70.2	8.8		
	Authority	66.5	6.4	66.3	10.9	68.1	17.4	64.7	8.8	66.2	8.5		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

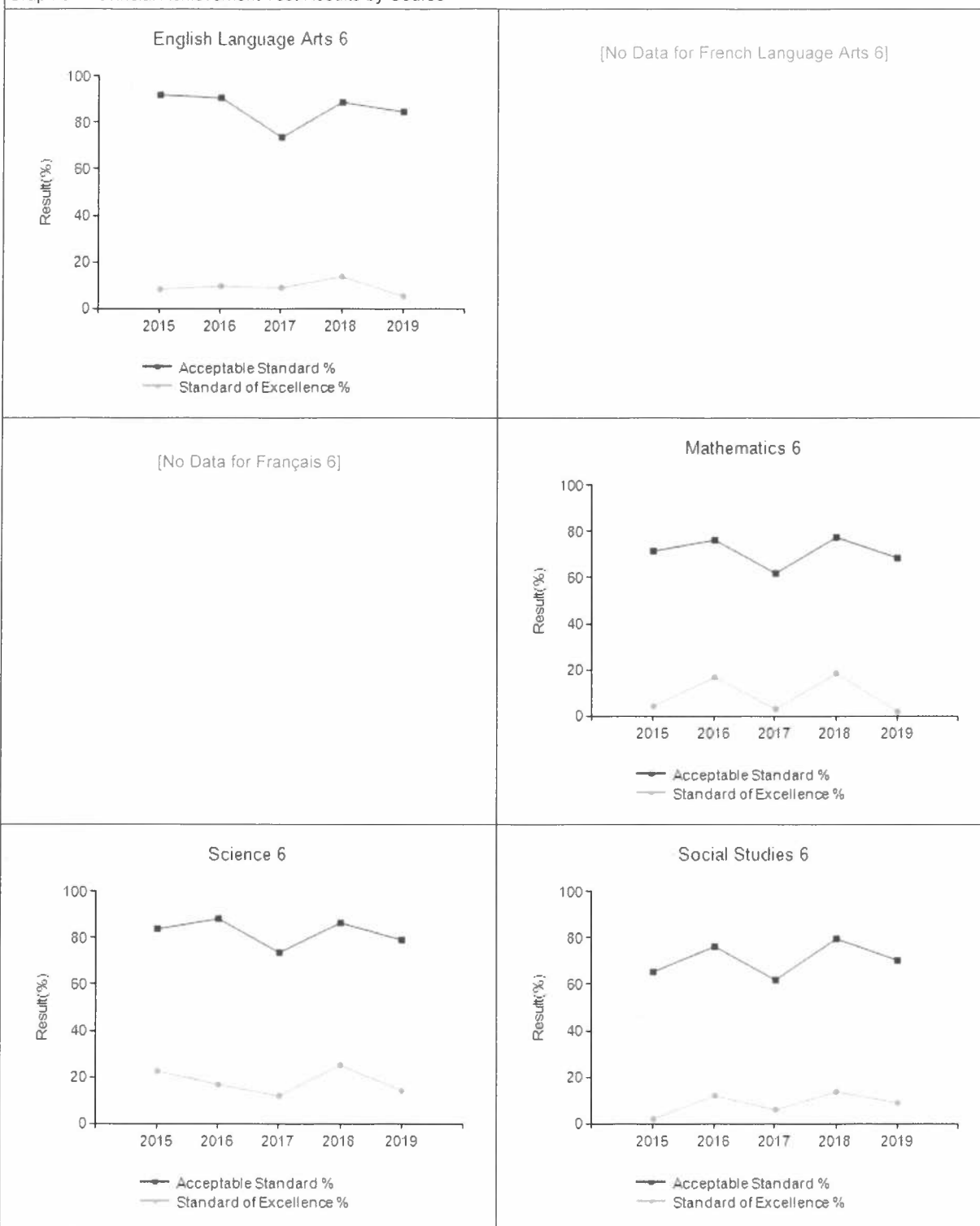
Graph of Overall Provincial Achievement Test Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		E E Oliver Elem School								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	58	84.5	40	84.2	54,820	83.2	49,573	82.9	
	Standard of Excellence	Very Low	Declined	Concern	58	5.2	40	10.7	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	Low	Maintained	Issue	57	68.4	40	71.7	54,778	72.5	49,502	71.5	
	Standard of Excellence	Very Low	Declined Significantly	Concern	57	1.8	40	12.6	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	57	78.9	40	82.7	54,879	77.6	49,520	77.9	
	Standard of Excellence	Low	Maintained	Issue	57	14.0	40	17.8	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	57	70.2	40	72.5	54,802	76.2	49,511	73.1	
	Standard of Excellence	Low	Maintained	Issue	57	8.8	40	10.5	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	75.1	45,363	76.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	60.0	44,959	64.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	75.2	45,363	74.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	68.7	45,366	66.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	20.6	45,366	19.9	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

## Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

### Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

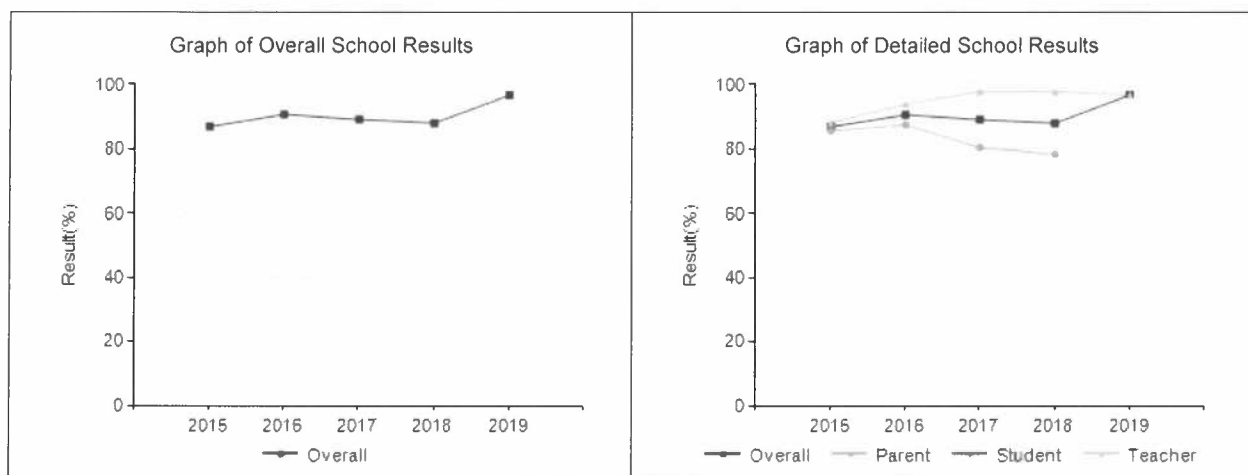
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Program of Studies – Measure Details

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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.8	90.6	89.0	87.9	96.6	77.9	80.4	78.6	82.5	81.1	81.3	81.9	81.9	81.8	82.2
Teacher	88.1	93.8	97.7	97.6	96.6	86.2	88.2	89.5	92.4	90.7	87.2	88.1	88.0	88.4	89.1
Parent	85.5	87.4	80.3	78.1	*	79.8	82.8	76.5	76.3	76.0	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2	77.4



