

E. E. Oliver Elementary School

"Engaged Learning for a Successful Future"

Annual Education Results Report Three Year Education Plan 2018-2021



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 2017-2018 school year and a Three Year Education Plan for 2018 – 2021 beginning in the 2018 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.



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 290 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.

Stepping Forward, ECS	44
Grade 1	32
Grade 2	45
Grade 3	37
Grade 4	28
Grade 5	42
Grade 6	59



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.

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 2018 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	89.5	82.0	84.0	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.9	89.0	88.8	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	96.2	92.3	90.7	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.0	67.6	76.1	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	17.6	7.4	10.1	19.9	19.5	19.2	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	83.3	83.3	80.5	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	85.4	80.0	75.8	83.0	83.7	83.7	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	77.5	75.7	76.7	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	90.8	79.5	80.1	80.3	81.4	80.7	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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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 which 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
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.

Improvement	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

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 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.0	78.1	82.7	67.6	83	83	High	Maintained	Good	84	85	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.7	9.2	13.7	7.4	17.6	18	Intermediate	Improved	Good	19	20	21

Comment on Results

We are very pleased to report that we experienced a significant increase in our overall results in having our students meet an acceptable standard and who achieved the standard of excellence on Provincial Achievement Tests. Our results indicate that we are ahead of Peace River School Division and the province in the areas of English Language Arts, Mathematics, Social Studies and Science.

This year we will focus on core strands in Literacy and Numeracy which should see higher results in Language Arts and Math for students continue to achieve an acceptable and excellence standard in our PAT tests.

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.
- Provide teachers with literacy resources to enhance literacy and encourage reading and writing with students.
- Provide teachers with literacy and numeracy resources/professional development.
- PLC meetings focus on strategies for increasing literacy and numeracy skills in students through the development of best practices.
- Collaborative team meetings will periodically examine student performance/achievement data to inform instruction.
- Explore 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.
- Keyboarding will be taught as an essential skill in Grades 1-6 with Grades 4-6 receiving keyboarding lessons.
- Explore ways to shift from a 'Library' focus to 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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 flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. 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 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.2	75.8	71.6	80.0	85.4	86	Very High	Improved Significantly	Excellent	87	88	89
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.	86.7	80.4	77.9	83.3	83.3	84	High	Maintained	Good	85	86	87

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.

We have also maintained our standard for attitudes and behaviors which will make students successful at work when they finish school.

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 AMA, Lunch Monitors, Milk Monitors, Peacemakers, participating in Student Council, participating in events such as Orange T-shirt day, Pink Shirt Day, Trickster Theatre, 7 teachings assemblies. What does being a good citizen look like?
- 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. (PAX, Tootles, WITS)
- Implement a Digital citizenship program. (Teluswise)
- Send monthly news articles and pictures to Fairview Post and to Vanessa Burns at PRSD. Adopt a School Reporter Program.
- Recognize the good work of our students and student groups through weekly intercom announcements (eg. Tootles).
- 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.
- Encourage an entrepreneurial spirit through our Students' Union.
- 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.

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: Alberta's education system supports First Nations, Métis, and Inuit students' success

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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		Very Low	n/a	n/a			
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		Intermediate	n/a	n/a			
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 which 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 skills of FNMI students.

Strategies

- Collect achievement data and monitor achievement of FNMI students.
- Utilize the Literacy Support and FNMI teacher to advocate and assist our FNMI students.
- With parent volunteers provide tutoring and homework helper programs during breakfast and lunch times inclusive of all students.
- Focus on PAT prep in April and May.
- Provide training and coaching for FNMI Hand games Tournament.
- Hold a Heritage Fair 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.
- Literacy support and FNMI teacher to provide LLI support as part of RTI.

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. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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 flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. 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 flooding in June 2013 and by the fires in May to June 2016. 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 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	88.9	86.8	83.4	82.0	89.5	90	Very High	Improved	Excellent	91	92	93

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.

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.

Strategies

- FSL Worker will implement Peacemakers/PALS/PAX programs with students and teachers.
- FSL Worker will develop and implement respectful and caring programs with groups of students and individuals.
- Promote the PACE program to students to increase awareness around sexual abuse every second year.
- All staff will consistently highlight positive behaviors and expectations through PAX/Tootles. Tootles will be tied to the 7 essential teachings with monthly assemblies.
- 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 discipline reports regularly through Maplewood.
- 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 and utilizing the 7 essential teachings.
- Staff will focus on and encourage respectful behavior throughout the school with a monthly focus area.
- 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.

