



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

SCHOOL: Lamont Elementary

PRINCIPAL: Kari Huk

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

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

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ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

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

2019-2020 School Year

STAFF FTE		BUDGET	
Certificated	16.0	Salaries	\$ 2 290 283
Classified	9.82	SES	\$ 159 779
		Total	\$ 2 450 062
		End of Year Surplus/deficit	\$ 30 219.19

SCHOOL PROFILE AND CONTEXT

Lamont Elementary Quick Facts:

- Lamont Elementary School (LME) is located in the town of Lamont, Alberta, approximately 60 kilometers northeast of Sherwood Park, Alberta
- LME is an inclusive education setting with 281 students in kindergarten to Grade 6 and 14 students in Play and Learn at School (PALS) for a total student population of 295
- LME students are served by 16 teachers and 15 support staff
- Total school budget is \$2 450 062 which includes 94% allocated to staffing

Programming Highlights:

- PALS, Elk Island Public Schools (EIPS) early intervention system program for 3 and 4-year-olds
- Ukrainian Cultural Program
- First Nations, Métis and Inuit programming including activities related to cultural understanding, historical learning, fine arts opportunities and Truth and Reconciliation initiatives (0.1 FTE)
- 1 to 1 Chromebooks for students in grades 3–6
- School Nutrition Program – healthy food available daily for all students



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EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal 2: Success for Every Student

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

Outcome: Self-Identified First Nations Métis, Inuit students and English Second Language students are demonstrating growth in achievement.

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL: The school will work collaboratively to increase the number of students who achieve a minimum of one year's growth in numeracy.

STRATEGIES/ACTIONS IMPLEMENTED:

- Utilize MIPI for consistent benchmarking across all grade levels
- Review MIPI results to plan for targeted intervention and pull out supports
- Pilot Numeracy Common Assessment Tool (NCAT) to collect additional data to guide programming
- Display common numeracy vocabulary visuals in every classroom
- Maintain Collaborative Response Model – grade cohort team meetings every 8 weeks to monitor progress of students and determine action plans for success
- Revisit school wide pyramid of interventions and reframe as continuum of supports
- Visual display of students to use at collaborative team meetings
- Partner with the EIPS numeracy consultant on an on-going basis – Number Talks, Running Records, Equals Math Kit
- Professional learning opportunities for teachers and educational assistants with follow up support from EIPS numeracy consultant and lead teacher
- Numeracy session at Community of Practice for educational assistants
- Utilize Equals Math Kit for instructional programming for struggling students
- Educational assistant time for additional small group numeracy support
- Enrichment pullout classes for Grade 6 students once a week
- Math manipulative toolkits available for every student
- Mathletics subscription
- School wide Numeracy Team Day



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

- Students that were identified from the Sept 2019 MIPI to be below 60% received intervention support – their progress was discussed at Collaborative Response Meetings throughout the school year – EIPS Math Benchmark was used to identify specific areas for intervention
- Overall quality of basic education performance measures on the Accountability Pillar Survey continues to be high (94.9%)
- Increase in parent satisfaction with the quality of education their child is receiving at school (88% to 93%)

EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal 2: Success for Every Student

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

Outcome: Self-Identified First Nations Métis, Inuit students and English Second Language students are demonstrating growth in achievement.

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL: The school will work collaboratively to increase the number of students who achieve a minimum of one year's growth in literacy.