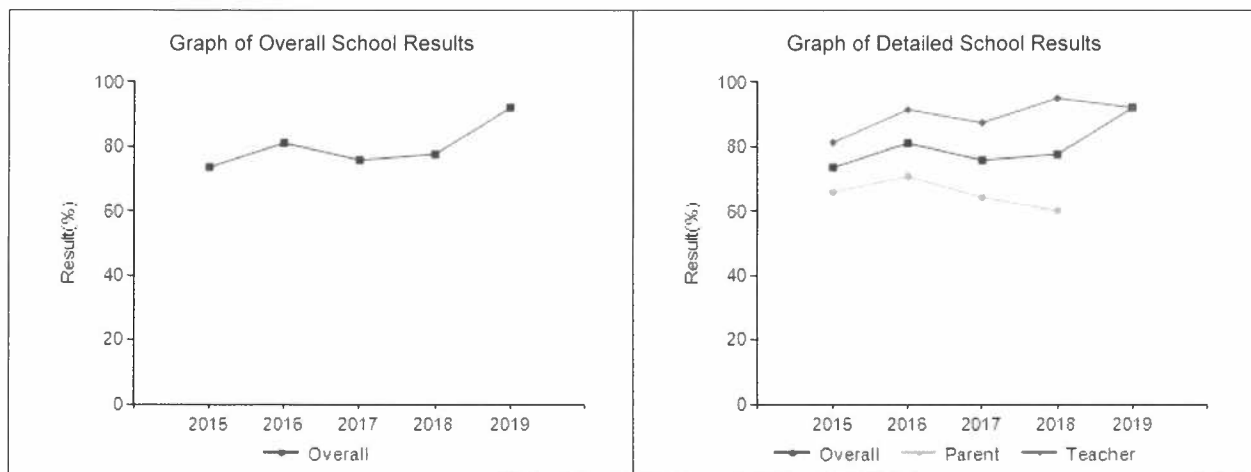
Notes:

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.

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.4	81.0	75.7	77.5	92.0	84.7	86.0	83.6	84.2	83.3	80.7	80.9	81.2	81.2	81.3
Teacher	81.2	91.4	87.3	94.9	92.0	88.4	91.7	92.4	93.0	94.0	88.1	88.4	88.5	88.9	89.0
Parent	65.7	70.6	64.1	60.0	*	80.9	80.2	74.9	75.4	72.6	73.4	73.5	73.9	73.4	73.6



Notes:

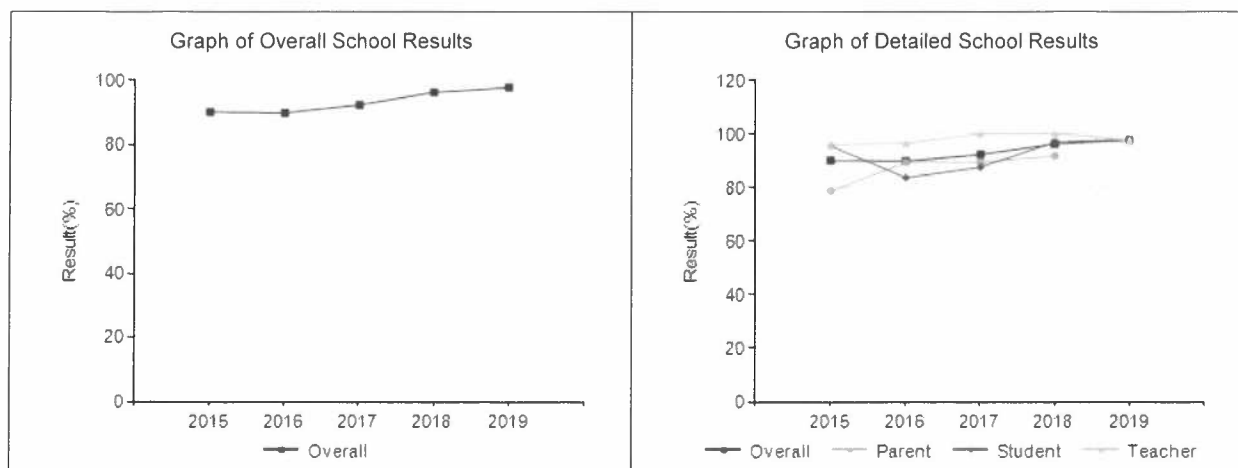
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



## Education Quality – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.1	89.8	92.3	96.2	97.7	89.0	90.0	87.9	91.0	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	96.1	96.4	100.0	100.0	97.7	97.5	97.2	96.5	97.3	97.7	95.9	96.0	95.9	95.8	96.1
Parent	78.6	89.3	89.4	91.7	*	82.5	86.9	82.2	84.7	81.0	85.4	86.1	86.4	86.0	86.4
Student	95.5	83.6	87.6	96.8	97.7	86.9	86.0	85.1	90.9	90.9	87.4	88.0	88.1	88.2	88.1