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 Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	84.9	86.8	90.6	89.0	87.9	88	Very High	Maintained	Excellent	89	90	91

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 sports programs, Slam Jam.
- Visits to the Fine Arts Centre to 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.
- Continue to implement FNMI activities (Aboriginal Day, Hand Games), 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:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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 Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	83.2	81.6	79.2	79.5	90.8	91	Very High	Improved Significantly	Excellent	92	93	94
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.2	73.4	81.0	75.7	77.5	80	Intermediate	Maintained	Acceptable	81	82	83
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.8	90.1	89.8	92.3	96.2	97	Very High	Improved	Excellent	97.5	98	98.5

Comment on Results

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

Action Plan

- 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

- 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.
- 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.

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.

Outcome Six: Positive Safety Attitudes

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

Performance Measures
Monthly Key Safety Messages: Last year EE Oliver achieved 60% which meets the Divisional goal target of 80%.
2018-2019 Education/Activities Provided: Last year EE Oliver achieved 60% which meets the Divisional goal target of 80%.
2018-2019 Required Drills: Last year EE Oliver completed all 6 of the required fire drills and 2 lockdowns. This satisfies the safety requirements of PRSD.
2018-2019 Safety Plan and Emergency Management Plan: The Safety Plan and Emergency Management Plan were completed and followed as required.

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

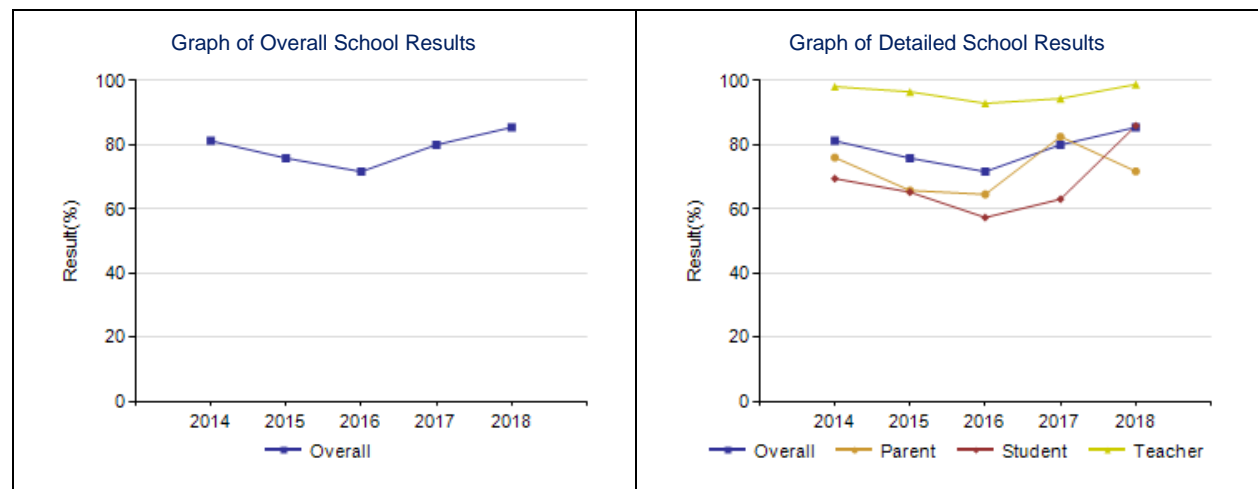
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

APPENDIX – Measure Details

Detailed data for the performance measures will be available in the October 2018 release of the Combined 3-Year Education Plan and AERR for Public/Separate/Francophone Schools.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.2	75.8	71.6	80.0	85.4	80.0	83.0	84.3	82.0	86.2	83.4	83.5	83.9	83.7	83.0
Teacher	98.1	96.5	92.9	94.4	98.8	94.2	96.1	96.0	95.1	95.5	93.8	94.2	94.5	94.0	93.4
Parent	76.0	65.7	64.5	82.5	71.7	77.4	80.3	82.8	78.3	80.4	81.9	82.1	82.9	82.7	81.7
Student	69.4	65.2	57.3	63.0	85.9	68.4	72.6	74.2	72.6	82.7	74.5	74.2	74.5	74.4	73.9