STRATEGIES/ACTIONS IMPLEMENTED:

- Utilize STAR reading assessment for consistent benchmarking across all grade levels in September, November, February, and June
- Track and review STAR results to plan for targeted intervention and pull out supports
- Maintain Collaborative Response Model – grade cohort team meetings every 8 weeks to monitor progress of students and determine action plans for success
- Revisit school wide pyramid of interventions and reframe as continuum of supports
- Visual display of students to use at collaborative team meetings
- Implement 8 week Leveled Literacy Intervention (LLI) cycles to support striving readers
- Provide on-going LLI training to staff
- Daily use of effective instructional strategies that encompass essential components of language arts instruction
- Utilize regular small group literacy support within daily language arts instruction
- Participate in Collaborative Response Model professional development opportunities
- Consistent use of literacy strategies, resources, and language in and across grade levels
- Partner with EIPS literacy consultant



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- Literacy session at Community of Practice for educational assistants
- Foster a culture of literacy throughout the school – Read-In Week activities, bulletin boards, Wee Read Program, Buddy Reading, staff sharing of best practices in literacy instruction, celebrating student growth in reading and writing
- School wide Literacy Team Day
- Dr. Georgiou Online Literacy Sessions

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

- Students that were identified from the 2019 STAR data to be reading below grade level received intervention support – their progress was discussed at Collaborative Response Meetings throughout the school year
- Up until March 2020, when the Government of Alberta moved schools to Scenario 3, 73% of the students were showing progress to achieve one year’s growth in reading
- Overall quality of basic education performance measures on the Accountability Pillar Survey continues to be high (94.9%)
- Increase in parent satisfaction with the quality of education their child is receiving at school (88% to 93%)
- Increase in satisfaction with the Alberta Commissions on Learning (ACOL) measure on the Accountability Pillar Survey (81.4% to 91.2%)

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 1: Positive Learning and Working Environments

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

SCHOOL GOAL: The school community will work collaboratively to foster a positive school culture where students, staff and parents engage in respectful interactions and model active citizenship.

STRATEGIES/ACTIONS IMPLEMENTED:

- Review and revise student code of conduct with all staff and other stakeholders to ensure consistent understanding and collective support for expected behaviours
- Communicate and explain student code of conduct with students and parents
- School wide contest to celebrate and recognize positive choices including weekly draws and a monthly student lunch with principal and assistant principal
- Create opportunities for staff and students to be involved in planning leadership activities
- Facilitate student leadership opportunities including: Library Leaders, Spirit Buddies, Ignition Team (student council), Office Helpers, Nitro Team (intramurals), Clean-up Crew, Lunch Helpers and Safety Patrollers



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- Celebrate student leadership contributions through announcements, newsletters, assemblies, thank you cards, positive phone calls home, and the local paper
- Provide opportunities for students to participate in local and global service projects
- Coordinate additional extra-curricular activities including volleyball, basketball, cross country running, track, intramurals, and chess club
- Facilitate opportunities for students to participate in self-regulation workshops with the counsellor
- Implement Team Days with sessions directly linked to positive interactions and active citizenship (partner with parents and community members)
- Utilize self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks
- Initiate school improvement projects involving students to increase pride, ownership, and sense of belonging
- Focused discussions with student council, Ignition Team to solicit input on safe and caring initiatives and citizenship
- Regular communication to parents highlighting active citizenship through classroom newsletters, weekly updates, microsites, and positive phone calls

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

- Increase in the Safe and Caring Student Engagement Measures on the Accountability Pillar Survey (92.1% to 94.7%)
- Increase in stakeholder's satisfaction that students model the characteristics of active citizenship as measured in the Accountability Pillar Survey (88.6% to 92.7%)
- Overall improvement in the EIPS Parent Survey (86 parents responded to the survey)

Reflecting on your data, what was your greatest success?

We had a successful second year using the work from *Envisioning a Collaborative Response Model*. We continued with collaborative team meetings every 8 weeks. During the meetings, staff collaborated and discussed the learning needs of their students. Collaborative meetings were structured with an agreed upon agenda, student-focused, on task, and action-oriented. CRM is a comprehensive school-wide system that ensures no student slips through the cracks.

Monthly Community of Practice for our Educational Assistants has continued to be a success. We focused the professional learning on responding to the needs of our school to support students with challenging behaviours and special needs. We also included sessions based on feedback and input from our Educational Assistants about how we could support their learning. We had all participants complete a survey and the response was overwhelmingly positive. We will continue with the Educational Assitant Community of Practice this year as well.