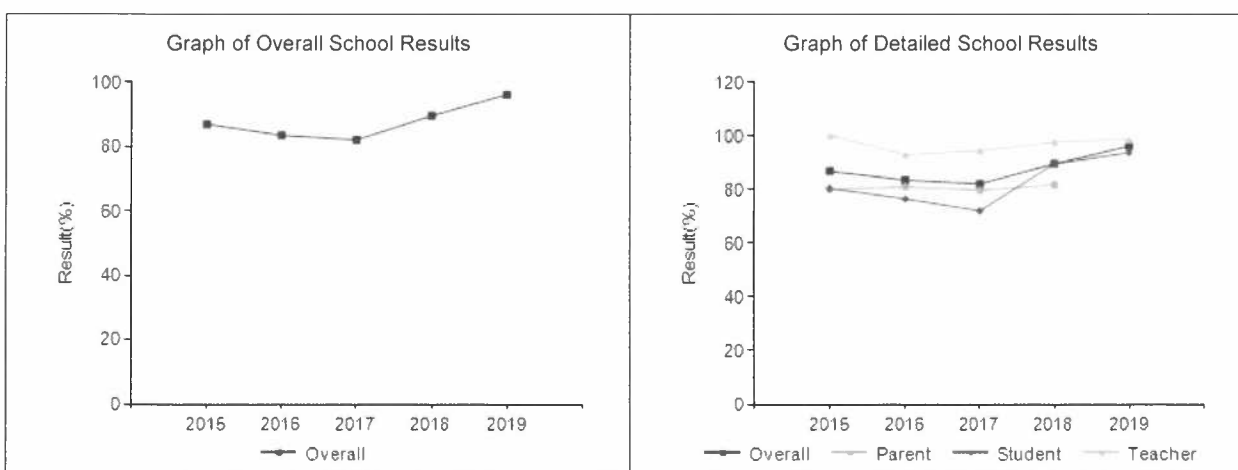
Notes:

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/TFM (Tell Them From Me) survey tool.

## Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.8	83.4	82.0	89.5	96.1	89.5	89.5	86.9	90.4	90.1	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	92.9	94.4	97.5	98.6	97.0	95.7	95.6	95.6	97.1	95.4	95.4	95.3	95.0	95.1
Parent	80.0	80.9	79.5	81.7	*	89.1	89.8	84.9	87.6	85.6	89.3	89.8	89.9	89.4	89.7
Student	80.3	76.4	72.0	89.4	93.6	82.3	83.1	80.2	88.2	87.6	83.0	83.4	83.3	82.5	82.3



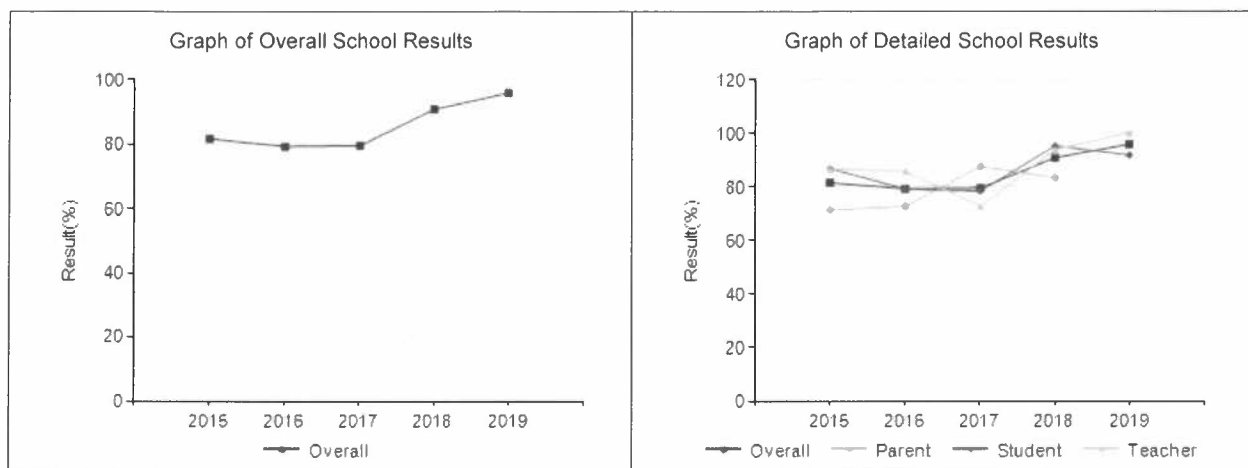
Notes:

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/TFM (Tell Them From Me) survey tool.