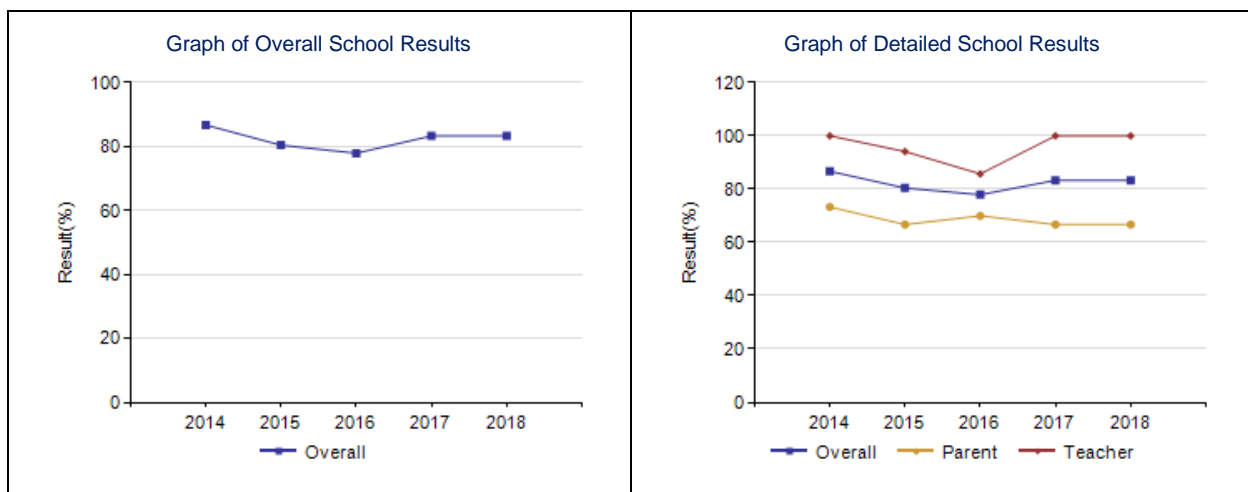
Notes:

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.7	80.4	77.9	83.3	83.3	84.2	85.3	85.6	82.7	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	94.1	85.7	100.0	100.0	95.0	93.5	96.0	94.3	95.0	89.3	89.7	90.5	90.4	90.3
Parent	73.3	66.7	70.0	66.7	66.7	73.4	77.1	75.2	71.1	74.5	73.1	74.2	74.8	75.1	74.6



Notes:

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

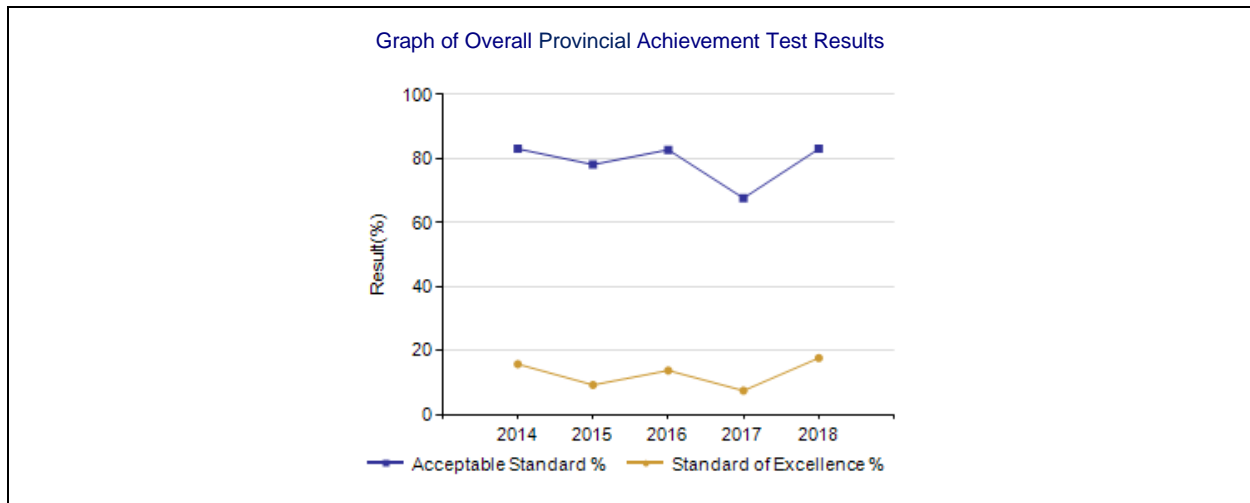
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	86.2	13.8	91.8	8.2	90.5	9.5	73.5	8.8	88.6	13.6		
	Authority	80.6	11.0	88.1	14.6	85.2	11.3	79.0	11.2	88.7	10.1		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	90.0	20.0	87.5	0.0	83.3	8.3	70.6	5.9	55.6	0.0		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	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	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	75.4	15.8	71.4	4.1	76.2	16.7	61.8	2.9	77.3	18.2		
	Authority	72.9	13.8	75.7	6.9	69.3	8.4	68.1	4.7	62.6	9.2		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	89.5	19.3	83.7	22.4	88.1	16.7	73.5	11.8	86.4	25.0		
	Authority	72.9	16.4	77.5	19.7	74.3	18.3	75.6	18.8	71.8	17.6		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	80.7	14.0	65.3	2.0	76.2	11.9	61.8	5.9	79.5	13.6		
	Authority	67.1	11.1	66.5	6.4	66.3	10.9	68.1	17.4	64.7	8.8		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.5	8.4	70.4	9.1	68.6	6.3	74.3	6.9	69.3	8.0		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	53.8	0.0	30.0	0.0	70.6	17.6	66.7	11.1	*	*		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.8	11.1	*	*	50.0	10.0	83.3	0.0	37.5	0.0		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	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	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	64.1	7.1	60.3	12.3	56.7	8.7	61.8	8.0	41.5	5.2		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	56.3	18.8	29.4	5.9	64.3	7.1	66.7	11.1	44.4	0.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.6	8.9	64.0	8.1	61.0	8.3	61.0	6.3	64.6	9.1		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	61.5	7.7	33.3	0.0	*	*	*	*	*	*		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.6	8.9	56.5	7.6	48.8	12.2	56.8	11.6	53.6	9.2		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	45.5	0.0	41.7	0.0	76.5	11.8	44.4	11.1	*	*		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