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For the 2018-2019 school year, the Accountability Pillar Survey highlighted significant improvements in Safe and Caring and Citizenship measures. Despite that, students and parents both indicated that following the school rules, respecting others and treating each other well were areas for growth. A significant amount of time and resources went in to dealing with challenging behaviours. This year's results showed great improvement in those areas. LME staff are committed to fostering a collaborative school culture that celebrates active citizenship and models healthy interactions.

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

Much time and resources have been spent the past few years working on improving the Safe and Caring and Citizenship measures at LME. Now that great improvement has been made, we will be able to dig deeper into our literacy and numeracy goals. Using our Collaborative Response Meetings, we will focus our conversations and action plans on more specific components of literacy and numeracy instruction and intervention. Numeracy Screening and Intervention continues to be a challenge as we source out screeners and resources that are effective.

Providing strategies and supporting students with increasingly complex learning needs continues to be a challenge. Although LME facilitated several sessions to further train staff, accessing supports for students with complex behaviors and diverse learning needs will continue to be a vital component of providing strong programming for all students.



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Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Lamont Elementary 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	94.7	92.1	88.2	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	88.5	87.6	85.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.9	95.4	91.2	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	84.9	83.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	22.1	23.0	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	89.7	91.2	82.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	92.7	88.6	81.5	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	90.7	92.7	84.8	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	95.0	91.1	82.4	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

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.
- 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.
- 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 2018 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.
- 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.
- Participation in Diploma Examinations was impacted by the fires in May to June 2018 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.
- 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.
- 2018 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.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



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Provincial Achievement Test Results – Measure Details



PAT Course by Course Results by Number Enrolled.

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	87.5	15.0	81.3	25.0	93.1	6.9	93.0	14.0	n/a	n/a
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a
Mathematics 6	School	72.5	10.0	74.2	22.6	89.7	10.3	88.4	14.0	n/a	n/a
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a
Science 6	School	77.5	15.0	83.9	35.5	89.7	37.9	79.1	32.6	n/a	n/a
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a
Social Studies 6	School	72.5	20.0	77.4	29.0	72.4	20.7	79.1	27.9	n/a	n/a
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a

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 stand: excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2018 and May to June 2019. Caution should be 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 2011 Mathematics 9 in 2017/18, respectively.



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Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	75.6	72.7	83.2	88.6	92.7	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	90.0	91.8	96.4	98.9	100.0	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	73.0	62.0	70.0	83.5	86.4	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	63.7	64.3	83.0	83.3	91.5	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	73.4	67.1	88.5	91.2	89.7	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	92.9	94.1	100.0	100.0	93.8	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	53.8	40.0	76.9	82.4	85.7	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	52.1	61.0	60.9	70.0	64.9	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	64.3	73.9	71.9	75.8	68.8	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	40.0	48.1	50.0	64.3	61.1	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6



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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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.0	85.5	84.5	87.6	88.5	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	88.1	96.3	93.4	92.3	91.9	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	87.9	74.8	75.6	82.8	85.1	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	70.0	75.7	86.0	92.7	90.7	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	75.4	96.4	97.6	97.8	100.0	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	64.7	55.0	74.4	87.7	81.5	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.6	88.4	89.9	95.4	94.9	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	96.4	98.0	98.0	100.0	100.0	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	74.4	82.1	79.2	90.1	86.8	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	91.9	85.0	92.4	96.1	97.8	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8



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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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.9	78.8	87.8	92.1	94.7	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	85.7	95.3	98.8	97.8	98.8	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	79.7	71.3	80.0	87.1	92.1	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	74.2	70.0	84.4	91.3	93.2	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	75.1	74.5	81.7	91.1	95.0	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	85.7	81.3	70.6	88.9	100.0	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	66.7	68.8	93.8	93.8	89.3	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	72.8	73.6	80.8	90.5	95.7	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