### School Improvement – Measure Details

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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.6	79.2	79.5	90.8	95.8	82.3	84.7	82.5	87.5	84.4	79.6	81.2	81.4	80.3	81.0
Teacher	86.7	85.7	72.7	93.8	100.0	85.8	90.3	86.5	93.8	93.8	79.8	82.3	82.2	81.5	83.4
Parent	71.4	72.7	87.5	83.3	*	80.7	82.5	80.9	81.4	74.3	78.5	79.7	80.8	79.3	80.3
Student	86.8	79.2	78.4	95.2	91.7	80.4	81.5	80.2	87.5	85.1	80.7	81.5	81.1	80.2	79.4



**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.

# Budget Report

Peace River School Division No. 10

2018-2019 Fall Update Budget

## SCHOOL: E.E. Oliver Elementary

### Revenue And Allocations To Budget Center

AB ED: Base Funding	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Total AB ED: Base Funding	\$118,754	\$116,129
% of Revenue And Allocations To Budget Center	99%	100%

AB ED: Differential Cost Funding	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$3,750	\$2,440
% of Revenue And Allocations To Budget Center	3%	2%

Transfers	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Total Transfers	(\$2,952)	(\$2,952)
% of Revenue And Allocations To Budget Center	-2%	-3%

<b>Total Revenue And Allocations To Budget Center</b>	<b>\$119,552</b>	<b>\$115,617</b>
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### Expenditures

Other Staffing Costs	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
School Based Certificated Sub Cost	\$7,104	\$7,104
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	32.00 Days	32.00 Days
School Based Certificated Sub Benefits	\$710	\$710
School Based Certificated Sub Cost	\$7,104	\$7,104
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$1,000	\$1,000
<b>Total Other Staffing Costs</b>	<b>\$8,814</b>	<b>\$8,814</b>
<b>% of Expenditures</b>	<b>7%</b>	<b>8%</b>

Contracted Services	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Certificated Inservice/Reg Fees	\$3,200	\$3,200
Uncertificated Inservice/Reg Fees	\$1,000	\$1,000
Postage & Phone	\$1,500	\$1,500
Advertising	\$300	\$300
Expense Reimbursement	\$6,000	\$6,000
Field Trips	\$4,750	\$4,750
Contracted Building Grounds Maintenance	\$4,000	\$4,000
Contracted Equipment & Vehicle Maintenance	\$2,000	\$2,000
<b>Total Contracted Services</b>	<b>\$22,750</b>	<b>\$22,750</b>
<b>% of Expenditures</b>	<b>19%</b>	<b>20%</b>

Supplies	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Supplies	\$64,228	\$61,634

\* - See the notes section for details about Line Item notes on this page

<b>Supplies</b>	<b>2018-2019 Fall Update Budget</b>	<b>2018-2019 May Preliminary Budget</b>
Library Supplies (Minimum Standard)	\$3,757	\$3,666
ECS Enrolment	44 Students	42 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	245.00 Students	240.00 Students
Library Supplies	\$5,500	\$5,500
Furniture & Equipment	\$13,253	\$13,253
<b>Total Supplies</b>	<b>\$86,738</b>	<b>\$84,053</b>
<b>% of Expenditures</b>	<b>73%</b>	<b>73%</b>

<b>Total Expenditures</b>	<b>\$118,302</b>	<b>\$115,617</b>
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**Summary**

	<b>2018-2019 Fall Update Budget</b>	<b>2018-2019 May Preliminary Budget</b>
Total Revenues and Allocations To Budget	\$119,552	\$115,617
Total Expenditures	\$118,302	\$115,617
<b>Variance</b>	<b>\$1,250</b>	<b>\$0</b>

**Notes**

\* - See the notes section for details about Line Item notes on this page