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

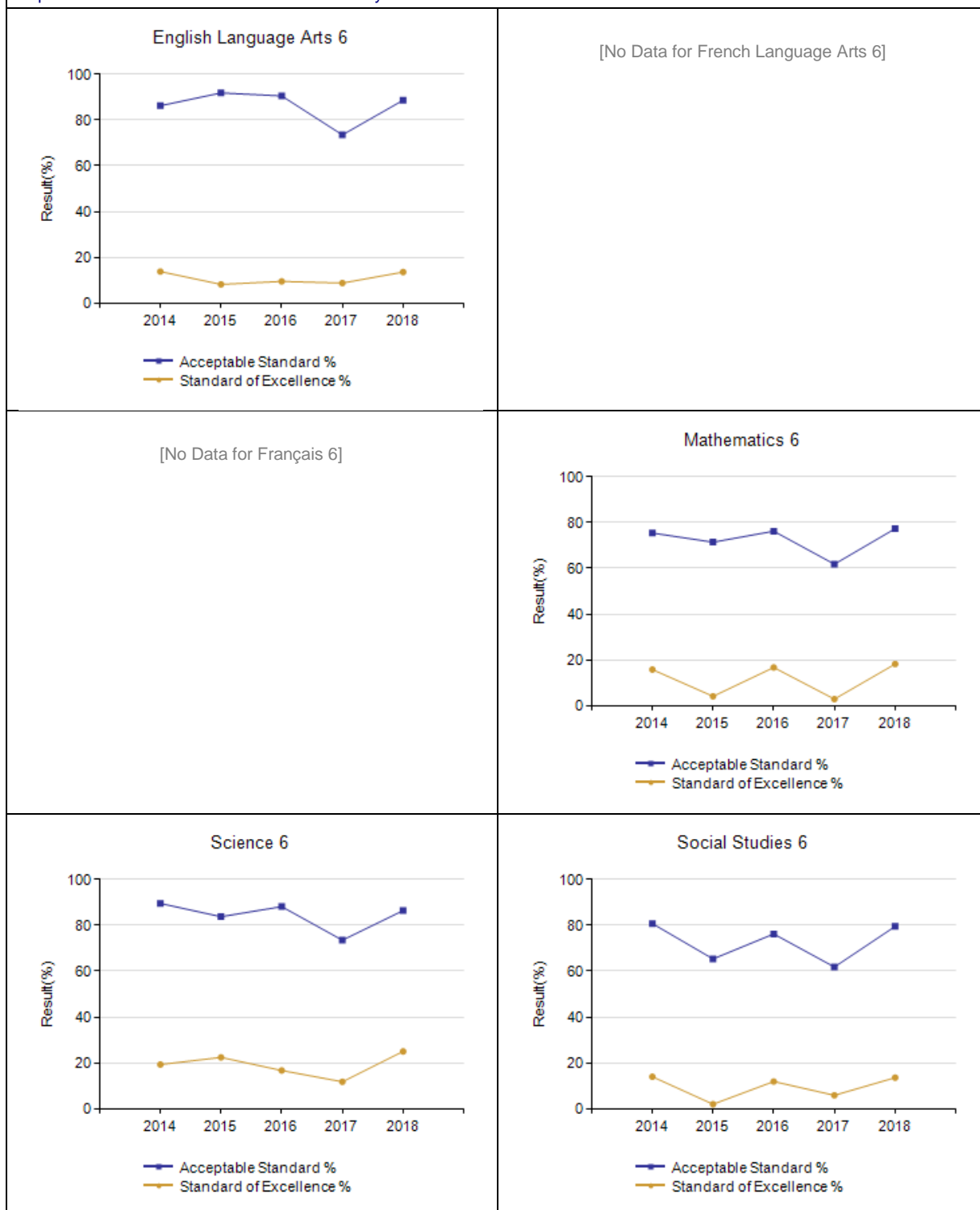
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		E E Oliver Elem School								Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	High	Maintained	Good	44	88.6	42	85.3	51,540	83.5	48,248	82.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	44	13.6	42	8.8	51,540	17.9	48,248	19.6	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0	
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	44	77.3	42	69.8	51,486	72.9	48,172	71.6	
	Standard of Excellence	High	Improved	Good	44	18.2	42	7.9	51,486	14.0	48,172	13.6	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	44	86.4	42	81.8	51,517	78.8	48,180	77.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	44	25.0	42	17.0	51,517	30.5	48,180	27.1	
Social Studies 6	Acceptable Standard	High	Improved	Good	44	79.5	42	67.8	51,525	75.1	48,170	71.4	
	Standard of Excellence	Intermediate	Improved	Good	44	13.6	42	6.6	51,525	23.2	48,170	20.6	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	43,851	66.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	43,851	18.1	
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6	
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	44,341	74.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	44,341	22.2	
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	44,267	65.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	44,267	19.4	
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8	

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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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	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
English Lang Arts 9 KAE	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	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
Mathematics 9 KAE	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
Science 9 KAE	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
Social Studies 9 KAE	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

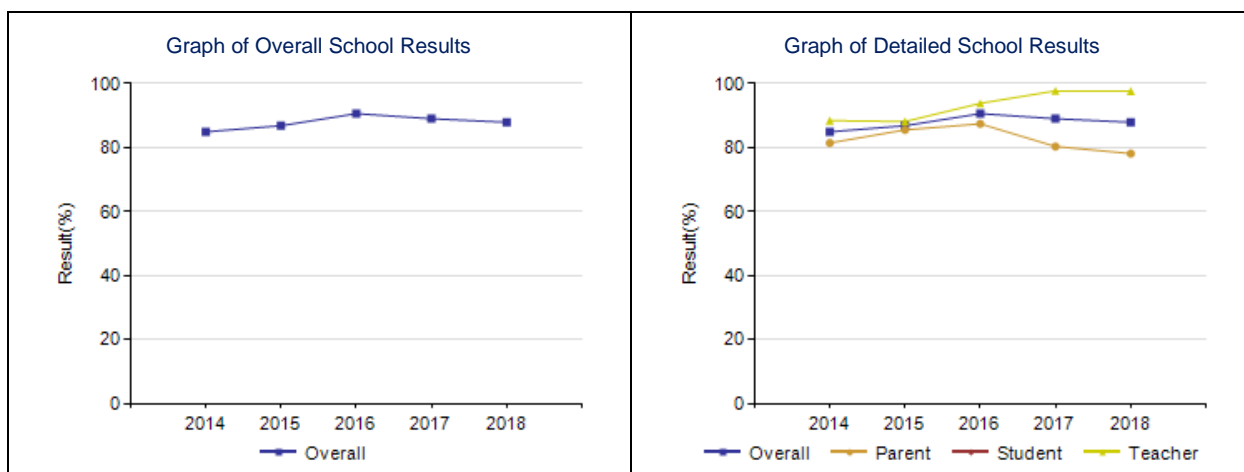
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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.

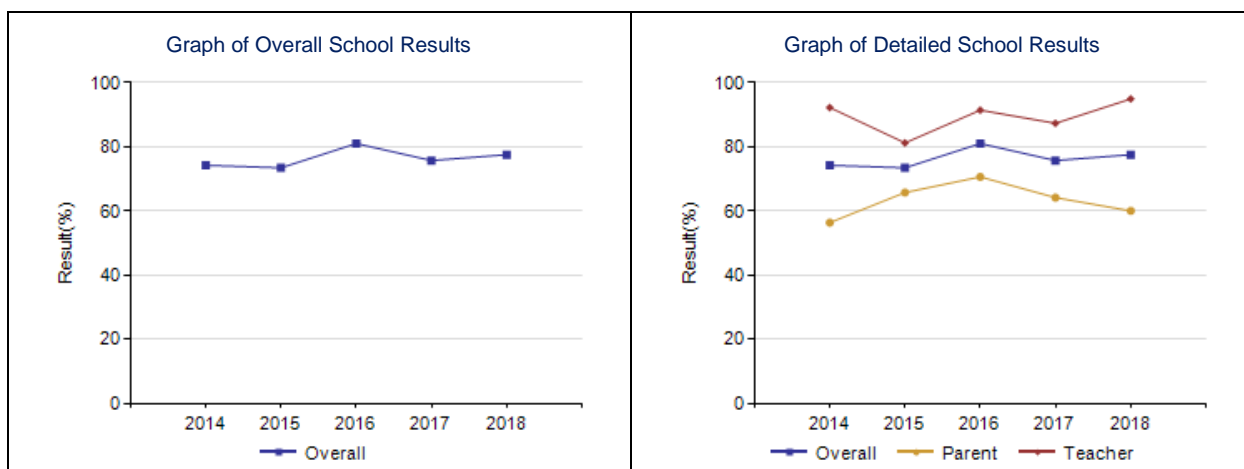
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	84.9	86.8	90.6	89.0	87.9	76.7	77.9	80.4	78.6	82.5	81.3	81.3	81.9	81.9	81.8
Teacher	88.4	88.1	93.8	97.7	97.6	85.2	86.2	88.2	89.5	92.4	87.5	87.2	88.1	88.0	88.4
Parent	81.4	85.5	87.4	80.3	78.1	76.8	79.8	82.8	76.5	76.3	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	68.0	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2



Parental Involvement – Measure Details

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

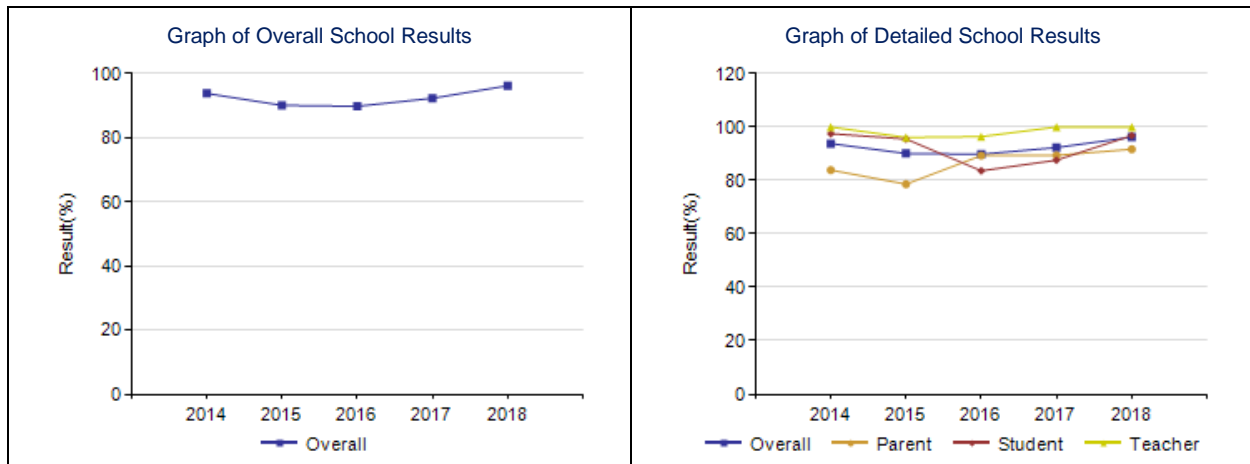
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	74.2	73.4	81.0	75.7	77.5	83.6	84.7	86.0	83.6	84.2	80.6	80.7	80.9	81.2	81.2
Teacher	92.2	81.2	91.4	87.3	94.9	91.4	88.4	91.7	92.4	93.0	88.0	88.1	88.4	88.5	88.9
Parent	56.3	65.7	70.6	64.1	60.0	75.9	80.9	80.2	74.9	75.4	73.1	73.4	73.5	73.9	73.4



Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.8	90.1	89.8	92.3	96.2	88.1	89.0	90.0	87.9	91.0	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	96.1	96.4	100.0	100.0	96.6	97.5	97.2	96.5	97.3	95.5	95.9	96.0	95.9	95.8
Parent	83.9	78.6	89.3	89.4	91.7	82.5	82.5	86.9	82.2	84.7	84.7	85.4	86.1	86.4	86.0
Student	97.5	95.5	83.6	87.6	96.8	85.1	86.9	86.0	85.1	90.9	87.3	87.4	88.0	88.1	88.2



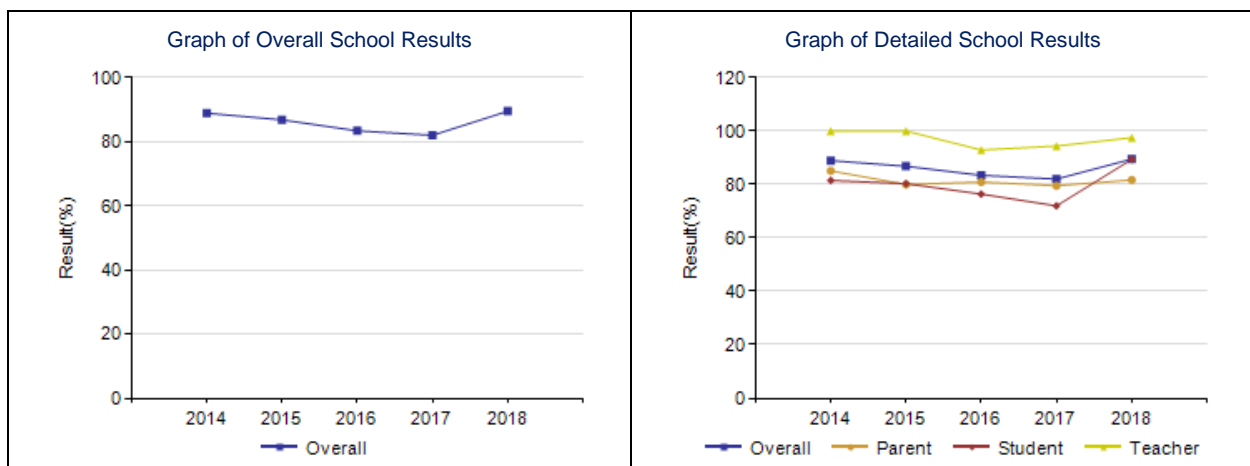
Notes:

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.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.9	86.8	83.4	82.0	89.5	88.2	89.5	89.5	86.9	90.4	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	100.0	92.9	94.4	97.5	96.1	97.0	95.7	95.6	95.6	95.3	95.4	95.4	95.3	95.0
Parent	85.1	80.0	80.9	79.5	81.7	87.5	89.1	89.8	84.9	87.6	88.9	89.3	89.8	89.9	89.4
Student	81.5	80.3	76.4	72.0	89.4	81.0	82.3	83.1	80.2	88.2	83.1	83.0	83.4	83.3	82.5



Notes:

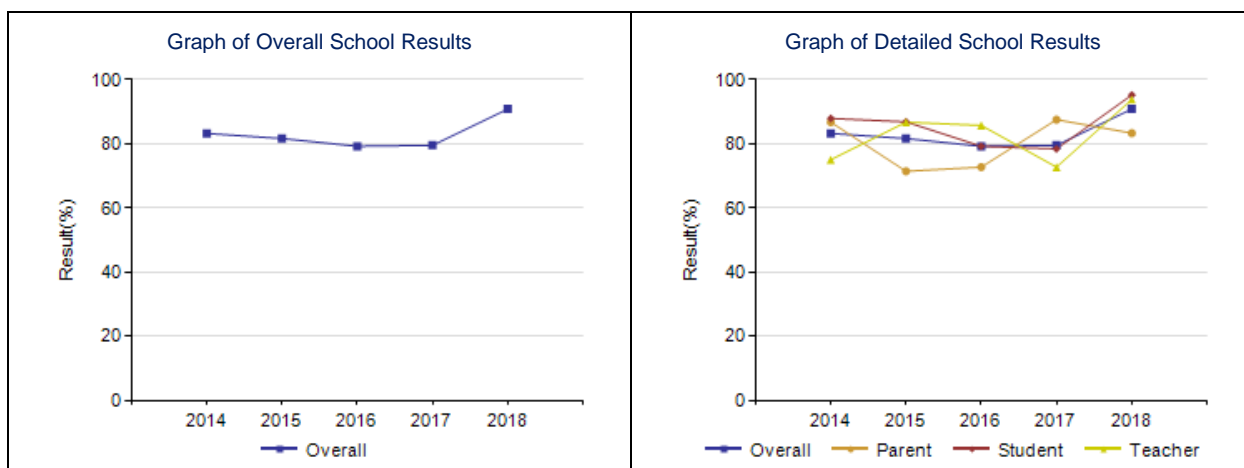
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.2	81.6	79.2	79.5	90.8	78.0	82.3	84.7	82.5	87.5	79.8	79.6	81.2	81.4	80.3
Teacher	75.0	86.7	85.7	72.7	93.8	82.1	85.8	90.3	86.5	93.8	81.3	79.8	82.3	82.2	81.5
Parent	86.7	71.4	72.7	87.5	83.3	74.9	80.7	82.5	80.9	81.4	77.0	78.5	79.7	80.8	79.3
Student	87.9	86.8	79.2	78.4	95.2	77.1	80.4	81.5	80.2	87.5	81.2	80.7	81.5	81.1	80.2



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.

Budget Report

Peace River School Division No. 10

2017-2018 November 30 Fall Update

SCHOOL: E.E. Oliver Elementary

Revenue And Allocations To Budget Center

AB ED: Base Funding	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
School Allocation	\$107,625	\$108,750
School Fee Allocation	\$10,379	\$10,379
Total AB ED: Base Funding	\$118,004	\$119,129
% of Revenue And Allocations To Budget Center	101%	101%

AB ED: Differential Cost Funding	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
FNMI Allocation: School: Current Year	\$2,120	\$2,160
FNMI Allocation Per Student: Current Year	\$40	\$40
FNMI and Aboriginal Enrolment: ECS	0 Students	8 Students
FNMI and Aboriginal Enrolment: Grade 1-12	53 Student	50 Student
Total AB ED: Differential Cost Funding	\$2,120	\$2,160
% of Revenue And Allocations To Budget Center	2%	2%

Transfers	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Transfer: School Operations: Room Closures	(\$2,952)	(\$2,952)
Total Transfers	(\$2,952)	(\$2,952)
% of Revenue And Allocations To Budget Center	-3%	-2%

Total Revenue And Allocations To Budget Center	\$117,172	\$118,337
---	------------------	------------------

Expenditures

Other Staffing Costs	2017-2018 November 30 Fall Update	2017-2018 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
Total Other Staffing Costs	\$8,814	\$8,814
% of Expenditures	8%	7%

Contracted Services	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Certificated Inservice/Reg Fees	\$3,200	\$3,200
Uncertificated Inservice/Reg Fees	\$1,000	\$1,000
Postage & Phone	\$1,500	\$500
Advertising	\$300	\$300
Expense Reimbursement	\$6,000	\$7,500
Field Trips	\$4,750	\$4,750
Contracted Building Grounds Maintenance	\$4,000	\$4,000

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

Contracted Services	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Contracted Equipment & Vehicle Maintenance	\$2,000	\$2,000
Total Contracted Services	\$22,750	\$23,250
% of Expenditures	19%	20%

Supplies	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Supplies	\$63,124	\$63,750
Library Supplies (Minimum Standard)	\$3,731	\$3,770
ECS Enrolment	38 Students	43 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	249.00 Students	247.00 Students
Library Supplies	\$5,500	\$5,500
Furniture & Equipment	\$13,253	\$13,253
Total Supplies	\$85,608	\$86,273
% of Expenditures	73%	73%

Total Expenditures	\$117,172	\$118,337
---------------------------	------------------	------------------

Summary

	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total Revenues and Allocations To Budget	\$117,172	\$118,337
Total Expenditures	\$117,172	\$118,337
Variance	\$0	\$0

Notes

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